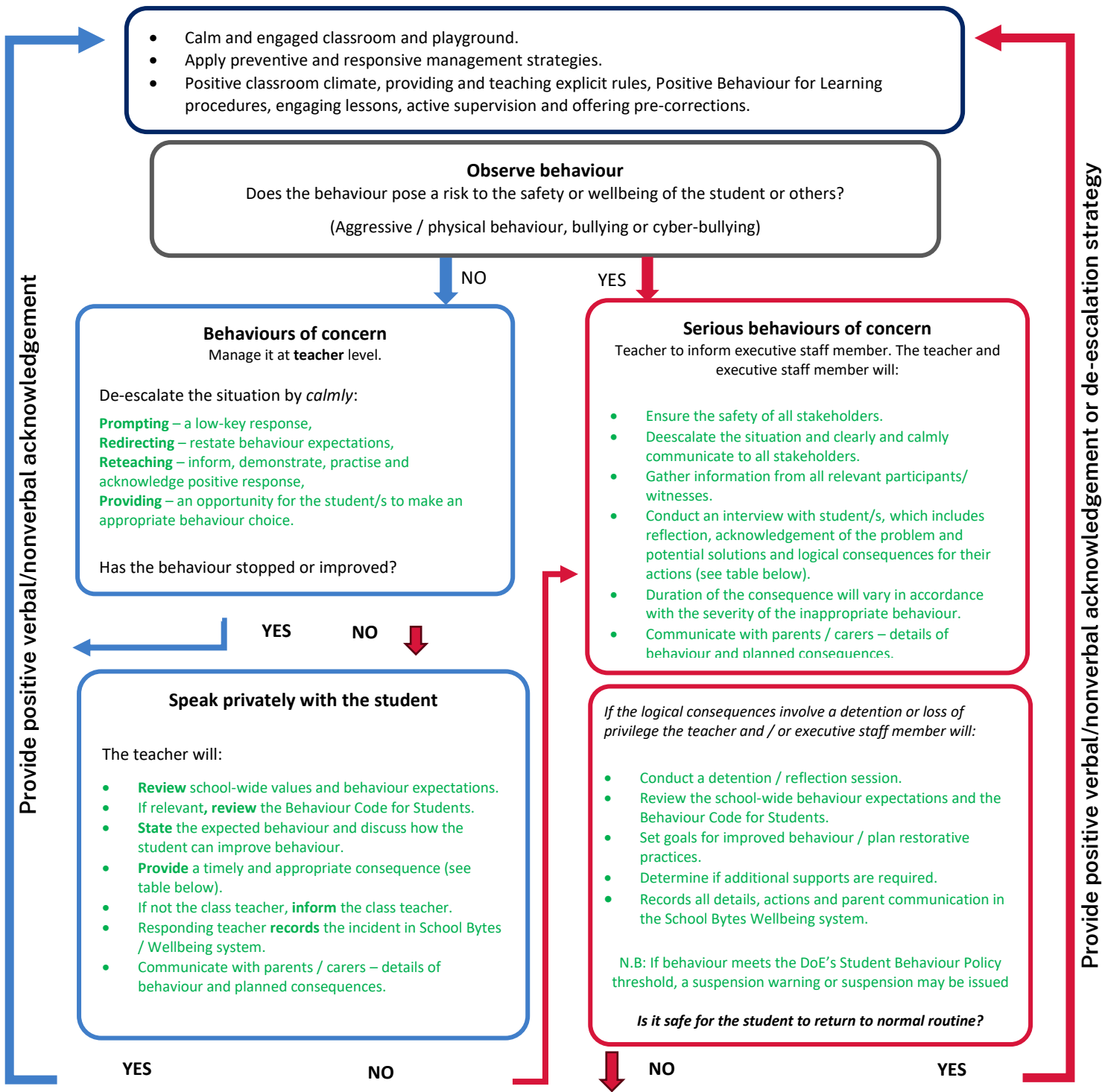


Mimosa Public School - Behaviour Management Flowchart



Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Consider additional supports
AP & CRT liaise with the Deputy Principal / Principal to identify and engage support(s) for the student to return to normal routine: Refer to Learning & Support Team /Counsellor, liaise with the Team Around the School, further communication with parents / carers, develop / revise individual behaviour plan/s.

*Is suspension required for additional **planning time**? If so, consult with principal.*

*Is a **mandatory report** required? If so, consult with principal and MRG.*

Appropriate and Logical Consequences
(Sourced from “Teaching Students to Self-Manage in the Classroom - Strategies that Promote Wellbeing & Resilience” Rob Stones 2024

A consequence is applied if a student is deliberately outside the classroom or school boundaries. There are 4 cues for a logical consequence:

- You damage it or break it, it’s your job to help fix it or clear it up.
- If you damage a relationship, it is your responsibility to repair it.
- When you abuse a privilege, you lose it until you recommit to it and demonstrate responsible behaviour (E.g. School representation / PSSA).
- When you act impulsively or disruptively you will be invited to take time-out if you do not immediately take remediating action.