

# Relocated Learning Process

## Rational of Relocated Learning

A student who is disrupting the learning of peers will benefit from shifting their learning from the regular curriculum of the classroom to a focus on learning positive behaviours in an alternative environment, allowing their peers to continue with the regular curriculum whilst they focus on observing positive behaviours in another.

## Disruptive Behaviour

Behaviour is disruptive if it is preventing others from learning or preventing staff members from performing their duties with other students.

## Before Relocating a Student

- Attempt indirect and direct strategies to prevent further disruptive behaviour.
- Ensure student has had time away from peers for a few minutes to reflect.
  - Conference with the student, attempting other strategies.
- Deliver a statement that continued disruption will lead to them being relocated to continue their learning elsewhere.

Disruptive Behaviour  
Continues

Student relocates.

Relocate student

Student automatically added to Reflection

Student does not  
relocate.

Student completes Positive Behaviour observation and attends reflection.

Teacher contacts home of student.

Re-entry or Restorative conversation held; SIR involved (pending situation & parties acceptance).

Student attend class as normal during next session of that subject.

Teacher continue lesson as normal if possible.

Teacher contact Student Support/AP's.

If a student's behaviour is creating risk then the class may be removed from the area.

Student Support/AP assist student

Student removed from classes for remainder of the day.

Restorative conversation held with appropriate teacher.

Student Support/AP contacts home of student. (if required for assistance: *additional consequences*)

Escalated *additional consequences*, such as after school detention, suspension, SSGs, BSPs, as appropriate.