



St Joseph's School

Behaviour Response Chart

	BEHAVIOUR	PROACTIVE RESPONSE	REACTIVE RESPONSE
	<ul style="list-style-type: none"> • Use their manners. • Helpful to other students and staff • Begins work immediately. • Takes care of their own property . • Takes care of school property • Demonstrates MJR values . • Takes responsibility for own actions and inactions. • Follows instructions. • Kind to other students, staff and self. • Uses appropriate language . • Uses school equipment appropriately. • Organised in the classroom and out of the classroom. • Wears correct uniform. • Reports inappropriate behaviour of others. appropriately to staff • Asks questions appropriately – hand up, doesn't interrupt • Appropriately interacts with others and at appropriate times. 	<ul style="list-style-type: none"> • Praise for the desired behaviour – minimal words. • Faction tokens. • Free time activity • Appropriate fidget tool. • Classroom teacher to contact family for positives – email, phone call, in person. • Randomising strategies – pop sticks in a cup, raffle ticket, • Visual timetable. • Merit certificate. • Seating plan. • Consistent transitions. • Brain breaks. • Consistent boundaries. • Provide choice. • Classroom routine. • Model forgiveness/apologies/gratefulness • Use student name. • Private dialogue • Scripted responses – same message to all student 	
	<ul style="list-style-type: none"> • Not using hands and feet appropriately . • Not displaying a growth mindset or attempting to problem solve before seeking assistance. • Not being a WEST person. • Play fighting/name calling. • Not following staff instructions • Swearing (including blasphemy) • Not being prepared for task/day – including not bringing equipment • Dobbing on others • Not acknowledging others (please/thank you/barging through people) • Answering back to staff • Lying to staff/others • Vandalism of own property/swinging on chair . • Littering • Incorrect uniform. • Interruptive behaviours in the classroom 	<ul style="list-style-type: none"> • Proximity • Re-direct • Non-verbal signal/cue • Provide choice – this OR this • Re-teach desired behaviour. • Keeping Safe activity • Encourage the desired behaviour 	<ul style="list-style-type: none"> • Sitting out the rest of an activity/game • Classroom teacher to contact family – email, phone call, in person. • Documentation on SEQTA



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	<p>Persistently demonstrating the following:</p> <ul style="list-style-type: none"> Leaving designated area (classroom/office etc) without permission. Inappropriate moving around classroom/school. Inappropriate calling out. Play fighting/name calling. Rude hand gestures. Touching other people/invading personal space. Not following staff instructions. Swearing. Not being prepared for task/day – including not bringing equipment. Slow to start work. Distracting others/dobbing on others. Giving up – before or during a task. Interrupting staff/student or answering back. Not acknowledging others (please/thank you/barging through people). Lying to staff/others. Vandalism of own property. Incorrect uniform.. 	<ul style="list-style-type: none"> Complete reflection activity around the behaviour Read social story Goal setting. Behaviour plan. Meeting with parent to discuss behaviour. Calm down area. Behaviour contract. Written apology. Community Service. 	<ul style="list-style-type: none"> Withdrawal from class – short period e.g. fifteen minutes Withdrawal from recess and lunch – short period e.g. one break session Withdrawal from a given activity. Uniform slip Community service Calm down area Classroom teacher to contact family – email, phone call, in person Documentation on SEQTA
	<ul style="list-style-type: none"> Physical violence towards staff, student or self. Swearing at staff Spitting at staff/student. Defiance of school staff. Vandalism/damaging school property or others. Screaming/yelling at staff. Running away from school grounds. Threatening staff/student. 	<ul style="list-style-type: none"> Restorative meeting with Principal/Teacher/Student/ Parent Behaviour Management Plan Individual Behaviour Contract – goal setting Referral to School Chaplain / Social Worker Modified timetable. Check-in meeting with Principal Referral to an outside agency e.g. GP, counselling service 	<ul style="list-style-type: none"> Withdrawal from class – extended period of time e.g. remainder of day Leadership to contact family. Withdrawal from recess and lunch – extended period of time e.g. three days Suspension on site Non-attendance of an off-site activity. At home suspension Documentation on SEQTA