



# Behaviour Flow Chart

<p>Establish routines .</p> <p>Have an explicit focus for the lesson.</p> <p>Give wait time.</p> <p>Express the Learning Intention .</p> <p>Anchor.</p> <p>Use HRLTP strategies.</p> <p>Clear, calm voice tone.</p>	<p><b>Expectations for teachers to support engagement</b></p> <p>Moderate voice .</p> <p>Use aids and/or verbal discussion to model to new learning.</p> <p>Ask questions to give all students an opportunity to answer.</p>	<p>Review as the lesson progresses.</p> <p>Materials for the lesson organised.</p> <p>Accommodate individuals.</p> <p>Be proactive rather than reactive.</p> <p>3 positives to every negative.</p> <p>Reward positive behaviour (e.g. praise, recognition, sticker)</p>
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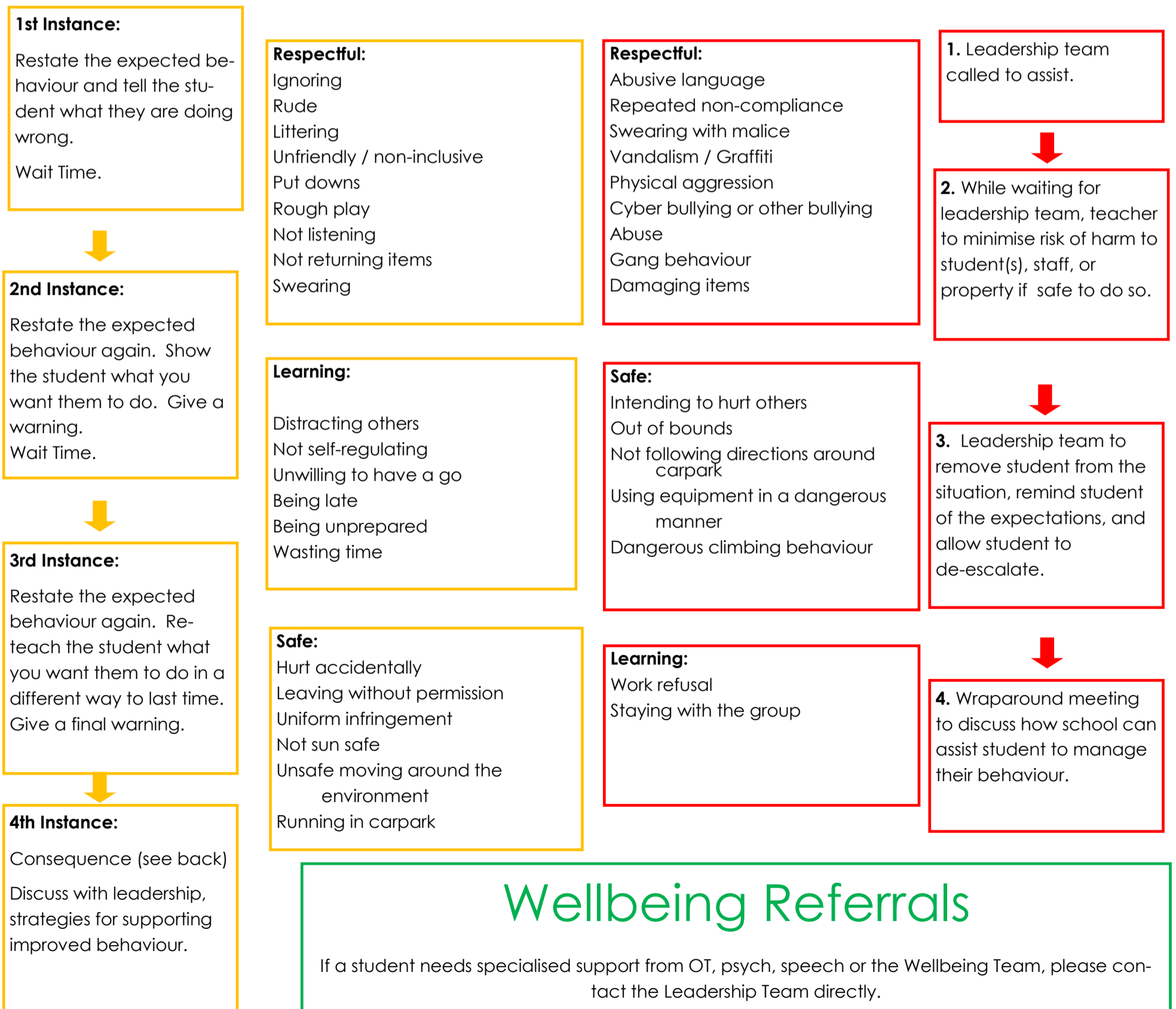
## Disruptive Behaviour

### Minor Behaviours

Teacher managed within the classroom.

### Major Behaviours

Managed using a wrap-around approach.



## Wellbeing Referrals

If a student needs specialised support from OT, psych, speech or the Wellbeing Team, please contact the Leadership Team directly.