

TIER 1: UNIVERSAL PRACTICES

TEACHERS ARE 'CREATING SUCCESS'

Do you have high expectation relationships with your students?

- Can your students talk with you about a problem?
- Do they believe that you will support them when they have made a mistake?

Are students experiencing success?

- Engaging, relevant content appropriate to level.
- High expectations.

Is there a calm, predictable environment?

- Calm, business like corrections.
- 4:1 positive to corrective interactions.
- Positive incentive acknowledgements system.
- Consistent entry and exit routines.
- Opportunities for students to have brain breaks.

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (matrix).
- Learning Intentions/Success Criteria.
- A teaching logic to behaviour.
- Teach, model, acknowledge, correct, practice, practice, practice.

MINOR BEHAVIOURS

PROPERTY: Reversible low level damage of property, use of an item not for its intended purpose.

TRUANCY: Leaving learning space without permission but returning to class.

LATENESS: A student presents to learning space more than 15 minutes late without a note or explanation.

UNIFORM: Wearing incorrect uniform, including incorrect shoes.

SWEARING: Incidental, non-directive or conversational not targeted at an adult.

DEVICE: Using a device between 8am and 2:25pm.

COMPUTER: Incorrect use of computer access; playing games, irrelevant websites.

ENGAGEMENT: Refusal to attempt a learning task.

TEASING: One occurrence of a low level verbal, unwanted comment.

ANTI-SOCIAL BEHAVIOUR: physical contact with no intent to harm, eg. pushing, kicking, slapping.

DEFIANCE: Not following instructions, talking back, calling out, walking around room.

PROHIBITED ITEMS: Use of prohibited items (e.g. gum)

DISRUPTION: Causing interruption to instruction and/or learning.

DISRESPECT: Argumentative to staff, answering back rudely or using inappropriate language.

SEQUENCE OF RESPONSES

- Teachers are 'Creating Success'.
- Wait and scan.
- Model positive behaviours.
- Acknowledge positive behaviours 4:1.
- Cueing with parallel acknowledgement.
- MUSAC.
- Remind, remind, choice, act.
- Natural consequence.
- Move student in the room.
- Private chat when everyone is calm.
- Move student to Buddy Class.
- Catch up session for missed work.
- Reflective or restorative conference.
- Parent contact.
- Referral to senior staff.
- Review incident and determine outcome.
- Meeting with parents.
- Problem solving.
- Alternative break times.
- Mediation.
- Withdrawal.
- Positive Behaviour Support Plan.
- Internal/ External Suspension.

Preventive

Minor responses

Major responses

MAJOR BEHAVIOURS

PROPERTY: Irreversible damage or graffiti of property with value.

TRUANCY: not attending class, leaving class without permission and refusing to return.

OUT OF BOUNDS: Leaving school grounds without permission.

SWEARING: Targeted swearing at staff.

COMPUTER: Accessing pornography; sharing explicit material.

STEALING: Stealing item of value.

FIGHTING: Aggressive behaviour or physical contact with intent to harm, including filming a fight and/or sharing footage.

THREAT/INTIMIDATION: Verbal, physical and online threats, including organising fights or encouraging violence.

DEFIANCE: Failure to follow instructions that significantly impacts the learning and/or safety of others.

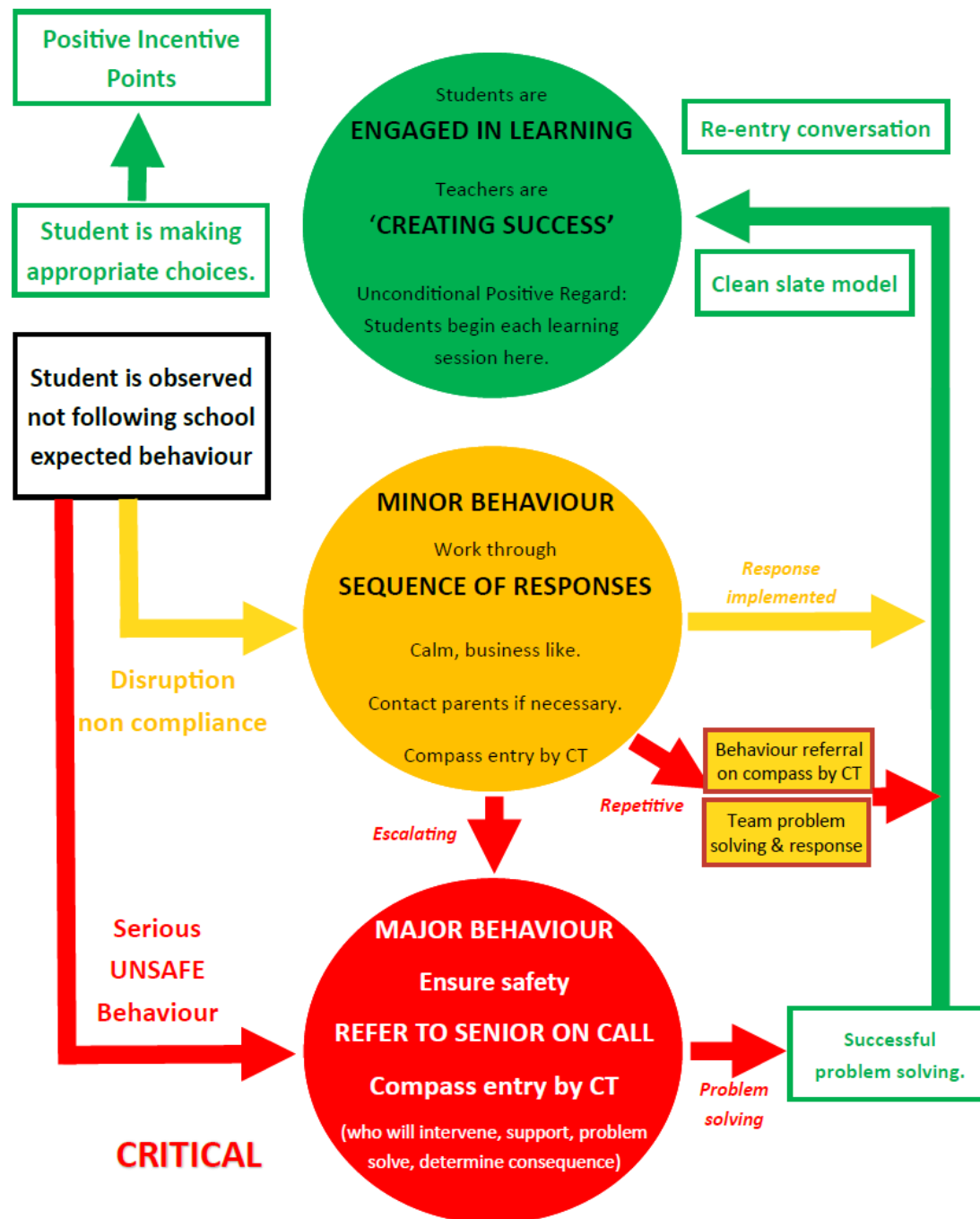
BULLYING/DISCRIMINATION: Persistent Bullying / Singling out a person based on race, gender, sexuality etc.

DRUG USE/POSSESSION: Being in possession or under the influence of nicotine, alcohol or an illicit drug.

WEAPONS: Being in possession of or using a weapon.

SAFETY: Behaviour that impacts the safety of others and themselves.

BEHAVIOUR FLOWCHART



DMS Student Values Matrix – School Settings and Expected Behaviours

	ALL SETTINGS – ALL THE TIME	LEARNING SPACES	SHARED SPACES	TOILETS	TO AND FROM SCHOOL	DEVICE USE
WE ARE RESPECTFUL	We use kind words We look after school property We follow instructions We treat others how we would like to be treated	We arrive on time and line up We use equipment for its intended purpose We let other people learn without disrupting them We ask for an out of class pass to leave the lesson	We use 'please' and 'thank you' We give each other personal space We put rubbish in the bin We line up and wait patiently for our turn	We use the toilet appropriately We wash our hands with soap	We are polite, kind and considerate towards others We respect all property of the school and others We line up and wait patiently for the bus	We use kind and appropriate words online and in texts We report damage to any ICT devices We follow school ICT policies and procedures as instructed by staff
WE ARE TRUSTWORTHY	We look after each other We take responsibility for our actions We find a staff member if we see something unsafe We wear our school uniform with pride We are safe	We are ready to learn We ask for help when feeling challenged We clean our area at the end of the lesson We stay in our timetabled class We have the correct equipment to learn	We hand in lost property to the front office We move directly to where we need to go We use facilities correctly We stay within the school boundaries We take care of equipment we are using	We use the toilet independently and correctly We report issues to a staff member We let people go to the toilet in privacy	We are on time to catch the bus We are safe by following the road rules We report unsafe or inappropriate behaviour We board the bus calmly and quietly	We keep our passwords private We switch off our personal devices and store them away for the day We submit our own work
WE ARE TEAM PLAYERS	We do our fair share We celebrate each other's achievements and differences We work together We include others	We are open to working with others We encourage and support each other We participate in collaborative learning tasks We listen to people's thoughts and ideas	We support those in need We are safe in our actions We walk down the corridor We clean up after ourselves	We maintain the cleanliness of the space	We follow community rules We sit in our seats and remain seated whilst on the bus We follow directions	We return and connect laptops to a charger at the end of the lesson We use ICT cooperatively to enhance group tasks
WE ARE FOCUSED	We approach learning with a growth mindset We keep our phones off and away for the day	We use feedback to enhance our learning We have high expectations and challenge ourselves We try our best We put our learning first	We play by the rules We know our timetable and where we need to be We use facilities during break times	We use the toilet during break times We leave the bathroom directly after using the toilet	We are prepared for school	We work on the assigned task We access appropriate school websites