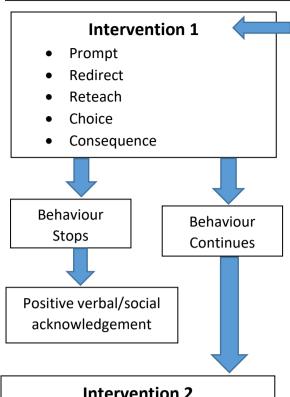


BPPS – Behaviour Flow Chart

Respond to all student misbehaviour in a Calm, Consistent, Brief, Timely and Respectful Manner.



Intervention 2

Apply Behaviour Consequence

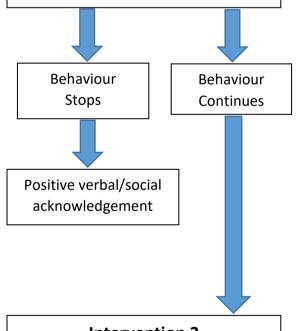
(Must be logical, individualised)

Classroom

- Temporary removal from activity
- Alteration of activity
- Removal of related privilege

Playground

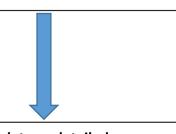
- Walk with a teacher
- Loss of activity privilege
- Pick up rubbish for a set time



Intervention 3

Relocate

- Removal to buddy classroom
- Parent notification
- Conference/RJ discussion
- **Reflection Sheet**
- Playground Supervision Timetable



Teacher completes a detailed behaviour incident on Compass

No Leadership Action Required

Minor Behaviours Teacher Managed Harassment:

Name calling, teasing and/or exclusion.

Truancy: Leaving the classroom without

permission. **Uniform Violation:**

Including not wearing a hat Sept-May

Non-compliance: In out of bound area, refusal to follow directions, off task

Property: Reversible low level damage touching someone else's

Physical: Play fighting, low level contact. Throwing objects in

annoyance/frustration (not at another person)

Verbal:

property.

Swearing accidentally in frustration/annoyance, shouting at others, arguments.

Theft: First Offence and/or item of

minor value.

Littering: Deliberately throwing rubbish on the ground.

Technology Violation:

Breaking Internet User Agreement.

Major Behaviours

Leadership Managed

Bullying:

Ongoing Repeated Harassment: Verbal, gestural or written messages:

including threats & intimidation. Truancy:

Leaving the school grounds without permission.

Chronic Misbehaviour:

Behaviour not responding to teacher interventions.

Non-Compliance:

Consistently defiant: Not following school rules or teacher directions. Disrupting the class.

Property:

Deliberate damage (vandalism) or graffiti.

Physical:

Aggression that did, or could lead to, bodily harm; fighting, punching, throwing objects at another person. Severe emotional outbursts (tantrums) Sexualised Behaviour.

Verbal:

Abuse, Threats, Swearing directly at someone. Sexualised Talk.

Theft:

Ongoing, repeat offences, valuable items.

Possession of Weapons:

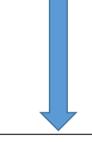
Real or look alike or objects capable of causing bodily harm

Step 1

- Inform student of rule violation
- State expected behaviour
- Student sent to office or leadership called to collect the student



- Review incident
- Determine consequences
- **Enter data on Compass**
- Inform Parent/Guardian
- Feedback to teacher



If behaviour continues

- Complete referral to Wellbeing Team for Tier 2 intervention
- **Behaviour Support Plan** developed



School Values



Data Entry

- Classroom Teachers to enter Minor Incidents on Compass.
- Staff who deal with Major behaviours to enter details on Compass.

Set Students Up For Success

- Behaviour expectations are taught & referred to regularly.
- Teachers model behaviours and provide opportunities for practice.
- Students are acknowledged for meeting Behaviour Expectations: 6 Positives to 1 correction.
- Value system is used: praise, points and tokens.
- Engaging content is pitched at the right level (HITS).
- Respectful Relationships & Zones of Regulation are taught.