















Mount View PS – SWPBS **Minor** Behaviour Flow Chart

Behaviours	Steps	Decisions
<ul style="list-style-type: none"> • Minor disruption to learning • Not following instructions • Disrespectful attitude • Work refusal • Physical contact • Inappropriate language • Excluding others • Disrespect of equipment • Out of bounds 	<p>1 Remind </p> <p>Quick cue or reminder "Remember our expectation."</p>	<p>Does the behaviour stop? Yes → Return to learning (positive reinforcement) No → Continue</p>
	<p>2 Refocus </p> <p>"Let's reset." "Sit here / hands down / eyes on me."</p>	<p>Does the behaviour stop? Yes → Return to learning No → Continue</p>
	<p>3 Redirect </p> <p>"You can continue here OR move seats." • Compass Chronicle</p>	<p>Does the behaviour continue? Yes → Continue No → Return to learning</p>
	<p>4 Reteach </p> <p>Explicitly teach the expected behaviour</p>	<p>Remove to buddy classroom. Contact Parent via phone or email to notify Follow up conversation to seek understanding with relevant/contextual consequence</p>
	<p>5 Notify Team Leader </p>	<p>Team Leader to support classroom teacher. Leader will notify leadership for further advice.</p>

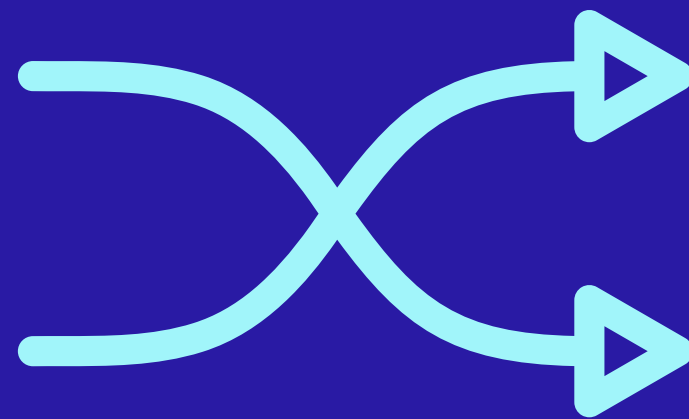
Mount View PS – SWPBS Yard Duty Behaviour Flow Chart

Behaviours	Steps	
<p>Minor Behaviours (Manage on Yard Duty)</p> <ul style="list-style-type: none"> • Minor disagreements or arguments • Rough or silly play (no injury) • Excluding others / cliquy behavior • Eye rolling, talking back, muttering • Not following instructions first time • Name-calling or teasing • Minor inappropriate language • Unsafe play (running in wrong areas, out of bounds) • Misuse of equipment • Line-up or rule-following issues <p>➔ Response: remind, refocus, redirect, reteach</p>	<p>1 Ensure Safety</p>	<ul style="list-style-type: none"> • Separate students if needed • Remove any immediate risk 
	<p>2 Is Assistance Needed?</p>	<ul style="list-style-type: none"> • Yes → Call for help on 200 and wait for leadership 
	<p>3 Notify Classroom Teacher</p>	<ul style="list-style-type: none"> • Yard Duty teacher contacts classroom teacher via phone • Briefly share what occurred 
<p>Major Behaviours (Refer / Escalate)</p> <ul style="list-style-type: none"> • Physical aggression (hitting, kicking, fighting) • Threatening or aggressive language • Swearing or discriminatory comments • Dangerous behaviour or leaving grounds • Using equipment as weapons • Ongoing refusal or defiance • Bullying (repeated behaviour) • Property damage or stealing <p>➔ Response: ensure safety, call for assistance, report on compass</p>	<p>4 Document Incident</p>	<ul style="list-style-type: none"> • Yard Duty teacher records on Compass 
	<p>5 Classroom Follow-Up</p>	<ul style="list-style-type: none"> • Classroom teacher follows up with student(s) in class • Classroom teacher adds follow-up notes on Compass 
	<p>6 Teacher discretion</p>	<p>Teacher to:</p> <ul style="list-style-type: none"> • Notify other teachers involving incident • Contact parent • Alert leadership

Mount View PS – SWPBS Major Behaviour Flow Chart

Behaviours	Steps	Decisions
<ul style="list-style-type: none"> Stealing Discrimination Intent to damage property Offensive language & threatening language Disrespect towards staff Sexualised behaviour Absconding Physical Aggression Fighting Impulsive responses 	<p>1 Removal </p> <p>Remove student from peers or situation. Notify leadership immediately if unable to control.</p>	<p>Is the student and peers safe and no longer escalating? YES → Proceed to Step 2</p> <p>NO → Notify leadership immediately. Contact 200 Request support if behaviour cannot be safely managed</p>
	<p>2 Contact connecting Peer </p> <p>Notify buddy teacher/Team Leader to assist with class or with the concerning student.</p>	<p>Is the student calm and regulated? YES → Proceed to Step 3</p> <p>NO → Continue regulation strategies Maintain supervision with support, Wait for leadership</p>
	<p>3 Re-Regulate </p> <ul style="list-style-type: none"> Once you have a safe calm space provide Adult support and limit conversation at that moment. 	<p>Is the student able to reflect and engage appropriately? YES → Proceed to Step 4</p> <p>NO → Pause the conversation Revisit later with leadership support</p>
	<p>4 Restorative Conversation </p> <p>This conversation may occur mins/hours after and with other staff support.</p>	<p>Has the reflection been completed appropriately? YES → Proceed to Step 5</p> <p>NO → Provide additional support Complete with adult guidance</p>
	<p>5 Reflection Task </p> <p>Student to follow up on the day of the situation (or following). Teacher to add to Chronicle.</p>	<p>Teacher Actions Add incident to Compass Chronicle Contact parents (phone/email)</p> <p>Record: Behaviour observed/Steps taken/Support provided</p>
	<p>6 Teacher to:</p> <ul style="list-style-type: none"> Meet with Leadership to seek advice and next steps Notify Team Leader / Buddy Teacher if ongoing support is required 	<p>Is parent contact required? YES → Make parent contact or arrange meeting (with leadership guidance)</p> <p>NO → Continue monitoring and support</p>

Our Behaviour Pathway



1

Remind



Quick cue or reminder

“Remember our expectation.”

2

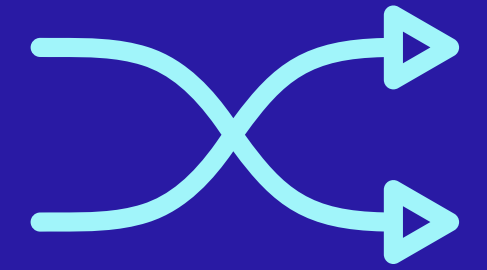
Refocus



“Let’s reset.”

“Sit here / hands down / eyes on me.”

3 Redirect



“You can continue here OR move seats.”

- Compass Chronicle

4 Reteach



Explicitly teach the expected
behaviour



Notify Team Leader

