

# Expected Behaviour—SWPBS Response Plan

Our Matrix of expected behaviours is used by all staff to teach and model expected behaviours and common language. Catchphrases to assist students to remember our expected behaviours are used every day. Examples of these are: plan to play, manners matter, choose your words, be fair and share, be your best, bounce back and right place, right time.



## Behaviour Flow Chart

### Expectations for teachers to support engagement

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

### Disruptive Behaviour

#### Minor Behaviours

Teacher managed within the classroom.

**1st Instance:**  
Restate the expected behaviour and tell the student what they are doing wrong.  
Wait Time.

**2nd Instance:**  
Restate the expected behaviour again. Show the student what you want them to do.  
Give a warning.  
Wait time.

**3rd Instance:**  
Restate the expected behaviour again. Re-teach the student what you want them to do in a different way to last time. Give a final warning.

**4th Instance: Consequences**

- Clean up duty
- Moved to another area
- Separation
- Time Out/Cool down next to teacher
- Assigned play area
- Make up time—supervised
- Parent contact—letter home
- Consequences must align with incident

Discuss with leadership, strategies for supporting improved behaviour. Reference DET Calmer Classrooms Model.

**Respectful:**  
Ignoring  
Rude  
Littering  
Unfriendly / non-inclusive  
Put downs  
Rough play  
Not listening  
Not returning items  
Swearing

**Learning:**  
Distracting others  
Not self-regulating  
Unwilling to have a go  
Being late  
Being unprepared  
Being wasteful

**Safe:**  
Hurt accidentally  
Leaving without permission  
Uniform infringement  
Not sun safe  
Unsafe moving around the environment  
Running in the carpark

**Respectful:**  
Abusive language  
Repeated non-compliance  
Swearing directed at others  
Vandalism / Graffiti  
Physical aggression  
Cyber bullying or other bullying  
Abuse  
Gang behaviour  
Damaging items

**Learning:**  
Work refusal  
Staying with the group

**Safe:**  
Intending to hurt others  
Out of bounds  
Running in carpark  
Not following directions around carpark  
Using equipment in a dangerous manner  
Dangerous climbing behaviour

#### Major Behaviours

Managed using a wrap-around approach.

Leadership team called to assist.

While waiting for leadership team, teacher to minimise risk of harm to student(s), staff, or property if safe to do so.

Leadership team to remove student from the situation, remind student of the expectations, and allow student to de-escalate.

Wraparound meeting to discuss how school can assist student to manage their behaviour.

### Wellbeing Referrals

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

An incident report must be completed and entered on CASES21