

Negative Consequences

	Types of behaviour	Teacher language & Strategies	Routines
1 RULE REMINDER	<ul style="list-style-type: none"> ▪ Out of seat ▪ Walking around room ▪ Calling Out to teacher across the room ▪ Out downs to peers ▪ Harassment ▪ Refusal to work ▪ Swinging on Chair ▪ Throwing objects ▪ Not sharing / taking turns ▪ Not listening ▪ Making noises ▪ Student talking whilst teachers talk ▪ Speaking inappropriately ▪ Teasing others 	<ul style="list-style-type: none"> ▪ Are you being safe? Rule reminder ▪ What's the rule? ▪ What's your job? Can you do it? ▪ Tactically ignore – praise students doing the appropriate behaviour ▪ Give take up time ▪ SUPPORTIVE STRATEGIES e.g diversion/jobs, interest activity if back on task (first, then) ▪ Follow up with a chat – check any precipitating factors and accommodate if necessary. ▪ Re-teach the behaviour that is expected and reinforce(e.g teasing – using positive comments to others) 	<p>Visuals for negative consequences displayed and clearly defined for all. Students have regular lessons around process.</p> <p>Teacher to follow up</p>
2 1ST WARNING	<ul style="list-style-type: none"> ▪ Continued behaviour – calls out more frequently and louder ▪ Repeated behaviour – disrupting others ▪ Intentionally preventing learning from happening ▪ Taking others property ▪ Behaviour affects other learning in the classroom ▪ Refusal to follow instructions 	<ul style="list-style-type: none"> ▪ What's your job? ▪ Move name to second step ▪ Show me the right behaviour so you can start moving back ▪ You are now on your first warning because- restate behaviour ▪ DIRECTIVE STRATEGIES ▪ Follow up with a chat – check any precipitating factors and accommodate if necessary. ▪ Re-teach the behaviour that is expected and reinforce(e.g teasing – using positive comments to others) ▪ Give choices that will give options to get back on task. 	<p>Fresh start after break (Name goes back to the start)</p>

<p>3 TIME OUT</p>	<ul style="list-style-type: none"> ▪ Escalation of behaviours ▪ Argumentative with students or teachers ▪ Swearing, back chatting ▪ Repeated misbehaviour ▪ Physical ▪ Dangerous play 	<ul style="list-style-type: none"> ▪ Move name and give non verbal cue to move to time out seat. ▪ DIRECTIVE STRATEGIES ▪ Set limits – give positive limit first then negative limit. ▪ Follow up with a consequence: Depending on student function –e.g time out of next break, loss of class privilege, completing the work missed. 	<ul style="list-style-type: none"> ▪ Time out space away from other students. ▪ Class rules reminders, calm down strategies, restitution slips, write/ draw/ read activity displayed ▪ Students to have work to complete ▪ Fresh start after break if timeout was used appropriately. ▪ Communication with home (CRT)
<p>4 BUDDY CLASS</p>	<ul style="list-style-type: none"> ▪ Refusal ▪ Abuse of the time out table ▪ Conflict with peer / teacher in class ▪ Major disruption to learning ▪ Melt downs ▪ Escalate emotionally ▪ Tantrum ▪ Trashing the room ▪ Continual behaviour in time u in class ▪ Physical behaviours 	<ul style="list-style-type: none"> ▪ Complete Green Slip for data ▪ Buddy class teacher aware – advanced warning/prep ▪ Give buddy class teacher time frame to return student/e.g next break/15 minutes ▪ 	<p>Provide enough work for student to do SLSO / Mentor may escort Only one student Aware of buddy class timetable Back up buddy class (casual / more students) Parent contact (CRT)</p>
<p>5 EXECUTIVE SUPPORT</p>	<ul style="list-style-type: none"> ▪ Student out of class, out of sight and teacher concerned for risk. ▪ Risk of harm to students or teacher. Escalated student needs exiting. 	<ul style="list-style-type: none"> ▪ Send reliable student with red ASSISTANCED REQUIRED card ▪ Complete green slip ▪ Teacher to have practised whole class exit and have work prepared and ready at any time to complete outside. ▪ Teacher to follow up with with exec and student to re-establish relationship with student THERAPEUTIC RAPPORT 	<p>Executive decision: Assisted to buddy class Isolation Red card Parent contact Suspension</p> <p>Teachers responsible for making sure there are : Assistance required Ambulance required Firecracker cards</p> <p>In classroom in sight of board with class name on back in permanent marker.</p>

Green Slips	<ul style="list-style-type: none"> ▪ Data Collection Tool ▪ Executive follow up or File Only ▪ Data collated on support planner. Class print outs done regularly. ▪ Data looked at PBL & LST meetings 	<ul style="list-style-type: none"> ▪ Teacher's to complete and pass onto executive if needed. ▪ Tick & Flick + info to add if necessary. ▪ Review with students to confirm that the slip is NOT a consequence. 	
Assembly Routines	<ul style="list-style-type: none"> ▪ Morning Assembly ▪ Breaks ▪ Monitor students that are late (after the 2 minute warning bell) record names onto clipboard {kept on wall in S3M}) 	<ul style="list-style-type: none"> ▪ SRC to take clipboard sheet to front office each morning. ▪ Sheet to be copied onto daily messages. ▪ Teachers to follow up late students. ▪ 3 + incidents of time out for breaks = time out for whole break. Teacher to complete green slip and note executive follow up. 	
Red cards / green Cards	<ul style="list-style-type: none"> ▪ Red cards Issued by executive ▪ Parents contacted ▪ Time out at first break ▪ Target behaviours monitored ▪ No representation at extra curricular activities while on red card. ▪ 2+ red cards equals no participation in end of term reward parties. ▪ Green cards issued on re-entry from suspension – “FRESH START” not a negative consequence. 	<ul style="list-style-type: none"> ▪ What is the target behaviour that needs improving? ▪ How can we re-teach the skills needed to perform the target behaviour? ▪ What incentives are in place when there is appropriate behaviour choices? ▪ Is there communication with home? ▪ What can we do to re-establish communication and factor in precipitating factors? 	