

Low Level Behaviour Redirection/Response Flowchart

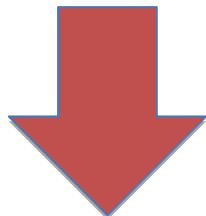
Student engages in initial challenging behaviour

Step 1

Verbal reminder of the behavioural expectation and redirection-whole class or individuals.

“In our class we value.... Our rule is...”

Clear and concise.

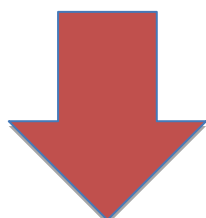


Student continues to demonstrate challenging behaviour

Step 2

Visual and verbal reminder of behavioural expectation. This could be as simple as a name on the blackboard in older classes.

Private(if individual), Clear, and Concise.

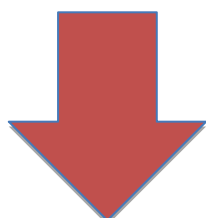


Student continues to demonstrate challenging behaviour

Step 3

Make any environmental changes that support the student's success e.g.: move to a desk away from the distraction perhaps at the back of the room, or in younger classes take a timer to the quiet corner. 'Chill and Reflect' time.

Student completes age appropriate reflection during break. Restorative chat-focus on helping student see how their choices impact on own/others learning.



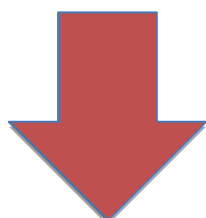
Student continues to demonstrate challenging behaviour

Step 4

Student takes their school work to the office to see the Education Manager/LST with a referral slip.

If the office is unable to accommodate the student they will be sent to another classroom with the referral slip and the teacher will be contacted.

Class teacher will communicate with parents carers using email template.



Mid-Level Behaviours

At this point the class teacher may deem it appropriate that a meeting with parents/carers be arranged to discuss a suitable course of action. When a teacher has ongoing concerns about a student, the Education Manager and Learning Support Team Coordinator(LSTC) will be informed. Along with the class teacher, they will take action accordingly, ie. development of an individual BSP(Behaviour Support Plan).