# Negative Consequences

<table>
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<tr>
<th>Types of behaviour</th>
<th>Teacher language &amp; Strategies</th>
<th>Routines</th>
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| **1** RULE REMINDER                    | ▪ 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 | ▪ 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) | Visuals for negative consequences displayed and clearly defined for all.  
Students have regular lessons around process.  
Teacher to follow up |
| **2** 1ST WARNING                      | ▪ 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 | ▪ 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. | Fresh start after break  
(Name goes back to the start) |
| 3 | TIME OUT | TIME OUT strategies:  
- Escalation of behaviours  
- Argumentative with students or teachers  
- Swearing, back chatting  
- Repeated misbehaviour  
- Physical  
- Dangerous play  
- 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.  
- 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) |
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<td>4</td>
<td>BUDDY CLASS</td>
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- 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  
- 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  
- 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) |
| 5 | EXECUTIVE SUPPORT |  
- Student out of class, out of sight and teacher concerned for risk.  
- Risk of harm to students or teacher. Escalated student needs exiting.  
- 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 exec and student to re-establish relationship with student  
- Executive decision: Assisted to buddy class  
- Isolation  
- Red card  
- Parent contact  
- Suspension  
- Teachers responsible for making sure there are:  
  - Assistance required  
  - Ambulance required  
  - Firecracker cards  
  In classroom in sight of board with class name on back in permanent marker. |
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<th>Green Slips</th>
<th>Assembly Routines</th>
<th>Red cards / green Cards</th>
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| ▪ 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 | ▪ Morning Assembly  
▪ Breaks  
▪ Monitor students that are late (after the 2 minute warning bell) record names onto clipboard {kept on wall in S3M}) | ▪ 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. |
| ▪ 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. | ▪ 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. | ▪ 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? |