



# Granville Public School PBL Behaviour Management Flow Chart



Response to ALL problem behaviour is: **calm, consistent, brief, immediate, respectful and private**

## Minor Teacher Managed

- Grabbing at body or clothing
- Accidental contact with student
- Pushing and shoving
- Late (lines and after transitions)
- Tackling, striking in a game
- Playing a banned game including 'play fighting'.
- Rude gestures (rude finger, poking tongue out)
- Spitting (non-aggressive)
- Inappropriate written/verbal language (back chat, swearing at peers, name calling, put downs)
- Defiance/disrespect/disruption (sustained loud talk, yelling, screaming)
- Not following instructions
- Careless use leading to breakage
- Playing in an out of bounds area or toilets
- Playing in hat only areas with no hat
- On fixed equipment without permission/misuse of fixed equipment
- Playing with sticks and rocks

## Major/Repeated Minor Incident

- Repetition of minor incident
- Invasion of personal space with an intention to intimidate
- Instigating a fight, and then continuing to get involved in the fight (no physical contact involved)
- Spitting (aggressive)
- Repeated peer taunting, swearing
- Repeated refusal of request/defiance
- Forgery/theft
- Deliberate damage to property/graffiti
- Invading privacy in toilets
- Continually disrupting learning of others
- Throwing sticks, rocks or weapons at a person

## Critical/Repeated Major Incident

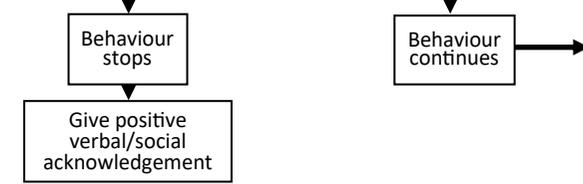
- Assault of teacher or student– physical violence (striking, punching etc.)
- Verbally aggressive and threatening language
- Swearing aggressively or in a threatening manner
- Bullying/harassment (including sexual, cyber, racial – refer to Arco)
- Indecent physical contact
- Absconding (from classroom or school grounds)
- Malicious damage to property
- Threatening safety of others with equipment
- High value theft
- Intentionally hurting others, or dangerous play
- Aggressive use of sticks, rocks or other weapon like items

## Response 1 - Positive Pre correction

- Proximity** (move closer to student)
- Ignore, attend, praise** (praise student demonstrating expected behaviour)
- Prompt** (low key responses)
- Redirect** (restate matrix behaviour)
- Reteach** (tell, show, practice, acknowledge)



- Choice** (State consequence vs desired behaviour)



## Response 2 - Apply consequence

- Consequence must relate to behaviour being corrected
- Classroom**
- Temporary removal from activity
  - Keep in to complete task/redo task
  - Alteration of activity
  - Time out in room
  - Time out in buddy class
  - Notification to parents
  - Move away from distraction
  - Conference (must follow all consequences)**
- Playground**
- Miss out on play/time out
  - Walk with teacher
  - Loss of privilege
  - Conference (must follow all consequences)**

## Response 3 - Record

- Record on Sentral—Wellbeing

Continued minor incidents will be reported to exec.  
 Exec follows major incident flow chart  
*NB: if support with student behaviour is required or a pattern of student behaviour is observed seek executive advice.*

## Response 1 -Refer

- Teacher:
- Inform student of rule violation
  - State expected behaviour
  - Record on Sentral—Wellbeing
  - Send student to exec with peer

## Response 2 - Review, Record

- Executive:
- Review incident
  - Determine consequences (consult DP if required)
  - Record on Sentral—Wellbeing

## Response 3 -Consequence

- Executive:
- Executive follows through on consequence
  - Supports student to return to daily timetable

## Response 4 - Inform

- Executive:
- Executive informs parent/guardian
  - Executive informs teacher and provides feedback

**If behaviour continues**

- Exec follows critical incident flow chart
- Parent/guardian interview
- Complete referral for Tier 2 Targeted Intervention Team

## Response 1— Refer

- Teacher/Executive:
- Inform exec/senior exec of rule violation
  - Record on Sentral—Wellbeing

## Response 2— Review, Consequence

- Senior Executive:
- Review incident
  - Inform student of rule violation
  - Determine consequences (suspension, formal caution)
  - Record on Sentral—Wellbeing

## Response 3— Inform, Follow Up

- Senior Executive:
- Inform parent/guardian
  - Inform teacher and executive
  - Record data in appropriate platforms
  - Arrange meeting with all stakeholders

NB: Students with personalised Behaviour Management Plans/Risk Management Plans may require minor adjustments to these procedures through consultation with executive staff and LST