



Minnamurra Public School Response Flowchart



Observe problem behaviour

Minor

Staff Managed

Refer to minor behaviour examples

- Prompt
- Redirect
- Reteach
- Choice

Behaviour Continues

Behaviour Stops

Give positive verbal/social acknowledgement

Student Conference 5Qs

Apply Behaviour Consequence

Classroom

- Break space
- Loss of privilege
- Notification to parents (teacher)
- Buddy class

Playground

- Walk and talk
- Sit and cool down

Staff to enter minor incident into EBS

- No executive action required
- Incidents to be recorded into EBS within 24hrs of incident occurring

NO

Is the behaviour minor or major?

YES

Major

Executive Managed

Teachers to notify executive ASAP

Refer to major behaviour examples (Casual staff to complete yellow form and hand to supervisor of that stage)

Yellow slip/EBS referral sent to stage supervisor

- Review incident
- 3 minors in one behaviour category in the last 2 weeks?
- Inform student of violation
- State expected behaviour from matrix
- Student attends **reteach** room
- Parents/Class Teacher/SLSO informed
- Incident entered into EBS

Reteach with executive

- 1st half of lunch mentoring / values retaught / goal setting
- STOP, THINK, MAKE A PLAN
- 2nd half of lunch supervised

Stage meetings student behaviour reviewed

Student's behaviour goals discussed and reviewed as team

If behaviour continues...

- Parent interview
- LST referral
- Individualised behaviour support plan created in consultation with parents/carer

Minor incident strategies

- Prompt – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- Redirect – restate the matrix behaviour
- Reteach – tell, show, practice, acknowledge
- Provide choice e.g. Alteration of activity – adjustments to work expectations, participation requirements, equipment to be used, etc.

Positive acknowledgement

- Adult attention
- Effective, specific positive feedback
- Use of a tangible reinforcement system
- A menu or continuum of reinforcers

Student Conference – 5 Questions

Private, calm, positive

- Why are we having this conversation?
- Are you;
 - Being respectful?
 - Being responsible?
 - Being your best?
- What should you be doing?
- How will you do this?
- Can I help you to do this?

Explanations

- Student to move to break space to cool down – set a time when ready to return (check body language)
- Buddy class – send to buddy class, take work, return when ready - 15mins max
- Loss of privilege

3 minor incidents in one behaviour category within 2 weeks becomes a major behaviour

- Teacher to notify supervisor