Tier 1 Students
Classroom Behaviour Management Plan

1st Incident
Not following school rules
- Be safe
- Be respectful
- Be ready to learn

Response (Low-Key)
Reminder - calmly use positive low key responses e.g. proximity, praise for following rules, re-direction, Model appropriate behaviour.

Behaviour continues

Step 1 (Private Dialogue)
Warning: Check for understanding. 'what are you doing? What are you supposed to be doing? State expected/unexpected behaviours or rule broken. If you keep (state unexpected behaviour) then … clearly state what will happen next (e.g. you will work away from your group, i-Pad taken or carry out next step on class visual etc (consequence should match behaviour). **Ask student to restate what was agreed upon.**

Behaviour continues

Step 2 (Private Dialogue)
Approach student calmly. Re-state unexpected behaviour or rule broken. State what will happen now (based on step 1) & follow through (e.g. refer to class visual or implement discussed consequence). Discuss **Step 3** and what child needs to do to re-engage and avoid **Step 3** (Come On Back). **Ask student to restate what was agreed upon.**

Behaviour continues

Step 3 (Private Dialogue)
Approach student calmly. Re-state unexpected behaviour or rule broken. Direct students to time out in class or calm down space. Timer should be set. Discuss **Step 4** and what child needs to do to re-engage and avoid **Step 4** (Come On Back). **Ask student to restate what was agreed upon.**

Behaviour continues

Step 4 (Private Dialogue)
Time out in allocated class:
Approach student calmly. Let them know that because they are still not demonstrating expected behaviour or our school rules they need to go to time out class for 15mins to complete a reflection sheet. (Another student to deliver student to designated class with a note)

Resolution (Ready to Learn)
Learning continues, praise for displaying desirable behaviours.
Maintains Good Standing.

Step 4 (Returns to class)
Conference with teacher: Provide and discuss opportunities to re-engage (Come on Back).
Send reflection sheet home to be signed. Teacher **must** communicate with parent via Dojo. Reflection sheet goes in SRF.

Any unexpected behaviour continues during the day.

Step 5
Send to admin with a responsible student, work and a note. If they won't go, contact admin to collect student. Withdrawal in office until next break (recess, lunch, end of day). Admin will notify parent. Student returns to class, restorative conversation with teacher. Process is re-set. Admin to record on SIS.
Step 5 could result in losing a step of the student's Good Standing.

Admin Intervention
Serious Behaviours – Violence, abuse, threats, intimidation, physical aggression, damage to or theft of property.
Teacher completes SIS referral form, gives to admin to enter onto SIS. Interview child and contact parents. Immediate loss of Good Standing.

Monitoring and Tracking
If the student continues to move through the BMP process regularly (reaches Step 5 three or more times within a term) and the behaviour is impacting engagement, the teacher begins collecting data and works with line manager, completes a SAER consult form for the LSC and includes parents in developing a BSP using Tier 2 interventions. This behaviour may also result in a loss of Good Standing.