Behaviour Flow Chart

Responding to Unproductive Behaviour at Roebuck Primary School

Create a positive, consistent and welcoming classroom environment to promote belonging.

(Winning Over, Engagement Strategies, High Expectations, Positive Relationships, Pilot Points)

Roebuck PRIMARY SCHOOL

Observe unproductive behaviour and assess.

Minor or Major?

Minor Behaviour – Classroom Management

Calling out, answering back, disengagement, inappropriate comments, late to class, dishonesty, minor physical contact, defiance, refusal, out of seat, work avoidance, not following instructions, teasing.

Use Low Key Skills (Bump 1)

'The Look', Gesture, Proximity, Planned Ignore, Deal with allies/problem not the student, Come on back, Minimal Verbal, Private Dialogue.

Re-Direct (Bump 2)

Brief, clear and calm verbal reminder of expected behaviour privately.

Re-Teach

Specifically instruct the student what needs to be done and re-teach the expected behaviour/routine. ***(Start Minor Record Form)***

Provide Choices (Bump 3)

Provide two alternatives – both effective choices.

The choice is:

- *Related to the behaviour.*
- *It's not a punishment.*
- *It's delivered in a positive/neutral tone.*
- *It's not an ultimatum.*
- *It can be followed through.*
- *Needs to be clear and specific.*
- *Must preserve student's dignity.*
- *Doesn't harm motivation to learn.*
- *Individually flexible, while also predictable*

Teacher Choice (Bump 4)

Behaviour continues, teacher now makes the choice from two alternatives given.

Reflection Time (Bump 5)

Defuse the Power Struggle.
Complete Minor Record Form, student completes reflection, opportunity for another reteach before re-joining class.
Parent contact and upload to Compass.

Repeated Minor Behaviour Record (3 x week)

1:1 student conference and informal behaviour contract.

May refer to Admin for support and intervention – Classroom based problem solving, Tier 2 referral - IBP.

Parent/Caregiver meeting to discuss contract.

BEHAVIOUR STOPS

GIVE POSITIVE AND SPECIFIC FEEDBACK

Major Behaviour – Admin Management

Verbal abuse or harassment, intimidation, physical assault, significant property damage, consistent bullying, leaving school grounds, swearing.

Teacher Response

Inform student of behaviour violation.

Ensure safety of staff and students.

Refer to student IBMP/escalation profile if necessary.

Contact Admin for support.

Admin Response

Review incident and determine consequence.

Apply restorative practices with all involved.

Targeted re-teach or expected behaviours.

Follow through on consequence and evaluate Good Standing.

Inform parent/caregiver.

Enter data into Compass.

Debrief with staff involved.

Complete critical incident procedure if necessary.

Re-Entry to Classroom

If required, re-entry meeting with teacher, admin and family.

Apply restorative approaches.

Student re-enters the classroom in a positive way.

Include student and provide an opportunity for success.

Repeated Admin Referral

Contact parent/caregiver for conference.

Refer to Tier 2/Tier 3 intervention.