Behaviour Management Flowchart

Observe problem behaviour

Minor
Teacher managed

Major
Executive managed

Step 1:
- ✓ Non-verbal Cue
- ✓ Proximity
- ✓ Ignore, Attend, Praise

Step 1:
Send SRC member to the AP of the stage with Red card/ Call AP. Remove students if in danger.

Behaviour continues

Step 2:
- ✓ Redirect
- ✓ Reteach
- ✓ Choice

Behaviour stops
Give positive verbal/social acknowledgment

Step 2:

Executive actions
- ✓ Review incident and determine consequence (Blue room, principal referral)
- ✓ Enter incident on Sentral
- ✓ Inform parent
- ✓ Provide feedback to teacher

Behaviour continues

Step 3: Consequence (logical, instructional, and individualised) & record on Sentral.

Classroom examples
- ✓ Temporary removal from activity
- ✓ Buddy class referral
- ✓ Contact parents
- ✓ Student teacher conference

Playground examples
- ✓ Walk with the teacher
- ✓ Loss of privilege
- ✓ Student teacher conference

Behaviour stops
Give positive verbal/social acknowledgment

Repeated minor consequences
If a student receives 3 minor consequences in 1 week or 10 in a term, Sentral will automatically notify AP/LST to put support in place.

Behaviour continues

Step 3: Principal informed and determines next steps

Behaviour continues

Classroom
Step 4: Refer to Major
Playground
Step 4: Send student to Blue Room. Executive at Blue Room follow Major response

Behaviour stops
Give positive verbal/social acknowledgment
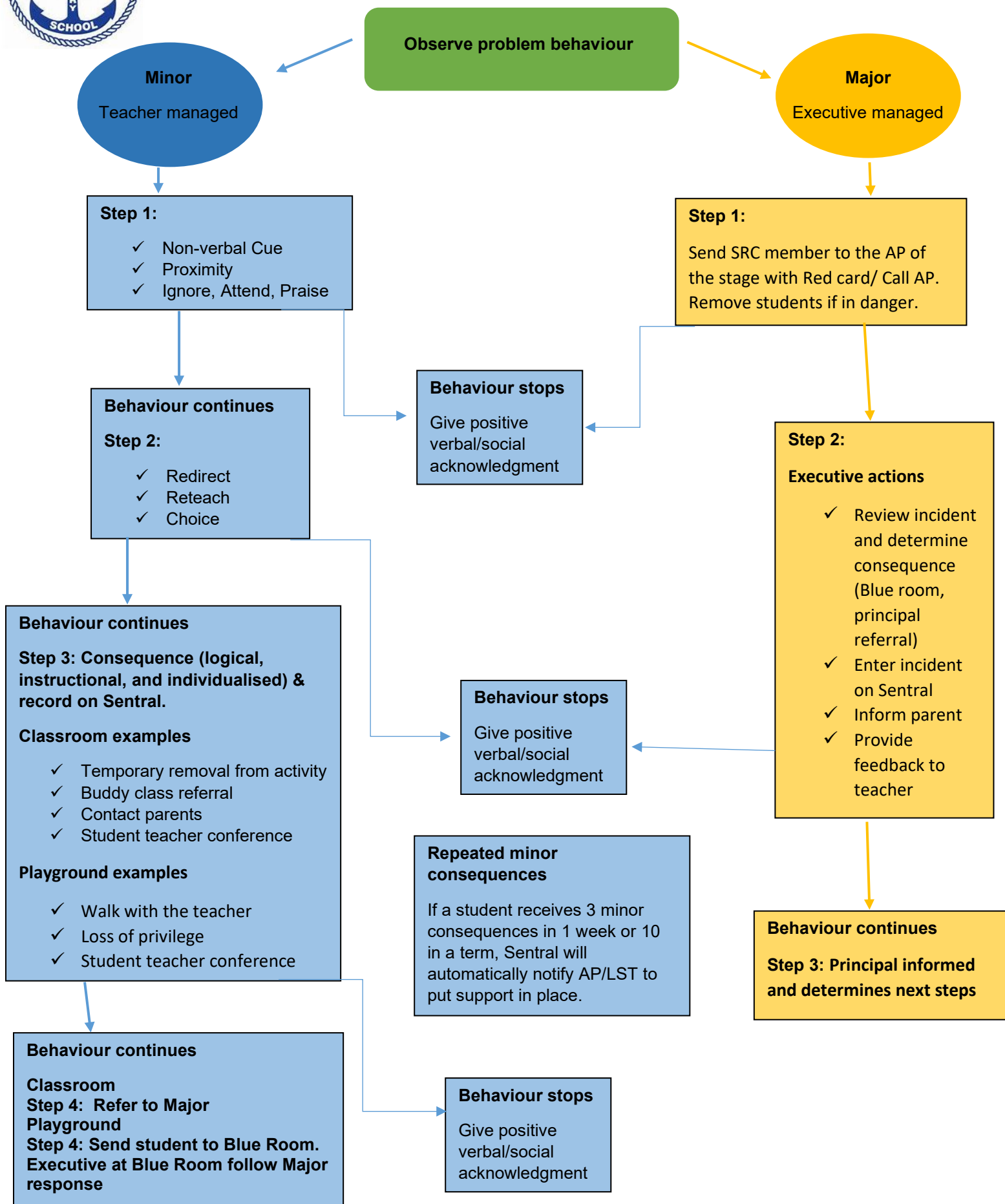
Behaviour Management Flowchart

Proactive strategies

Expectations
-Display PBL expectations
-Refer to PBL matrix
-Teach PBL lessons
-Acknowledge positive behaviour

Active Supervision
-Wear duty vest
-Move – constant movement & proximity
-Scan – head up & eye contact
-Interact – proactive and calm
-Pre-corrections
- Non-verbal cues and prompts

Positive Feedback
- Use playground tokens
- Use classroom merit awards
- Verbal feedback (4:1)
- Non-contingent attention

Actions
 -Individual conference
-Close proximity
- Same eye level

Minor

(Teacher managed)

Late to class

Equipment misuse

Disruption

Physical contact (rough play)

Inappropriate language

Cheating

Property damage

Non compliance

Absconding from class

Major

(Executive managed)

Abusive language

Physical aggression causing harm

Absconding from school

Harassment/Bullying (Repeated behaviour)

Criminal behaviour

Theft

Techniques to manage minor behaviour

Proximity	The strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
Non-verbal Cue	Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap or clearing one's throat suggest that the teacher is aware of the behaviour and is prepared to intervene if it continues.
Ignore, Attend, Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.

Instructional responses to inappropriate behaviour

If the simple techniques above do not result in the desired change in behaviour, more direct **instructional** approaches can be used.

Re-direct	Brief, clear, private verbal reminder of the expected behaviour. A re-statement of school-wide and non-classroom behaviour, or classroom procedure.
Re-teach	Builds on the re-direct by specifically instructing the student on exactly what should be done.
Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives - the preferred or desired behaviour or a less preferred choice.
Student Conference	Lengthier re-teaching or problem solving. Discusses the behaviour of concern, teaches the desired behaviour, provides reasons why it is important, and makes a plan for future use. Can include role-play or practice.

Response to ALL student behaviour is: calm, consistent, brief, immediate and respectful.