

# Continuum of Procedures for Responding to Behaviour - TLC

## Creating Success

- **Are students experiencing success?**  
Engaging, relevant content appropriate to level.  
Appropriate teaching and learning strategies.
- **Is there a positive environment?**  
5:1 positive to corrective interactions.  
Acknowledgements system.
- **Do students understand what is expected? Can they achieve it?**  
Positive expectations explicitly taught (matrix).  
Social and emotional skills explicitly taught.  
Teach, model, acknowledge, correct, practice, practice, practice.

### Tone

- ✓ Use a quiet, neutral and attentive tone
- ✓ Approach the situation as a teachable moment

### Language

- ✓ Use objective, neutral and supportive language
- ✓ Label emotions and behavior (not the student)
- ✓ Paraphrase and mirror the student's statements
- ✓ Choose words that operationalise what you want the student to do.

### Caring

- ✓ Display empathy and concern
- ✓ Provide social coaching to help the student make a good choice
- ✓ Offer options for how they can handle the situation
- ✓ Give an opportunity to take a break
- ✓ Offer opportunity to talk with someone

## Observe Problem Behaviour

### Minor Behaviours

**Defiance** - Not following instructions, talking back.  
**Physical Contact** - Non-serious playful but inappropriate contact.  
**Disruption** - Consistently causing interruption to instruction.  
**Truancy** – Leaving classroom without permission; consistent lateness from breaks.  
**Property Damage** - Reversible low level damage of property (eg drawing on table); Use of an item not for its intended purpose, causing harm.  
**Swearing** - Non-targeted or non-confrontational swearing out of frustration.  
**Stealing** - Stealing of school item of low value (eg pencil, ruler).  
**Teasing/threat** - Verbal teasing, low level; Excluding other children from play or activities; Verbal challenge to student without intent to cause harm.  
**Disrespectful** - Argumentative; Lying or cheating not greatly affecting others; socially rude.

### Major Behaviours

#### Repeated Minors

(3 responses implemented per week)

**Swearing:** Targeted swearing.  
**Stealing:** Stealing of teacher or student item; Stealing of school item with value.  
**Physical:** Aggressive behaviour OR serious contact with intent to harm.  
**Defiance:** Failure to follow instructions when a response is being put in place.  
**Disruption:** Dangerous behaviours; consistent yelling.  
**Disrespect:** Lying or cheating involving others (eg accusing someone else of an action).  
**Property:** Deliberate damage of property or graffiti; possession of drugs, weapon, illicit item.  
**Teasing/threat:** Serious threat with intent to harm; Gang or group threats.  
**Truancy:** Leaving school grounds without permission.  
**Act of GBV** (Gender Based Violence): Acts or threats of sexual, physical or psychological violence, because of gender norms and stereotypes, and enforced by unequal power dynamics.

1. **Non-verbal Prompt** (Student is out of bounds, move towards student make eye contact)

2. **Descriptive** ("James you need to be safe")

3. **Corrective** ("James move in bounds, thanks")

4. **Re-teach the rule** ("remember, to **be safe** James, **we stay in bounds**")

5. **Choice** ("James you either return to the inbounds area or you will have to walk with me")

**If student is still non-compliant follow major behaviour steps.**

Give positive feedback once desired behaviour is displayed

Enter Minor Referral

Major Behaviour Referral

1. Student referred to leadership, major referral entered in PBIS Referral System by staff member.

2. Leadership follow agreed procedure, using PBIS Rewards Platform.

3. Data input in behaviour management tracking system. Review individual students' data.

4. Leadership member to follow through and determine consequences.

5. Support provided in accordance with Tiered intervention on the continuum

6. Support provided to reporting staff member. restorative conversation to mend relationship

Conference with student and communicate parent/guardian

Analyses of data to inform effective consequences

Apply appropriate consequence