




















St John's Behaviour Consequences matrix

Level 1 Behaviour	Level 2 Behaviour	Level 3 Behaviour	Level 4 Behaviour
<p>Off task behaviour</p>  <ul style="list-style-type: none"> - Not engaging in learning activities - Task refusal, task avoidance - Calling out - Wandering around the room etc - Leaving class without permission <p>Property misuse</p>  <ul style="list-style-type: none"> - Low intensity misuse of school or personal property, including littering or not picking up paper around you. <p>Dress</p>  <ul style="list-style-type: none"> - Student wears clothing that is not within the expectations of school guidelines, including no hat. <p>Physical contact</p>  <ul style="list-style-type: none"> - Non-serious but inappropriate physical contact e.g. rough play <p>Playing in out of bounds area</p>  <ul style="list-style-type: none"> - Toilet, out of sight areas, behind kindy block. 	<p>Disruption</p>  <ul style="list-style-type: none"> - Low intensity but inappropriate interruption to learning - Talking over the top of the teacher - Continually talking to other students - Purposely disrupting other students when working <p>Disrespect</p>  <ul style="list-style-type: none"> - Brief or low-intensity failure to respond to teacher request - Refusing to do work - Answering back to teacher - Towards other students (verbal & nonverbal) <p>Inappropriate language</p>  <ul style="list-style-type: none"> - Telling a lie, giving someone a hard time through teasing, name calling, put downs, lack of manners & courtesy <p>Technology misuse</p>  <ul style="list-style-type: none"> - Inappropriate but low intensity misuse of technology (phone, iPod, camera, computer, iPad, etc) <p>Tardiness</p>  <ul style="list-style-type: none"> - Student arrives late after bell, not in the right place at the right time <p>Ongoing repeated Level 1 behaviour</p>	<p>Repeated on going off task behaviours</p>  <ul style="list-style-type: none"> - Off task behaviours occurring for long periods of time or repeated over time (long duration, high frequency) <p>Disruption</p>  <ul style="list-style-type: none"> - Sustained or intense disruption of learning <p>Technology misuse</p>  <ul style="list-style-type: none"> - Misuse of technology (phone, iPod, camera, computer, iPad, etc) which is sustained or (potentially) harmful to others - Including misuse of social media at home <p>Physical Aggression</p>  <ul style="list-style-type: none"> - Serious physical contact where injury may/has occurred e.g. hitting, punching, kicking, fighting <p>Repeated tardiness-</p>  <ul style="list-style-type: none"> - Repeated or sustained incidents of arriving late after the bell <p>Ongoing repeated Level 2 behaviour</p>	<p>Abusive language</p>  <ul style="list-style-type: none"> - Verbal aggression such as swearing, prolonged name calling, threats, continued intimidation including social media, prolonged use of putdowns <p>Theft</p>  <ul style="list-style-type: none"> - Having possession of or removing property belonging to someone else <p>Repeated defiance/disrespect</p>  <ul style="list-style-type: none"> - Repeated refusal to follow reasonable requests/directions <p>Property damage</p>  <ul style="list-style-type: none"> - Substantial destruction or disfigurement of personal, school or others property e.g. graffiti <p>Ongoing repeated Level 3 behaviour</p>

Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • Verbal reminder - 4R's remind, reteach, redirect, remove 	<ul style="list-style-type: none"> • Short time out- (use as calm down time) – in 'thinking zone' in classroom or at time out spots in playground • In the classroom: complete reflection sheet and discuss with teacher (check if calm down time required before completing) • In the playground: review consequences matrix and discuss with teacher (check if calm down time required before discussing) <p style="text-align: center;">→ moving forward</p> <ul style="list-style-type: none"> • Reteach the focussed behaviour- teacher to discuss with student and offer support as needed for the child to be successful with that behaviour • Online PBL form- (teacher not required to inform student) 	<ul style="list-style-type: none"> • Time out- (circuit breaker and calm down time) Student to use the time to review own behaviour against the consequences matrix in 'thinking zone' in buddy classroom or at time out spots in playground • "Thinking things through" Think Paper to be completed/discussed with teacher or member of the Wellbeing team. This needs to be signed by parent/guardian. • Call with parent/s. Mark is informed (and may advise on incident form – TBC) • Online PBL form- (teacher informs student) <p style="text-align: center;">→ moving forward</p> <ul style="list-style-type: none"> • SEL/community service/action affect others/ apology/ relationship restored. 	<ul style="list-style-type: none"> • Meeting with principal, teacher & parent/s. • Meeting between student and principal (parents provided with option to attend). • Incident form completed • Behaviour Plan to be developed & communicated to staff & parents. <p>Ongoing Level 4 behaviours- refer to Diocesan Policy re suspension, transfer, and expulsion.</p>

REMEMBER: The purpose of consequences is to let children know that the behaviour is unacceptable, to help them to take responsibility for their behaviour in a meaningful way, and to offer them strategies to change their behaviour.

Minor behaviours

Major behaviours