

# Responding to Unexpected Behaviours



\*The below responses do not need to be used in order.

## Responding to Minor Behaviours

### NON-VERBAL PROMPT

Eye-contact, move towards student, point to matrix, etc.

### 1:1 REMINDER

Discreetly remind the student of the expected behaviour.

### RETEACH

Utilise class discussions and morning circles to revisit expected behaviours.

### OFFER CHOICE

Remind student of expected behaviours and offer no more than 2 options to display the behaviour.

### RELOCATE

Move student to a different location in the classroom,  
OR  
Move student to a different classroom in the same year level.

### REFLECT & RECONNECT

(if student is relocated)  
Classroom teacher to facilitate Restorative Conversation with student, using the SWPBS tool ([P-2](#) and [3-6](#)) to aid the reflection.

### ACTION

(if student is relocated)  
Contact the family to inform them of the behaviours demonstrated and the steps taken to encourage expected behaviours. Use Compass Chronicle to log communication between family (Communication - not repeated minor).

## Responding to Repeated Minor Behaviours

### ANY REPEATED MINOR BEHAVIOUR

When a minor behaviour is repeated more than 3 times in 1 week, or an emerging pattern is appearing, document on Compass.

### 1:1 CONFERENCE

with classroom teacher, student rehearses expected behaviour.

### REINFORCE

Continue to monitor any repeated minor behaviours and celebrate successes in positive behaviours. Implement a Behaviour Support Plan (BSP) if required.

### COMMUNICATE

Identify adjustments for the student in the appropriate environments. Communicate adjustments (and BSP if required) to family and relevant staff.

### REFLECT & RECONNECT

Classroom teacher to facilitate Restorative Conversation with student (with support from Leadership/Wellbeing staff as necessary) reflecting on the impact of adjustments made.

### ACTION

Contact the family to inform them of the outcome of the Restorative Conversation, the impact of the adjustments and any future actions. Log the outcome in the original Compass Chronicle post.

## Responding to Major Behaviours

### REMOVE

Any immediate dangers and minimize risk to students, staff and property. Remove the student or other students from the area.

### RESPOND

Refer to actions listed in Student Support Plans (SSPs), if appropriate.

### RELOCATE & COMMUNICATE

Leadership to follow procedure: Relocate student to a safe space. Determine logical consequence and log on Compass. Contact Family to discuss next steps. Add note to the school Wellbeing Tracker for team to discuss in PLC meeting.

### REFLECT & RECONNECT

Classroom teacher to facilitate Restorative Conversation with student, using the SWPBS tool ([P-2](#) and [3-6](#)) to aid the reflection (with support from Leadership as necessary).

### ACTION

Contact the family to inform them of the outcome of the Restorative Conversation, the impact of the adjustments and any future actions. Log the outcome on Compass.