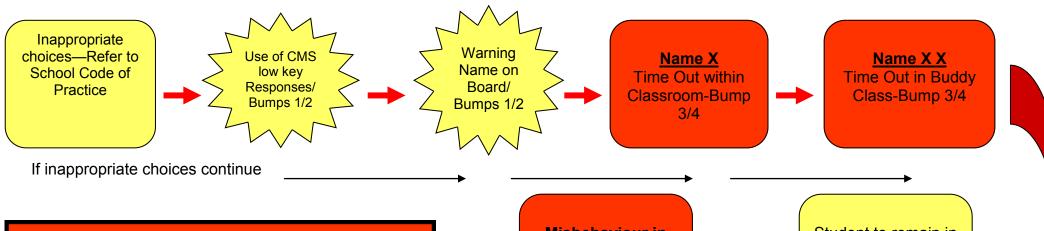
KINROSS PS STUDENT MANAGEMENT ACTION PLAN



RED TIME OUT SLIP

(High level bullying, physical assault, damage to school property, non-compliance/insolence)

- Go directly to Principal / Deputy Principal's Office
- Leadership team will decide on consequence which will include counselling, reprimand, detention, withdrawal from class, in-school suspension or suspension. Serious breach will lead to Loss of Good Standing for Year 5/6 students. Leadership team will endeavour to inform classroom teachers of action taken. Please note there are days where admin staff are dealing with multiple offences. It is also the teacher's duty to make time to visit the office to enable effective communication.
- 2 red slips within 4 week period from class or playground = loss of privileges / restitution / consequences AND phone call from Admin to parents. Year 5/6 students will lose Good Standing for 2 weeks. Multiple loss of Good Standing will have Good Standing status suspended for longer periods.

Misbehaviour in Buddy Class Send straight to office or request support from Admin

Student to remain in TIME OUT until end of session or until class teacher recalls them

Students who move to Bump 5 (Power Struggle) may be referred to admin if teacher feels it is appropriate



During Time Out in Buddy Class students complete-

- THINK SHEET—sent by class teacher-available on shared drive
- When appropriate, independent work might also be sent for student to complete.

SPECIALIST TEACHERS FOLLOW SAME PROCEDURES

Specialist slip to be sent to classroom teacher informing them if a student has had their name on board etc. Classroom teachers to include this as an offence for that day. Specialists record in teacher records. Repeat offenders need to be referred to admin and parents contacted.

Low Key Responses/Bump One

- 1. They involve 'non' or 'minimal' verbal responses
- 2. They do not stop the flow of the lesson
- 3. They do not invite escalation-low emotional content
- ⇒ **Proximity**-move towards the misbehaving student
- ⇒ **Touch** a light and quick touch by the teacher
- ⇒ **The Look-**frequent use of the preventative scan, give the look to communicate a behaviour is unacceptable
- ⇒ Use the student's name
- ⇒ **The Gesture-**a visual response eg shake the head, Finger on mouth comm7unicates 'stop talking'
- ⇒ The Pause- stop talking mid-sentence if a student or students are misbehaving
- ⇒ Ignoring- not attending to a behaviour for which the student is seeking attention
- ⇒ Deal with the problem, not the student-signals it is the behaviour in the classroom that is not acceptable not the student
- ⇒ **Signal to begin/signal for attention** a sequence of teacher behaviours that results in the whole class or group becoming quiet and focusing on the teacher

Classroom Management Barrie Bennett and Peter Smilanich

Bump 2/Squaring Off

Use this skill to respond to students who continue to misbehave after the use of one or two low-key responses

- 1. You pause (and that has you stop talking)
- 2. You turn towards the student (square off)
- 3. You give a minimal verbal request to stop
- 4. You finish with a 'Thank you.'

Bump 3/The Choice Bump 4/ Implied Choice/Follow Through

- 1. Stop teaching, pause and turn to the student privately if you suspect a power struggle
- 2. Provide the student with an appropriate choice or allow them to make a choice by saying, "a decision please.'
- 3. Wait for an answer
- 4. Finish with a thank you.
- 5. Follow through with the choice made.

Bump 5/Responding to Power Bump 6/ The informal Chat

See Classroom Management Ch 13,14