



The Continuum of Response: Classroom

At KWPS, we will implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students.

We will use this continuum to respond to student behaviour in the classroom.

Preventative strategies

- Positive relationships
- Active engagement
- Quality learning Environment
- Differentiated teaching and learning
- Positive Reinforcement and descriptive feedback
- Explicit teaching of behaviour expectations and social skills
- Active supervision
- Student centred
- Culturally safe learning environments

Low level behaviours

- Prompt (Proximity, eye contact, non-verbal cues, parallel cueing)
- Redirect: Restate expectation
- Reteach and reset
- Choice: Desired behaviour or logical consequence
- Individual consequence

Repeated Low level behaviours

- Student Conference: an individualised reteach for frequent or intense behaviours which impact on the wellbeing/learning of others
- Record on Sentral
- Consult with stage team leader
- Consider level of intervention for student support
- Intensify effective classroom practices

Safety concern

- Remove the risk and de-escalate
- Follow behaviour response Plan (individual or general) and risk management plan if available
- Contact executive who will contact parents if needed
- Executive to discuss logical consequences with classroom teacher
- Executive to log an incident report if necessary
- Implement appropriate intervention as outlined on Care Continuum for individual student support



The Continuum of Response: Playground

At KWPS, we will implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students.

We will use this continuum to respond to student behaviour in the playground.

Preventative strategies

- Active supervision and interaction with students
- Morning greetings and check-ins at school gate
- Positive relationships
- Reinforcement of positive behaviours
- Explicit teaching of behavioural expectations & social skills
- Apply consistent, fair and logical consequences
- Active engagement

Low level behaviours

- Prompt (Proximity, eye contact, non-verbal cues, parallel cueing)
- Redirect: Restate expectation
- Reteach and reset
- Choice: Desired behaviour or logical consequence
- Individual consequence

Repeated Low level behaviours

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- Consider level of intervention for student support
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Safety concern

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