



RELATIONSHIPS RESPONSE CONTINUUM: OUTDOOR LEARNING TIME

PRESENT CENTERED GROUNDED

MINOR (MANAGED BY TEACHER)

MAJOR (MANAGED BY LEADERSHIP)

<p>CDPS STAFF:</p> <p>PRESENT CENTERED GROUNDED</p> <p>1. Give a calm and immediate response:</p> <ul style="list-style-type: none"> • Co-regulation strategies. Interoception. • Lower the tone and slow the speed of your voice. • Get your centre and slow your movement and breathing-providing a model for the student to follow unconsciously. • Position yourself at student level and beside them. Avoid standing over or in front of them. • Refer to Focus/Safety Plan. <p>2. Provide clear and descriptive instruction on the actions you are about to take:</p>	<p>WHOLE SCHOOL POSITIVE RELATIONSHIPS AGREEMENT</p> <p>OUR SCHOOL VALUES: RESPECT RESPONSIBILITY TEAMWORK</p> <p>Students are not following our school values if they:</p> <ul style="list-style-type: none"> • Use inappropriate language • Do not follow instructions after 3 reminders • Use 'put downs' towards other students • Answer back to staff • Lie to staff • Disrupt games • Litter • Spread rumours • Are not wearing their hat/appropriate Sun Smart clothing • Throw things at others 	<p>CRISIS / INCIDENT FOCUS ON SAFETY</p> <ul style="list-style-type: none"> • Minimise words to only what is necessary • Use gestures, tone and safe proximity <p>CALL FOR LEADERSHIP ASSISTANCE</p> <p>Leadership will support if students are not following our school values:</p> <ul style="list-style-type: none"> • Using aggressive/threatening language • Hitting/kicking/spitting/biting others • Harassing other students/staff • Fighting other students • Intimidating other students/staff • Acting in an inappropriate manner 	<p>1. Leadership will remove the student from the outdoor learning area.</p> <p>2. Student will have calm down time with no interaction.</p> <p>3. Leadership will assist student via:</p> <ul style="list-style-type: none"> • Co-regulation. • Centering • Belly breathing • When centred/calm proceed to following steps. <p>STEP 1: INVESTIGATE</p> <ul style="list-style-type: none"> • Confer with student • Discussion about impact <p>STEP 2: CONSEQUENCE</p> <p>Organise and implement consequences which may include:</p>
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<ul style="list-style-type: none"> • I am going to stay with you and talk about what just happened. • I am going to leave you right now and return to my desk until you feel ready to talk about this. <p>•</p> <p>3. Employ pre-organised de-escalating interventions.</p> <p>4. Allow cooling off time before engaging in triage conversation:</p> <ul style="list-style-type: none"> • Empathy • 1 liners <p>5. Conference and consequence:</p> <ul style="list-style-type: none"> • Making up for lost learning time (with teacher) • Practice skills needed. • Recovery and Repair • Triage conversation <p>6. Record behaviour in Behaviour Log Book.</p>	<ul style="list-style-type: none"> • Play in an unsafe/rough manner • Damage equipment • Use equipment in an unsafe manner • Spit • Play in an out of bounds area • Run away from staff 	<ul style="list-style-type: none"> • Spreading rumours • Bullying other students • Vandalism • Destruction of property • Stealing <ul style="list-style-type: none"> • Inappropriate ICT use and Cyber bullying • Bringing weapons to school • Self-harming • Leaving school grounds • Refusing to return to class 	<ul style="list-style-type: none"> • Making up lost learning time (with teacher) • Restorative conference with affected parties • Passport to Success • Community service • Home contact <p>STEP 3: IF SERIOUS OR REPEATED:</p> <ul style="list-style-type: none"> • Parent/Carer meeting With student/teacher/Leadership • Further support initiated • Alternatives reviewed • Internal suspension • External suspension • Exclusion <p>STEP 4: REINTEGRATION BACK TO CLASS AND SCHOOL:</p> <ul style="list-style-type: none"> • Discussion with Leadership including School Values and student expectations.
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6. Record behaviour and response in Behaviour Log Book.