



Behaviour Management Flowchart

Observed Problem Behaviours

Is the behaviour a minor or major offence?

At any time through the process, where behaviour is corrected, teacher needs to recognise positive behaviour. Process starts again in each session.

Check for Student PLP or Behaviour Support Plan (office)

MINOR

Teacher managed behaviors
Minor Problem Behaviours e.g.
Defiance
Disrespect
Disruption

MAJOR

Teacher managed/ leader supported
Major problem Behaviours e.g.
Abusive/ inappropriate language
Theft
Property damage

Intervention 1:

RESTATE the expected behaviour referring to behaviour matrix

Intervention 1:

Teacher attempts to deescalate the behaviour if appropriate

Intervention 2:

REMIND student/s of the expected behaviour (speak directly and kindly to the student/s)

Intervention 2:

Teacher calls for a leader through safety card or phone call. Ensure the safety of all students

Intervention 3:

RETEACH the expected behaviour and explain the reason behind this using the PBL matrix and expectations

Intervention 3:

Teacher and leader determines the appropriate action and informs parent/s

Intervention 4:

Relocate child
Recommended: one minute per age of child, within the space or agreed location (invited back when appropriate)

Intervention 4:

Conference with teacher, student and leader

Where deemed appropriate: Re-entry meeting to be organised with parent, student, teacher who observed the behaviour, classroom teacher and leader

Non compliant

Student behaviour continues to be negative

Compliant

Student has corrected behaviour. Recognise and reinforce the positive behaviour

Intervention 5:

Student makes up time with an intervention that suits the behaviour (time and place to be negotiated by the teacher who observed the behaviour)

Physicality (reentry meeting)

1. Teacher/ Specialist/ Leader who dealt with the situation contacts parent/s for a meeting. (*script*) Leadership will support.
2. Student not to return to space until re-entry meeting has occurred
3. Reentry meeting to include: Classroom teacher, leader/ LDL - Wellbeing student, parent
4. Agreed expectation of behaviour and self-regulation strategies to be discussed and implemented
5. Record of reentry meeting kept on file

Conference with student at appropriate times:
Acknowledge and reteach positive behaviour

Review and reteach positive behaviour

REFERRALS

3 referrals: teacher who dealt with the behaviour and submitted the ODRs has a discussion with parent/s

6 referrals: meeting with student, parent, classroom teacher, teacher submitting ODRs and leader, with behaviour plan for success to be constructed



TYPES OF BEHAVIOUR

Minor and Major Behaviour Descriptors

Minor Behaviours

Defiance, Disrespect or
Non-compliance

Disruption

Uniform non-compliance

Inappropriate Language

Late
to lines or to class
(not school arrival)

Physical contact or
physical aggression

Property misuse

Technology misuse

Other

Major Behaviours

Abusive or inappropriate
language

Arson

Defiance, disrespect or
non-compliance

Disruption

Theft

Harassment or bullying

Inappropriate display of
affection

Inappropriate location/ out of
bounds

Lying (cheating)

Physical aggression

Property damage or vandalism

Skip class

Technology violation

Other behaviour

Tips for a great day

- Each day is a new day
- Greet each student, each day
- Mistakes are proof that you are trying
- Work hard and be kind

Physicality

Any deliberate contact that can cause harm eg. biting, kicking, gouging, pushing etc.