Mackenzie Special—Behaviour Management Flowchart – Appendix 4

**Student Level 1 Behaviours - Classroom or Playground.**

- Teacher gives a Rule Reminder and a Warning.
- Teacher instructs student to sit on the Thinking Chair for 2-5 minutes to plan more social behaviours.

**Student Level 2 Behaviours - Classroom or Playground.**

- Student continues to break Level 2 Rules in the Classroom or Playground.
- Teacher Encourages the Social Behaviour in a manner appropriate to the Age of the Student.

**Teacher gives a Rule Reminder and a Warning.**

**Student Level 3 Behaviours - Classroom or Playground.**

- Student chooses appropriate Social Behaviour.
- Teacher Encourages the Social Behaviour in a manner appropriate to the Age of the Student.

**Will the student sit calmly indicating a readiness to cooperate and plan?**

- Yes: Teacher reminds the student of the Rule. Gives the student opportunity to acknowledge responsibility and commit to change. Commitment can be demonstrated in gesture, drawing or a verbalization. Acknowledge social choice and student rejoin group.
- No: Student continues to disrupt with Level 2 Behaviours.

**Playtime - Student sent to Veranda Seating for break period – “Planning” is written on a Planning Sheet if appropriate. If planning is incomplete or lacking commitment - planning reassigned for next play period and attached to duty folder. Commitment determines re-joining group.**

**Class – Student Plans Next Play Session if planning not completed in class – “Planning Sheet” supported by the class teacher. This should only occur when planning was uncommitted earlier.**

**NOTE - For Juniors – Planning only for same day incidents.**

- Level 3 Assault Incidents
  - Call For Help, Move Peers
  - Use NVCI De-escalation Techniques:
    - Defuse or Distract
    - Calm / Non Emotional
    - Reassure Student
    - Give Student Space

- Staff 1 – Manage Target Student.
- Staff 2 – Call for Help & Remove other Students.
- Staff 3 – Support Staff 1 & relieve if this will diffuse.

**Level 3 Harassment Incidents**

- Planning immediately or at next break for all harassment incidences. Behaviour Incident Slip sent to office with details. In School Suspension could follow.

- Staff Provide Cool Down Period with Support.
- Staff 1 – Manage Target Student.
- Staff 2 – Call for Help & Remove other Students.
- Staff 3 – Support Staff 1 & relieve if this will diffuse.

**Student Behaviour Extreme and Dangerous.**

**Student Behaving Appropriately for the Context**

- Yes: Interact with the student, acknowledging the importance of basic needs, providing specific praise and encouragement, talking around their interests, their need for attention and connectedness, recognition and a sense of significance, fun and achievement, freedom and choice of direction. Building relationship and establishing Mackenzie Special and its staff as worthy of Quality World Picture status. Provide a needs satisfying environment.

**NOTES:***

- For Juniors – Planning only for same day incidents.
- For Seniors – More comprehensive planning required, including a “Planning” slip with guidance, support and encouragement. Guidance must be specific to the context and student needs.