



# Williamstown North Behaviour Management Flowchart

Updated March 2020

Observe Behaviour

Problem with Student

Procedures

Minor behaviour response

Major behaviour response

**Step 1:** Restorative conversations - Prompt Redirect & Reteach.  
\*Check on student's emotional state. Seek assistance, if needed from PLT Leader, Inclusion Leader, or Principal Class.

**Step 2:** Behaviour stops – give positive verbal/social acknowledgement.  
\*If behaviour continues – does the student have more than 3 warnings in a day, in a week.  
Student may need to work/self-regulate in a buddy class. (PL Teams to develop agreed processes for support)  
Student may need to complete Reflection sheet.

**Step 3:** Repeat restorative conversation & apply behaviour consequence.

If behaviour continues teacher develops an Individual Behaviour Plan with PLT Leader, Inclusion Leader or Principal Class

**Teacher completes minor incident/s in class/or in outside behaviour book. (Anecdotal records)**  
\* No exec action required.

Minor Teacher Managed	Major Principal Class
<ul style="list-style-type: none"> <li>▪ Inappropriate verbal language</li> <li>▪ Disruption (talking while teacher is speaking, making loud noises/voices)</li> <li>▪ Property misuse</li> <li>▪ Physical contact-non serious but inappropriate</li> <li>▪ Defiance/disrespect/n on -compliance</li> <li>▪ Partial truancy</li> <li>▪ Rough play-use of branches/sticks as weapons</li> <li>▪ Not allowing others to play/join in a game</li> <li>▪ Consistently late for class</li> <li>▪ Teasing and making fun of others</li> <li>▪ Littering</li> <li>▪ Taking other student's belongings</li> <li>▪ Friendship issues</li> <li>▪ Wasting time/not making good choices on the way to/from the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sending rude/offensive text messages or inappropriate use of online social media</li> <li>▪ Physically hurting others</li> <li>▪ Any form of racism/sexism</li> <li>▪ Being dishonest to an adult</li> <li>▪ Threatening to seriously hurt someone</li> <li>▪ Targeted/deliberate swearing</li> <li>▪ Leaving the school grounds without permission</li> <li>▪ Damaging/ disrespecting classroom/school equipment purposefully</li> <li>▪ Being disrespectful to any members of the school community</li> <li>▪ Throwing rocks/objects around the school or neighbouring properties intentionally</li> </ul>

**Step 1:** Foundation to Year 2 - Junior students to be sent to Wendy. Year 3 to 6 - Senior students sent to Michael.

**Step 2:** Students complete a Reflection Sheet.

**Step 3:** Restorative conversation with students.  
\*\*The classroom teacher is briefed on the matter.

**Step 4:** Parent contacted. Teacher, Principal Class and student agree on consequence.

**Step 5:** Behaviour is logged on Compass  
\*\*Principal Class to touch base with the Inclusion Leader & classroom teacher in regards to students with additional needs.

If behaviour continues teacher, parents, Inclusion Leader or Principal Class develop an ILP/Behaviour Support Plan for the student.