

St Lawrence BEHAVIOUR SUPPORT FLOWCHART

OBSERVE A BEHAVIOUR ERROR

Consider Guiding Principles: A major behaviour

- Seriously hurts someone's body or feelings
- Seriously risks the physical or emotional safety of self or others
- Stops learning and teaching and is deliberate damage to equipment



Minor Behaviour Behaviour Support Steps (staff managed)

Intervention 1:
This is your **FIRST** reminder about...
State the **Expectation**
State the **Behaviour Skill**

Intervention 2:
This is your **SECOND** reminder.
Reposition and Remind/Teach
State the **Expectation**
State the **Behaviour Skill**

Intervention 3:
This is your **THIRD** reminder.
Formal Thinking Time
State the **Expectation**
State the **Behaviour Skill**

Intervention 4:
This is your **FOURTH** reminder.
Removal and Complete Behaviour Reflection Sheet
State the **Expectation**
State the **Behaviour Skill**

If the behaviour errors continues to occur after completing a Behaviour Reflection Sheet, explicit teaching is needed.
Complete a **Behaviour Support Lesson** with the child at break time.

If a child requires multiple **Behaviour Support Lessons**, contact LD team for support in developing a **Behaviour Support Plan (BSP)**

Major Behaviour Behaviour Support Steps (leadership supported)

Call:
Learning Diversity Team (231)/Leadership Team (205)/ Office (200)
**Please call if you feel you need support managing a major behaviour*

LD/Leader attends
LD/Leader supervises the class. Teacher supports the student.
Ask teacher: "Does student have a behaviour support plan? Are we following it?"
Implement student's behaviour support plan (BSP)

For Universal Students (No BSP in place)
Class/student is removed from the situation and the student works with teacher 1:1
Give time to de-escalate.
Offer movement break or calming activity

Student returns to class/play
Attending teacher completes Behaviour Support Lesson at following break

Teacher/Leader swap roles
Class/student is removed from the situation and the student works with LD/Leader 1:1
Give time to de-escalate.
Offer movement break or calming activity.

Student returns to class/play
Attending teacher completes Behaviour Support Lesson at following break time

Student not able to comply/ Dysregulated
Call for further support
Take action to ensure student safety
Remove class from situation
Designated staff member stays with student
Contact family for support/student to be collected

Behaviour Support Lesson to be completed following day
Student returns to class (following day)