



Glengarry Primary School

BEHAVIOUR MANAGEMENT PROCEDURES - MINOR

**Creating Success  
Set Positive & High Expectations**



- 6:1 +ve to -ve
- Re-state positive expectations and desired behaviour
- Do students understand what is expected and can they achieve it?

<b>Strategy</b>	<b>Teacher Response</b>
<b>Prompt</b>	<b>Provide verbal and/or visual cue</b>
<b>Redirect</b>	<b>Restate the expected behaviour</b>
<b>Reteach</b>	<b>State and demonstrate the behaviour Have student demonstrate Provide immediate feedback</b>
<b>Conference</b>	<b>Describe the problem Describe the alternative behaviour. Tell why the alternative is better Practise Provide feedback</b>

**Step 1 – Formal Written Warning**

Behaviour is documented. Student is notified of their formal warning.

**Step 2 – Within Classroom Consequence**

Behaviour is documented. All learning time is made up.  
Consequence: teacher directed choice or strategy to occur within the classroom (removal from activity, alteration of activity, teacher conference, loss of privilege). May also include Chill Time strategies.

**Step 3 – Removal to Buddy Grade**

Student has chosen not to engage with previous steps.  
Student will be required to move to buddy classroom.  
10 minutes minimum and receiving teacher needs to know time.  
Restorative conversation with exiting teacher upon return.  
Consequence: learning time is made up or completion of task.  
Parent contact is made by classroom teacher.

**Continuation of Minor Behaviours**

Continuation of minor behaviours is not automatically a Major behaviour.  
Seek assistance of teaching partner or team leader.  
Parent Meeting.  
Referral to Wellbeing Team.  
Functional Behaviour Assessment.  
Behaviour Support Plan.  
Student Goal Setting.  
Implement Tier 2 – RTI Strategies.