



East Hills Public School

Student Behaviour Management Process

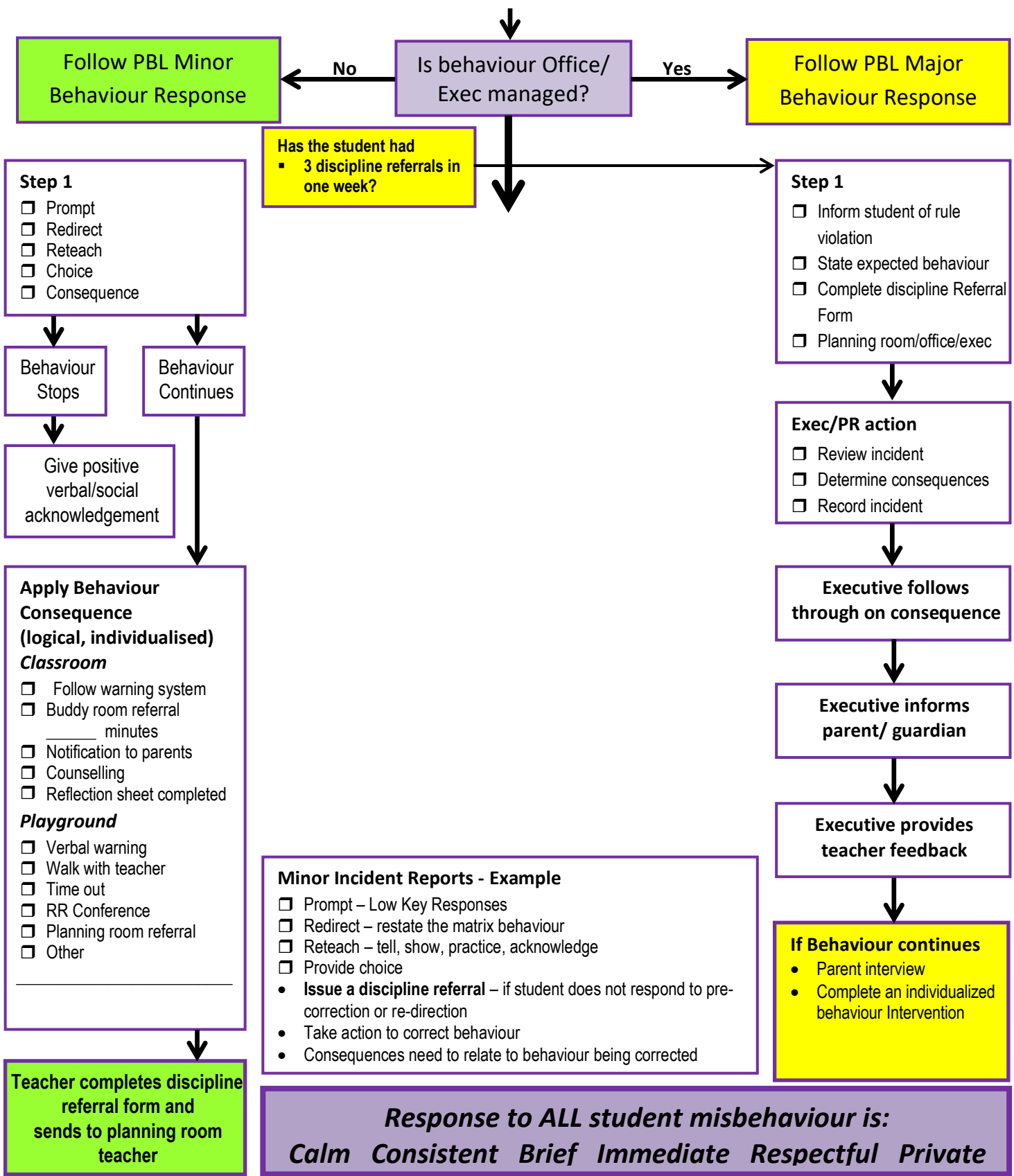
Updated March 2023

OBSERVE A PROBLEM BEHAVIOUR	
STEP 1: TEACHER MANAGED	
verbal reminder to follow expectation	
<p>Teacher will use a range of strategies to reinforce appropriate behaviour/s, for example;</p> <p style="text-align: center;">prompt redirect reteach choice logical consequence</p> <p style="text-align: right;"><i>'I' language, importance of take-up/processing time</i></p> <p style="text-align: center; color: green;">If behaviour stops: verbal praise / acknowledgement</p>	
MINOR BEHAVIOUR	STEP 2b: AP / PRINCIPAL / DP MANAGED
	MAJOR BEHAVIOUR
<p>If minor behaviour continues...</p> <ol style="list-style-type: none"> 1. Warning: Name on board 2. Cross 1 3. Cross 2 4. Cross 3 – (Reflection sheet) <p style="color: green;">If behaviour stops: verbal praise / acknowledgement</p>	<p><u>Major behaviour: safe</u> – send to AP with referral sheet</p> <p><u>Major behaviours: unsafe/violent</u> – immediate call to office – Principal / DP follow DoE Policy</p> <p>Parents phoned (log on Sentral) </p> <p>Interview booked</p> <p>Warning of suspension or suspension letter created– Add incident to Sentral (notification for AP) </p>
STEP 2a: AP MANAGED	RESPONSES TO MAJOR BEHAVIOUR
STUDENT SENT TO AP	
<p>3 crosses – reflection completed in classroom either with teacher or independently to ensure that enough, accurate information is provided (teacher to read through detail first before sending to AP)</p> <ul style="list-style-type: none"> • What happened? • What did you do? • What should you have done? • How can we solve this? <p>Student goes to AP with work and a pencil</p> <p>Parent letter sent home - Add incident to Sentral (notification for AP) </p>	<ul style="list-style-type: none"> • Collect evidence from all involved and witnesses • Add incident/s on Sentral • Review the incident • Parent/s contacted (log on Sentral) • Determine consequences and follow through • Student has 1:1 interview with Principal / DP • Close incident on Sentral • Contact parent/carer – review outcome <p>If behaviour continues...</p> <ul style="list-style-type: none"> • Parent interview • Risk assessment / behaviour plan completed or revised • IEP created / revised (where applicable) • Planning room or Social Skills program • Counsellor referral • Behaviour card
<p>2 letters home for minor incidents results in planning room referral (via Sentral)</p>	
PLANNING ROOM	SUSPENSION
<ul style="list-style-type: none"> • State expected behaviour • Refer to school rules • Provide practical strategy 	<p>Refer to <i>EHPS Suspensions Essential Agreement</i></p> <p>Refer to Department of Education's <i>Inclusive Education Policy</i></p>

Response to ALL student misbehaviour is:
Calm Consistent Brief Immediate Respectful Private

LIST OF MINOR BEHAVIOURS	LIST OF MAJOR BEHAVIOURS
<ul style="list-style-type: none"> • Inappropriate verbal language • Physical contact – non-serious but inappropriate • non-compliance • Property misuse • Dress code violation • Late to class • Cheating/ plagiarism • Swinging on chairs • Talking while others are talking • unkind comments • leaving the room without permission • taking others hats • taking others equipment • littering • rough play • out of bounds 	<ul style="list-style-type: none"> • Aggression (cause bodily harm, physical, verbal, used objects as a weapon) • Bullying (physical, verbal) • Harassment (physical, verbal, racial, sexual) • Insolence (verbal, gestures, general attitude) • Inappropriate behaviour • Abusive language/ profanity • Repeated disobedience / non-compliance • Property damage/ vandalism • Absconding • Consistently arguing with a teacher

<p>Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow warning system <input type="checkbox"/> Buddy room referral _____ minutes <input type="checkbox"/> Notification to parents <input type="checkbox"/> Counselling <input type="checkbox"/> Reflection sheet completed 	<p>Playground</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal warning <input type="checkbox"/> Walk with teacher <input type="checkbox"/> Time out <input type="checkbox"/> RR Conference <input type="checkbox"/> Planning room referral <input type="checkbox"/> Other
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Follow PBL Minor Behaviour Response

Is behaviour Office/Exec managed?

Follow PBL Major Behaviour Response

- Step 1**
- Prompt
 - Redirect
 - Reteach
 - Choice
 - Consequence

Behaviour Stops

Behaviour Continues

Give positive verbal/social acknowledgement

- Apply Behaviour Consequence (logical, individualised)**
- Classroom**
- Follow warning system
 - Buddy room referral _____ minutes
 - Notification to parents
 - Counselling
 - Reflection sheet completed
- Playground**
- Verbal warning
 - Walk with teacher
 - Time out
 - RR Conference
 - Planning room referral
 - Other

Teacher completes discipline referral form and sends to planning room teacher

Has the student had 3 discipline referrals in one week?

- Step 1**
- Inform student of rule violation
 - State expected behaviour
 - Complete discipline Referral Form
 - Planning room/office/exec

- Exec/PR action**
- Review incident
 - Determine consequences
 - Record incident

Executive follows through on consequence

Executive informs parent/guardian

Executive provides teacher feedback

- If Behaviour continues**
- Parent interview
 - Complete an individualized behaviour Intervention

- Minor Incident Reports - Example**
- Prompt – Low Key Responses
 - Redirect – restate the matrix behaviour
 - Reteach – tell, show, practice, acknowledge
 - Provide choice
 - Issue a discipline referral – if student does not respond to pre-correction or re-direction
 - Take action to correct behaviour
 - Consequences need to relate to behaviour being corrected

Response to ALL student misbehaviour is: Calm Consistent Brief Immediate Respectful Private