



## Classroom Behaviour Management Flow Chart -2024

This matrix is a guide only – WEPS treats every child as an individual, and while we follow school wide high expectations of behaviour in line with our school values, consequences can look different according to a student’s individual management plan and program.		
Level 1 Green Behaviour – CHOOSE KIND in voices, body language and actions		Who
Following the school values : Respect Kindness Inclusion Perseverance		Classroom teacher Specialist Teacher ES Staff  Positive reinforcement  Notice improvements and say it!  Consistently displaying the school values – merit points: entered on Compass.
Be PROUD of being a student at WEPS	<ul style="list-style-type: none"><li>- Wear our school uniform</li><li>- Represent our school in the community</li></ul>	
Personal best	<ul style="list-style-type: none"><li>- Learning from mistakes</li><li>- GRIT (persistence)</li><li>- Try new things</li><li>- Use a growth mindset</li></ul>	
Attentive listening	<ul style="list-style-type: none"><li>- Listen to the person who is talking- respond respectfully</li></ul>	
Mutual respect	<ul style="list-style-type: none"><li>- Open to new friendships</li><li>- Being a good friend</li><li>- Welcoming visitors into our school</li><li>- Be mindful and aware of others</li><li>- Include others and play fairly</li><li>- Keep hands and feet to self (Hands off)</li><li>- Manners- please and thank you</li><li>- Positive language</li></ul>	
Appreciations	<ul style="list-style-type: none"><li>- Use kind words, actions and body language</li><li>- Gratitude- showing with words and actions</li></ul>	
Ask for help and support	<ul style="list-style-type: none"><li>- Teachers, friends, parents</li></ul>	
Showing leadership	<ul style="list-style-type: none"><li>- Following school agreements at school and in the community</li><li>- Supporting others in a difficult situation</li><li>- Use school equipment respectfully</li><li>- Speaking respectfully</li><li>- Hat on outside classroom / Hat off inside classroom</li></ul>	
Teach the expected behaviours in class (for all students)		
Level 2 *where student or staff safety is not at risk		Who
Inattentiveness in class (talking disrupting others, speaking disrespectfully to the teacher or other students, calling out, making inappropriate comments, back chatting)		Classroom teacher  Specialist Teacher
Put downs – speaking disrespectfully to another student or teacher		
Disrespectful body language – rolling eyes, smirking and so on		
Failure to follow the expectations of the task		
Interrupting the learning of other during independent work time		
Walking around the room when the teacher is teaching (eg. going to your locker to get a drink/putting something in the bin)		
Interrupting the teaching time (eg. making noises, tapping ruler, )		
Not attempting the required work due to refusing/ avoiding		
Support		
Classroom RESET *Refreshes each two-hour block. *Specialists separate (reset reminder from classroom and doesn't carry over to specialist session). <ul style="list-style-type: none"><li>● Reset Reminder 1 - this is a reminder to reset, you need to get back on track, you need to stop talking etc (state behaviour)</li><li>● Reset Reminder 2 - move to an alternative learning space within the classroom (could be to another area within the group)</li></ul> RESET to another classroom * for those who have this as part of their plan <ul style="list-style-type: none"><li>● Reset Reminder 1 - this is a reminder to reset, you need to get to get back on track, you need to stop talking etc (state behaviour)</li><li>● Reset Reminder 2 - move to a pre-agreed alternative classroom</li></ul>		



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	<div>At the next convenient time (for both in classroom and alternative classroom resets)– restorative conversation with the teacher (verbal)</div> <div>Past (What happened?) Present (how are you/others feeling) Future (What will you do to fix it?)</div> <div>Enter on Compass templates for both resets. Notification to parent for alternative classroom reset</div>	
<div>Level 3</div> <div>*where student or staff safety is not at risk</div>	<div>Support</div>	<div>Who</div>
Leaving the classroom - staying within the school grounds	<div>Follow Reset Reminders – may give 2 resets at once and immediate move to reset room.</div> <div>Enter on Compass template – notification to parent</div> <div>Teacher may also wish to:</div> <div><div><div>• Phone parent</div><div>• Send a Seesaw message to parent</div><div>• Arrange a meeting with parent the includes a member of leadership/wellbeing</div></div></div>	<div>Classroom Teacher</div> <div>Specialist Teacher</div>
Swearing at another student, swearing in conversation or inappropriate language		
Refusal to follow an instruction/participate		
Leaving the classroom without permission		
Using the toilets inappropriately		
Dishonesty- not telling the full story		
Mobile phone use when at school		
iPad/other technology use without teacher instruction		
Not following teacher's instruction about iPad or other technology		
Unsuitable content on the iPad or other technology		
Deliberate damage of school property – graffiti, other damage		
<div>Level 4 (Leadership Team)</div> <div>*where student or staff safety may be at risk</div>	<div>Support (Leadership Team)</div>	
	<div>Contact 'on-call' person</div>	
Physical Behaviour – deliberate hit, punch, push, kick or throwing objects at a student or adult	<div>OPTIONS:</div>	
Swearing or name calling a staff member to their face or behind their back	<div>Parent phoned to collect child from school</div>	
Absconding – leaving the school grounds	<div>Suspension (reset day) to be determined on a case by case basis</div>	
Putting self or others (staff or students) at risk or harm / weapon	<div>Support Meeting (Parent, Classroom Teacher, member of Leadership Team)</div>	
Vaping / smoking	<div>Future Plan (Behaviour Management Plan/ modified program)</div>	
Inappropriate and offensive content on the ipad or other technology		