


In any instance, where a student displays inappropriate behaviour, the Behaviour Expectations Matrix (BEM) must be referred to. Our approach to solving problems is restorative, through the lens of high expectations and high support. We address behaviour with affective statements. Resilience, Rights and Respectful Relationships (RRRR) must be **taught, modelled, praised and reinforced**.

## Low

- Work avoidance
- Wandering around
- Disrespect of equipment
- Distracting the teaching and learning (Interrupting / calling out)
- Put downs and name calling
- Interfering with others' play
- Littering


**Examples but not limited to**

### What Teachers Do

**Affective Statements – 1-3 sec** 

We include feelings words in language.

Reminder of appropriate behaviours and expectations through affective statements:  
**I feel ...** (state the impact)  
**When ...** (identify the behaviour)  
**What I'd like is ...** (state the preferred action)

**Large Group – Under 15 min** 

Circles in class to check in, out, prepare and respond


#### Outcomes of above behaviours

- Time out in classroom in line of sight of teacher
- Time out in support class – for the duration of the learning session
- Walk with yard duty teacher

## Medium

- Throwing materials
- Defiance or non-compliance
- Disrespectful language or swearing
- Hands on/fighting
- Throwing sticks or stones
- Verbally fighting
- Inappropriate use of school facilities
- Bullying




### What Teachers Do

**Affective Interactions P3, P3, F3 – 1-3 minutes** 

We take 1 on 1 responses from past, present and into the future

#### Outcomes of above behaviours

- Restorative conversation to repair the harm
- Time off the yard
- Parents notified by classroom teacher if warranted
- Student time out in office




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**Corporal punishment is prohibited in all Victorian Schools**  
**Corporal Punishment must not be used at Black Hill Primary School under any circumstances.**

## High

- Disrespect to staff – arguing, swearing
- Physically fighting
- Hurting or causing injury to others including staff
- Deliberate damage to property
- On-going bullying

**Examples but not limited to**

### What Leadership Do

**Formal conferencing (SSG) – 60 min** 





Meeting with parents, support staff, specialist supports

#### Outcomes of above behaviours

- Leadership contacted for support
- Teach **RRRR Stress Management**
- Parents of children involved notified by leadership
- Reinforce and praise **RRRR Problem Solving**
- Students support plan developed
- Student services involved if needed

#### Outcomes of above behaviours

- Behaviour meeting (SSG) with parents, teacher and leadership
- Early pick up from school
- Student time out in office
- Suspension





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