

# School Behaviour Support and Management Plan – Woronora River Public School

## Overview

Woronora River Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are listed below.

## Partnership with parents and carers

Woronora River Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Woronora River Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

Woronora River Public School has the following school-wide expectations and rules:  
**To be Respectful, Safe and Engaged.**

	Respectful	Safe	Engaged
All Settings	<ul style="list-style-type: none"> <li>- Listen and follow instructions from an adult</li> <li>- Care and include others</li> <li>- Use our manners</li> <li>- Wear school uniform with pride</li> <li>- Care for our property and the environment</li> <li>- Cooperate with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Be in the right place at the right time.</li> <li>- Walk on hard surfaces</li> <li>- Wear a hat or play in the shade</li> <li>- Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>- Be prepared and ready to learn</li> <li>- Follow teachers instructions</li> <li>- Be an active participant</li> <li>- Show active listening</li> <li>- Have high expectations of self</li> </ul>

## Promoting positive student behaviour

Research indicates that classroom management is most effective when teachers implement both preventative and responsive strategies to promote positive behaviours – such as staying on task, being motivated to learn, and demonstrating prosocial behaviour – while minimising instances of disengagement and disruptive behaviours (CESE).

**Preventative strategies** focus on creating a supportive learning environment and include:

- Establishing and maintaining a positive classroom climate,
- Delivering structured, engaging, and motivating instruction,
- Explicitly teaching rules and routines,
- Using pre-corrections to proactively remind students of expected behaviours, and
- Actively monitoring student behaviour.

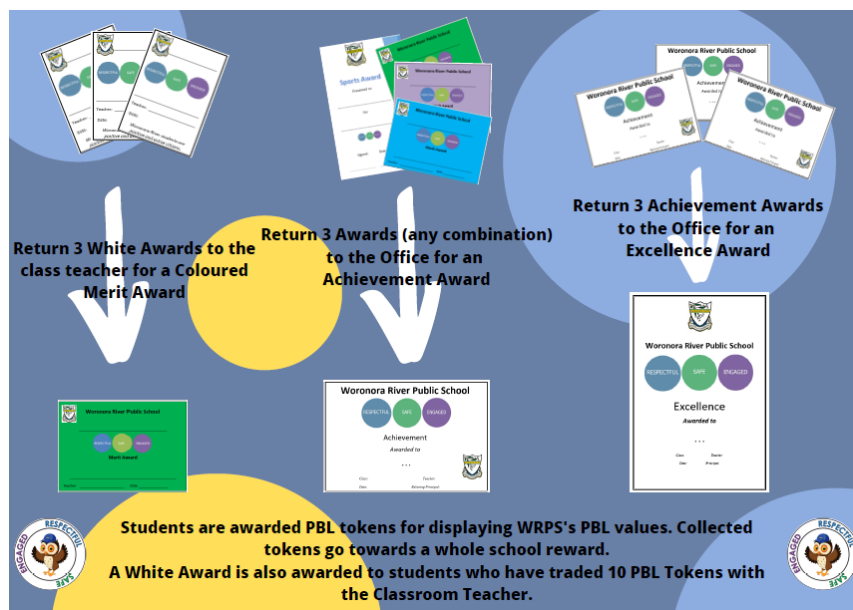
**Responsive strategies** involve addressing inappropriate behaviours in a way that is:

- Centred on the student’s needs,
- Clearly understood by the student,
- Consistent and predictable,
- Delivered calmly, and
- Proportionate to the level of misbehaviour.

These classroom management approaches are further supported by a whole-school Positive Behaviour for Learning (PBL) framework. Through the use of behaviour matrices, positive behaviours are explicitly taught, fostering consistent language and shared understanding among students, staff, and the wider school community.

## Reward System

Our whole school reward system focuses on our school PBL values. Students are responsible for keeping and trading in their awards at the office to achieve the next level of achievement.



## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Positive Behaviour for Learning</u>	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	<u>Child Protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Whole school award system	School awards reflect our PBL values and is accumulative, culminating in achievement of token/white awards/merits, achievement award, Excellence Award.	All
Prevention	<u>Peer Support Program</u>	The Peer Support Program builds resilience by helping students develop strong relationships and the skills and thought patterns to manage life's ups and downs. The program offers a whole-of-school approach to student wellbeing and develops a strong sense of belonging for students. The program involves senior students training as Peer Leaders and mentoring small groups of younger students in structured sessions. Sessions are supervised by a teacher.	All
Prevention	Buddy System	Year 6 students are buddied up with Kindergarten students to role model school expectations and support transition to school.	K & Year 6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Open Parachute	Addresses the wellbeing of students K-6. Works through friendships, emotions, resilience, making safe choices, being inclusive, bullying and boundaries and communication. Teacher resources and wellbeing. Parent resources.	All
Prevention	SWEEPS (3 Bridges Youth Worker)	The SWEEP program is a youth worker employed by the school. They are an extra support person for students and staff as they assist in dealing with one or more of the following areas: <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Health</li> <li>• Education</li> <li>• Behavioural and/or Developmental Concerns</li> <li>• Relationships / Family</li> <li>• Social (including Friendship Issues)</li> <li>• Lack of Connection to Culture</li> <li>• Abuse or at Risk of Significant Harm</li> </ul>	All
Prevention	<u>National Week of Action (NWA)</u>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Prevention	<u>Harmony Week</u>	Harmony Week is the celebration that recognises our diversity and brings together Australians from all different backgrounds. It's about inclusiveness, respect and a sense of belonging for everyone	All
Prevention	SRC	The Student Representative Council (SRC) in a primary school provides a platform for students to actively participate in their school community and have a voice in decision-making. The SRC typically consists of elected student representatives from each class or grade, working together under the guidance of a teacher. The council's primary roles include organising events, suggesting school improvements, and raising awareness on important issues, such as anti-bullying and environmental sustainability. Through the SRC, students develop leadership skills, learn about responsibility and teamwork, and foster a sense of pride and ownership in their school, contributing to a positive school culture and encouraging student engagement.	K-6 Students
Prevention	Student voice	School Leaders: School Leaders are nominated and voted in by peers and supported by Staff. Year 6 Leadership Team: Our Year 6 Leadership Team participates in the leadership process where behaviour and approaches to school are considered for nominees. The process holds high standards for all leaders and school representatives. Leadership Minimum Requirements outlined in WRPS Leadership Policy. Leadership position consist of School Captains, Sports Leader, Environmental Leader, Technology leader, Sports House Captain and any other leader that is required by the principal.	All
Prevention	Owl Buddy's	This program fosters social-emotional growth by pairing HPGE students with peers in mentorship roles, enabling them to develop empathy, collaboration skills, and a sense of responsibility.	Owl Buddy's and staff

Care Continuum	Strategy or Program	Details	Audience
		Owl Buddy leaders act as role models, providing other students with a supportive figure to turn to for guidance in conflict resolution. These leaders use their social and emotional skills to teach others negotiation, resilience, and constructive ways to progress in play.	
Prevention	School Community Charter	The <u>School Community Charter</u> outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.	All
Prevention / Early Intervention / Targeted Intervention/ Individual	Trauma Informed Practice	Staff engaged with Professional Learning (PL) with external coaches, experts and Department specialists to inform teaching strategies to embed best practice to support students and families who have experienced trauma or mental health complexities.	Staff, Executive and LST
Prevention / Early Intervention / Targeted Intervention/ Individual	Partnership with the NSW AECG Inc	Our school works in partnership with the Sutherland Aboriginal Education Consultative Group (AECG), the Partnership Agreement, Connecting to Country, professional development and local representatives. Through these, support programs are developed aimed at connection to Country and community for First Nations young people.	All
Prevention / Early Intervention / Targeted Intervention/ Individual	Aboriginal Education Officer	At our school, the Aboriginal Education Officer (AEO) plays a vital role in supporting the educational, cultural, and social wellbeing of our Aboriginal and Torres Strait Islander students. The AEO works closely with students, families, and staff to foster a strong sense of cultural identity and pride, ensuring students feel valued and supported in their learning journey. They assist in embedding Aboriginal perspectives across the curriculum, promote awareness and understanding of Aboriginal culture within the school community, and act as a key liaison between the school and local Aboriginal families, helping to strengthen partnerships and create inclusive learning environments.	All
Prevention / Early Intervention / Targeted Intervention / Individual	Aboriginal Outcomes and Partnerships	Aboriginal Policy and Resources are used to support implementation of programs. LST intervention is used to monitor and support Aboriginal and Torres Strait Islander students to improve cultural connection, monitor attendance and wellbeing. First Nations Families are supported in a respectful and culturally appropriate manner with support from Aboriginal Liaison Officers (ASLO).	All
Prevention /Early Intervention / Targeted Intervention/Individual Intervention	Use of policy to support students' wellbeing and safety	Department of Education policies: <u>Restrictive Practices Framework Policy and Procedures</u> <u>Behaviour Code for Students/Student behaviour policies</u> <u>Child Protection</u> <u>Anti racism</u> <u>Anti bullying (Also see attached WRPS Anti Bullying Plan)</u> <u>Wellbeing framework Mindfulness activities</u> <i>Schools have a pivotal role to play in connecting character development in children and young</i>	Students, Staff, LST, Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
		<i>people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.'</i> (Wellbeing DoE NSW)	
Prevention / Early Intervention/ Targeted/ Individual	Australian eSafety Commissioner Toolkit for schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents	All
Prevention / Early Intervention / Targeted Intervention/Individual Intervention	External/ Internal parent & student surveys e.g. Tell Them From Me (TTFM) surveys	The school regularly addresses feedback on school performance from students, staff, parents and the broader school community. The school collects feedback from the community to inform best practice embedding a culture of high expectations. The school effectively caters for the range of equity issues within.	All
Prevention / Early Intervention / Targeted Intervention	Best practices embedded in all areas of the curriculum	<u>NSW Education Standards Authority (NESA)</u> Using NSW Syllabus and Curriculum and staff engaging in the Professional Standards for Teachers <u>NSW Australian Professional Teaching Standards for Teachers</u> <u>What Works Best</u> - evidence based practices The Centre for Education Statistics and Evaluation (CESE) is a place for education research, data and evaluation. <u>Explicit Teaching Strategies</u> <u>Cognitive Load Theory</u>	Staff, Executive, LST
Prevention / Early Intervention / Targeted Intervention / Individual Intervention	Department of Education Team Around the School	Team Around the School External services Allied Health- The school works with external providers (OT, Speech, Behaviour) to support the families accessing these services.	All
Prevention / Early Intervention / Targeted Intervention / Individual Intervention	Extra-Curricular	Our school offers many and varied extra curricular activities for our students to form strong social bonds across the school, with peers who have similar interests. Dance, Choir, Drama, Gardening Club, Breakfast Club, Environmental Club, PSSA, Public Speaking, Language Classes etc	All
Targeted Intervention Individual	Check in by the principal	Each morning, the principal or staff member prioritises checking in with students to gauge how they are feeling and ensure they are prepared for a positive day at school. This process involves greeting students warmly as they arrive, engaging in brief but meaningful conversations, and observing their body language and demeanour. For students who may need additional support, the principal or staff member creates opportunities for one-on-one interactions, where students can share their thoughts or concerns in a safe and supportive environment. These check-ins are tailored to individual needs and might include open-ended questions like, "How are you feeling today?" or "Is there anything you'd like help with?" By fostering a calm and reassuring start to the day, the principal or staff member sets the tone for a positive school experience.	Principal and staff
Targeted / Individual intervention	Learning and Support	The Learning and Support Team (LST) work with teachers, students and families to support	Individual students K-6

Care Continuum	Strategy or Program	Details	Audience
		students who require personalised learning and support. The LST monitors the attendance of students and may convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	
Targeted / Individual intervention	PLaSP	The LST works with teachers, students and families to support students who require personalised learning and support. Students with specific needs and funding will have PLaSP's created that focus on their individual circumstances and how to best create a successful learning pathway for the year ahead. School resources are then allocated to best support the plan.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. Staff follow the school's attendance procedures.	Individual students, attendance coordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Targeted intervention	Police Youth Liaison Officers	Discussion sessions about specific areas of need- Social Media/ Cyber Safety. This discussion is targeted to Stage 2 and 3 students.	Teachers, specific student groups
Targeted Intervention	Heath Plans	As part of a Health Care Plan, the SAM/SAO works in tandem with the Learning and Support Teacher to support the parents, principal and classroom teacher. Together they create a suitable Health Care Plan which ensures student safety and maximises the student's engagement in learning.	Administration, LaST, Principal, Teacher, Parents, allied health professionals

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Woronora River Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

### Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Behavioural incidents are recorded in School Bytes. Our PBL responses are:

Positive Behaviour for Learning Practices	
Minor (Teacher managed)	Major (Executive managed)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Cheating/ Plagiarism</li> <li><input type="checkbox"/> Dress code violation</li> <li><input type="checkbox"/> Fractional truancy</li> <li><input type="checkbox"/> Inappropriate language</li> <li><input type="checkbox"/> Late to class</li> <li><input type="checkbox"/> Minor disruption</li> <li><input type="checkbox"/> Non compliance</li> <li><input type="checkbox"/> Physical contact</li> <li><input type="checkbox"/> Teasing/ taunting; one off</li> <li><input type="checkbox"/> Property misuse</li> <li><input type="checkbox"/> Device misuse</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Absconding</li> <li><input type="checkbox"/> Abusive language</li> <li><input type="checkbox"/> Criminal behavior</li> <li><input type="checkbox"/> Defiance</li> <li><input type="checkbox"/> Disruption</li> <li><input type="checkbox"/> Forgery or Theft</li> <li><input type="checkbox"/> Physical aggression</li> <li><input type="checkbox"/> Repeated harassment; teasing/ taunting</li> <li><input type="checkbox"/> Excluding others repeatedly</li> <li><input type="checkbox"/> Property damage</li> <li><input type="checkbox"/> Repeated misuse or inappropriate use of device</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher; Prompt, redirect, reteach, choice</li> <li><input type="checkbox"/> Consequence: Sit down/ walk with teacher/ other</li> <li><input type="checkbox"/> Parent informed (teachers discretion)</li> <li><input type="checkbox"/> Student/ teacher conference to follow up if required</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediate executive follow up</li> <li><input type="checkbox"/> Behaviour reflection sheet completed</li> <li><input type="checkbox"/> Inform parent</li> <li><input type="checkbox"/> Send home reflection sheet</li> <li><input type="checkbox"/> Personal play plan required</li> </ul>

Woronora River Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL, and Peer Support programs consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more

motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: fast and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. WRPS PBL lessons are taught fortnightly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Recognition awards for positive individual and class behaviour are given at school assemblies and communicated in the school newsletter.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

### Detention, reflection and restorative practices

The Reflection Space is used for students to have time off the playground to discuss and correct behaviours that are making time in the classroom and/or playground difficult or unsafe for self and/or others. They will spend time with the Principal / Classroom Teacher and a School Learning Support Officer (SLSO) who will discuss their behaviour and complete a reflection sheet.

There are at least two adults in the room with the child/ren to maintain child protection standards. A restorative practice discussion will occur. Toilet and food breaks are always offered and included during reflection time. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy When and how	Strategy When and how	Strategy When and how	Strategy When and how
Reflection Time in Peer Class/ Breaks - Always supervised by staff in a safe, appropriate space that is supportive of student reflection. Time will vary depending	During class time	Teachers in consultation with LST. <u>Restorative</u>	Sentral / School Bytes Reports, Parents/Carer s

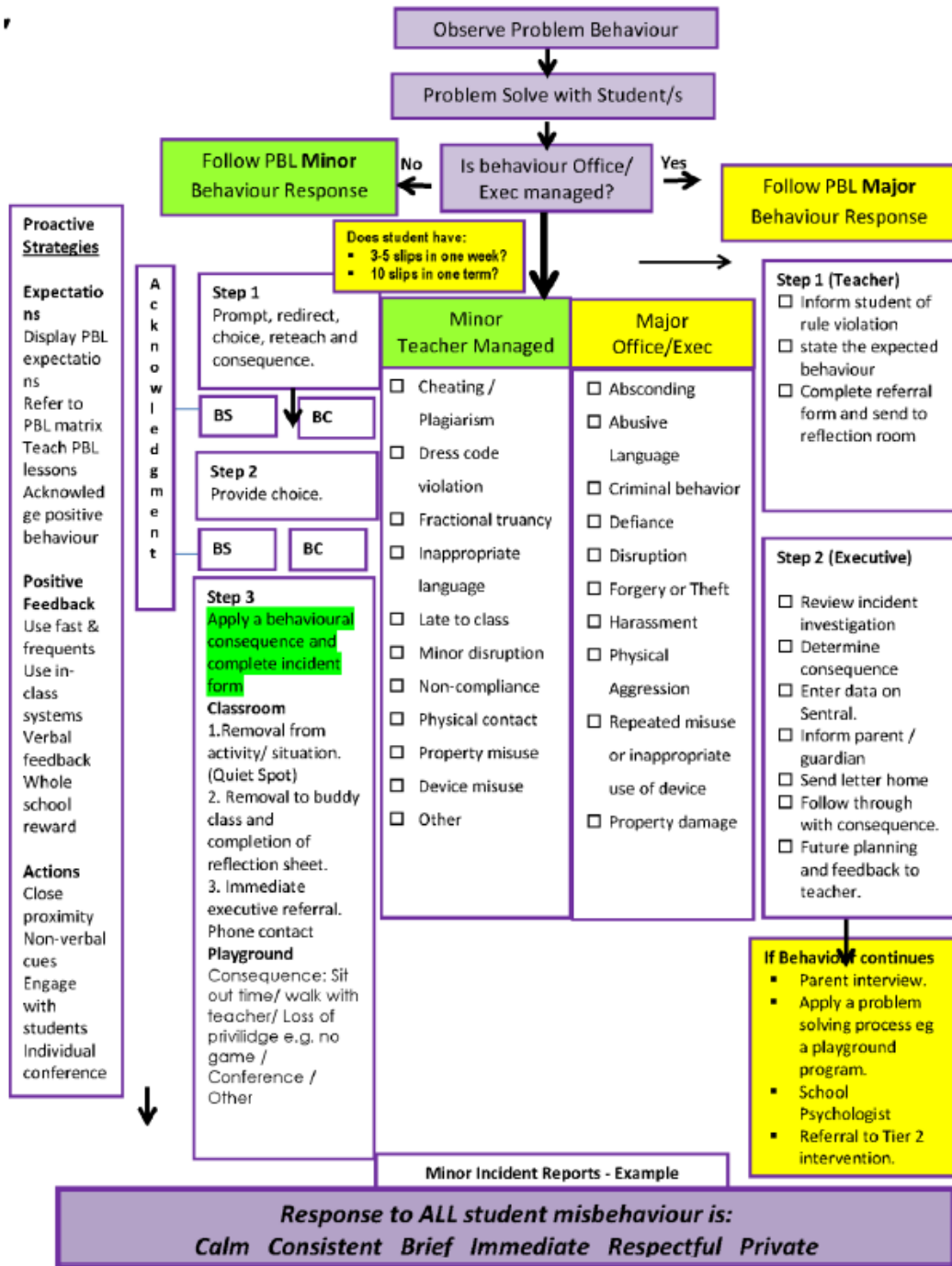
Strategy When and how	Strategy When and how	Strategy When and how	Strategy When and how
<p>on follow up / appropriate time for students to reflect (5-10mins). This will only occur due to immediate safety concerns or after reasonable class adjustments ie 3-4 reminders and pre corrections using PBL Flowchart. Students are given a break and time to reflect in a negotiated peer class or with a familiar teacher.</p>		<p><u>Practices Framework Policy</u></p> <p><u>Detention and Time-out</u></p> <p><u>Guidelines</u></p>	<p>contacted, work with LST to support adjustments in the classroom.</p>
<p>Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student</p>	<p>That or next day at either lunch or recess break</p>	<p>Executive</p>	<p>Documented in School Bytes</p>
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)</p>	<p>Next break</p>	<p>Executive</p>	<p>Documented in School Bytes</p>
<p>Individual Behaviour Monitoring Card – monitors student behaviour to encourage students to achieve their behaviour goals. These cards are used in the classroom and playground.</p>	<p>Same week and following weeks on a case by case basis</p>	<p>Classroom Teacher or Executive</p>	<p>Documented in School Bytes</p>

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 1, 2026]

### Student Behaviour Management Process Example



## Appendix 2: Bullying Response Flowchart (Optional)

