# Kaingaroa School Behaviour Management Flowchart

**Respect Responsibility Resilience Kindness Equity**

| Events | (Low) Minor | | (Medium) Minor | | Major | |
|---|---|---|---|---|---|---|
| | (Reminder/reteach) *Low-level disruption, which may interfere with teaching and learning* | | *Medium acts of misconduct may include repeated minor behaviour (despite interventions), which do not seriously endanger others' health or well-being* | | *Major acts of misconduct, which may include repeated acts of medium behaviour, high-level disruption and/or serious threat to health, safety, and property* | |
| **Staffing** | **Teacher managed (in class)** | | **Teacher managed**<br>**Team Leaders involvement/support** | | **Team Leader involvement/support**<br>**Teacher involvement/support** | |
| **Behaviour** | *Offensive, inappropriate remarks*<br>*Rough play*<br>*Slow response to teacher requests*<br>*Noise-making, silly answers*<br>*Annoying, altering names*<br>*Not returning items immediately*<br>*Borrowing something without asking* | | *Repeated offensive language/remarks*<br>*Wrestling, bumping into others*<br>*Refusal to participate, low-level disruption*<br>*Repeated disruptive behaviours*<br>*Putdowns, targeted insults*<br>*Thoughtless damage to property*<br>*Taking minor value items*<br>*Unscheduled use of technology* | | *Swearing to harass or show defiance*<br>*Hitting, kicking, punching*<br>*Ignoring instructions leading to an unsafe situation*<br>*Behaviour is stopping learning in class*<br>*Racist behaviour/bullying*<br>*Purposefully damaging/defacing property*<br>*Taking items of significant value*<br>*Illegal or inappropriate use of technology* | |
| **Restorative Actions/ Consequences** | Close proximity<br>Ignore → praise<br>Rule reminder/redirect<br>Provide choice<br>Reteach behaviour expectation<br>1:1 restorative conversation<br>Move space within the class<br>Natural consequence (e.g. tidy up, make up time)<br>Reset conversation | | Temporary removal from activity<br>Move space (TL or buddy class)<br>Reteach behaviour expectation<br>TL Restorative conversation (TL, teacher and child)<br>Mutually agree on logical/natural consequence<br>(e.g. walk with the duty teacher, restore relationship, apologise, clear up, loss of privilege)<br>Parent contact (email or text home)<br>Reset conservation when returning to space | | Ensure the safety of all<br>Remove from the area where they can cause harm<br>Loss of Privilege<br>SLT restorative conversation (SLT, teacher and child)<br>Mutually agree on consequence (e.g monitored/supervised breaks, complete class work in an alternative space, and stand down)<br>Parent meeting<br>Reset conversation when returning to class/school | |
| **"Kids speak"** | *I need to think about my actions and the consequences they could lead to*<br>*I need a reminder of the school rules/values* | | *I am stopping others from learning*<br>*I am not being kind to myself or others*<br>*I need time to reflect on my choices* | | *I am in danger to myself or others*<br>*I am not able to correct my behaviour*<br>*I am not able to follow adult instructions* | |
| **Follow up** | Record on eTap (teacher discretion) | | Record on eTap (by teacher involved)<br>Parent contact (by teacher/TL) | | Record on eTap (by witnessing staff, follow up details SLT)<br>Parent contact (by SLT)<br>SENCo support if required<br>Behaviour Plan (if no improvement in behaviour) | |
| | Behaviour resolved<br>Praise and reward appropriately behaviour | Behaviour not resolved<br>Move to Medium Minor - seek TL<br>support | Behaviour resolved<br>Praise and reward appropriately behaviour | Move to Major<br>Seek SLT support | Behaviour resolved<br>Praise and reward appropriate behaviour | Behaviour not resolved:<br>Suspension<br>External Case referral |