



# Behaviour Response Flow Chart



*We are heart people who are faith-filled*

*We are heart people who reverence relationships*

*We are heart people who pursue excellence*

*We are heart people who touch the hearts of others*

## Low Level Behaviours

- Off-task
- Calling out/disruptive
- Littering
- Interrupting learning
- Not following instructions
- Inappropriate language

## Mid-Level Behaviours

- Repeated low level behaviours
- Swearing
- Unfair play
- Provoking others
- Teasing
- Misuse of equipment
- Playfighting

## High Level Behaviours

- Repeated mid-level behaviours
- Threatening or physical behaviour
- Damaging property
- Refusing to follow instructions/defiance
- Disrespectful towards others

## Serious Behaviours

- Repeated high level behaviours
- Aggression
- Bullying/cyber bullying after intervention
- Repeated harassment
- Physical violence

Behaviour responses need to be respectful (holding the relationship), related (to the behaviour) and reasonable.



### Low Level

- Non-verbal intervention such as walk over to the student, non-verbal signs, raised eyebrows, etc.
- Positive reinforcement
- Verbal correction of expected behaviour,
- Practice correct behaviour out of learning time
- Class reflection time

*Takes less than 2 minutes to correct error.  
If behaviour escalates during this response, move to Mid-Level Responses.*

### Mid-Level Responses

- Non-verbal warning
- Repositioning in class, buddy class or walk with teacher at playtime
- Provide further logical consequence such as missed learning
- Teacher to document on SEQTA

*Takes less than 2 minutes to correct error.  
If behaviour escalates during this response, move to High Level Responses.*

### High Level Responses

- Ensure safety of other students
- Supervised cool-down time – removal from class or yard
- Leadership team support may be needed – *green form filled out*
- Restorative Conversation/ Reflection during playtime
- Provide further logical consequence such as making up missed learning
- Parents informed via phone or email
- Behaviour/ play plan established.
- Leadership to document on SEQTA

### Serious Responses

- Ensure safety of other students
- Immediate removal from class or yard for cool-down
- Leadership team intervention
- Parents informed by leadership via phone
- Student sent home
- Re-entry with student, parent and leadership the next day
- Provide further logical consequences such as making up missed learning, in-school supervision
- Behaviour/ Yard Plan implemented
- Leadership to document on SEQTA



### Teachers to...

- Raise awareness of behaviour error and allow for the student to correct the error and make appropriate choices.
- Use positive feedback to praise expected behaviour choice.
- Address behaviour errors as they arise
- Record behaviour errors on SEQTA in a timely and efficient way.

### Student response...

If a student has learnt from the behaviour error, they can return to class or play after a restorative reflection which may include other students or staff to ensure relationships are repaired.

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If a student has learnt from the behaviour error, they can return to class or play after a re-entry meeting with parents and leadership using restorative conversation ensuring relationships are repaired.



In cases of conflict students are required to participate in a restorative conversation before returning to class or play. If a student chooses not to participate then they will spend time in the office with a leadership member. Students may be expected to catch up on missed learning.

SACCS 2019 Building Respectful Relationships: Student Suspension and Cancelling Enrolment Procedure may be invoked after repeated high level or serious incidents

*Learning to Learn. Learning to Love.*

At St Martin's we strive for all students to be thriving people, capable learners and leaders for the world God desires.