

Behaviour Response Chart



Purpose: to provide an overview and clarification of each staff member's role and responsibility for managing and responding to student behaviour. It also outlines record keeping requirements, to ensure we maintain an accurate pattern of behaviour, for future review, follow-up and support.

| Level of Behaviour | Examples of Behaviour | Interventions / Consequence | Key Staff Responsible | Actions |
|--|--|---|--|--|
| 1: Classroom-level Behaviours and Responses | Low level and off-task behaviour, e.g.: <ul style="list-style-type: none"> Talking in class Not completing a set task Distracting other students Throwing items (paper, pencils) First instance of using a mobile phone | Teacher intervention: <ul style="list-style-type: none"> Warning, reminder, Individual talk with student, redirect, cool-down time, moving to another seat Formal warning Lunchtime Detention Reset Room referral Parent contact – DayMap documentation | Classroom Teacher / Yard Duty Teacher | <ul style="list-style-type: none"> Document incident and teacher follow up on DayMap – write the time and date the incident occurred Contact parents/caregivers to keep them informed (consider DayMap message). Document communication with Parent/Caregiver on DayMap, including time and date and summary of communication. Review Restorative Reset Room worksheet (if relevant) |
| 2: Repeated or persistent classroom-level behaviours | Persistent off-task behaviours, e.g.: <ul style="list-style-type: none"> Repeated talking in class Repeated avoidance of work Repeated distraction of other students Repeated failure to follow reasonable instructions Ongoing non-submission of work Second instance of using a mobile phone | <ul style="list-style-type: none"> Reset Room referral Parent/Teacher contact Parent/Teacher/Student meeting including: <ul style="list-style-type: none"> Year Level Management (Behaviour) or Learning Area Leader (Curriculum content) | Classroom Teacher and: <ul style="list-style-type: none"> Year Level Manager (for Behaviour issue) Learning Area Leader (for Curriculum issue) And for One Plan students: <ul style="list-style-type: none"> One Plan Coordinator or Assistant Principal: Learning Support | <ul style="list-style-type: none"> Document incident and follow up on DayMap (include time, date, summary of incident) Refer to a Year Level Manager (Behaviour) or Learning Area Leader (if Learning issue) Parent/Caregiver meeting, record notes on DayMap including summary of agreements |
| 3: Verbal or Physical Threats, Aggression | Medium-level behaviours, e.g.: <ul style="list-style-type: none"> Refusal to go to Reset Room Verbal threats (including swearing at others, staff) Physical threats Cyber bullying / harassment Third instance of using a mobile phone | Call for Leadership Support <ul style="list-style-type: none"> Send Home Internal Suspension External Suspension Re-connection meeting | Classroom / Yard Duty Teacher and Leadership Team | Call for Leadership support (Student Services) <ul style="list-style-type: none"> Document Teacher intervention and call for leadership support on DayMap, including details of incident |

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| | | | | <ul style="list-style-type: none"> Ensure contact is made with Parent/Caregiver on the same day of incident. |
|------------------------------------|---|--|---|--|
| 4: High-Level behaviours | High-level behaviours, e.g.: <ul style="list-style-type: none"> Fighting Banned substances (e.g.Vapes) Suspected weapon – notify Principal or Deputy Principal Further instance of using a mobile phone | <ul style="list-style-type: none"> Send Home External Suspension External Suspension pending Exclusion Exclusion | Assistant Principals Deputy Principal Principal | Call for Leadership support (Student Services) <ul style="list-style-type: none"> Document incident and intervention on DayMap Leadership team will work with Principal, Deputy Principal or Assistant Principal as needed |