

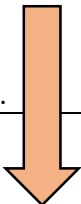
Kimberley College Classroom Behaviour Management Summary

Stage 1: Positive Classroom Management and Best Practice	
Are we setting our classrooms up for <u>all</u> of our students to be successful? <i>Consider the classroom environment, lesson activities, assessments, pedagogical model(s), differentiation, feedback, etc.</i>	
<i>Suggested Strategies</i>	
Classroom routines established and consistent.	Lesson/unit planning.
Appropriate classroom rules established in consultation with, and understood by students.	Positive classroom expectations/rules displayed.
Consistency with the enforcement of classroom rules.	
Modelling appropriate behaviour and responses, including time management.	Evidence of learning snapshot adjustments in planning and delivery.
Classroom and curriculum preparation <ul style="list-style-type: none"> - Well planned, interesting and engaging lessons. - Adjustments made to task complexity and delivery to accommodate the different needs of students. - The provision of sensory, visual and transition supports for students. - Classroom seating plan – if appropriate. - Teacher reflections to inform future planning. 	Lesson observations.
Developing a positive relationship with students.	Support from teaching colleagues, Heads of Faculty/Boat, and sub-school coordinators.
The teacher maintaining 'with-it-ness.'	
Recognition of positive student behaviour, work ethic and/or achievements.	Professional Learning.
Stage 2: Minor Conflicts – Between Teacher/Student	
<i>What strategies can we implement to support positive student behaviour? How can we help students to self-regulate and/or understand the impact of their actions? What can we do to maintain/restore positive relationships amongst students and staff?</i>	
<i>Suggested Strategies</i>	
The use of low key responses: <ul style="list-style-type: none"> - Planned ignore. - Nonverbal intervention (the 'look', closer proximity, etc.). - Quiet private dialogue. - Choices given. 	Teacher discretion.
Verbal warning if the poor behaviour continues.	Reinforce lesson planning.
<i>If poor behaviour continues after verbal warning</i> Fair consequences need to be clearly articulated to, and understood by, students. These may include: <ul style="list-style-type: none"> - A change to seating. - In-class isolation from other students. - Reflective time outside the classroom (10 minutes). - Reflective time (30 minutes during lunchtime with teacher). 	Revisit learning snapshots and consider new strategies.
Restorative interview <ul style="list-style-type: none"> - Scheduled teacher-student meeting outside of the classroom. 	Parent communication.
Teaching pro-social skills within the classroom. Circle time.	Documentation on Pastoral Care Tab.
Parent contacted by teacher by phone or email AND documented on the Pastoral Care Tab within Teacher Kiosk.	Notify (as FYI) Head of Boat (MS), pastoral care teacher and relevant Head of Faculty (SS) or Primary School Coordinator (PS).
	Consult with Head of Learning Enrichment and/or College Counsellor for guidance on particular students and their needs.
<i>If inappropriate behaviour continues</i>	

Stage 3: Frequent or Unresolved Conflicts – Heads of Faculty, Heads of Boat, and Sub-School Coordinators

In what way(s) can team leaders support classroom teachers with difficult/complex student behaviours? How can team leaders empower classroom teachers to effectively manage student behaviour and rebuild a positive classroom environment?

Suggested Strategies

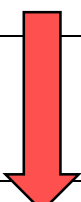
<p>Restorative Interview</p> <ul style="list-style-type: none"> - Formal meeting between the student, the classroom/pastoral care teacher and the Head of Faculty, Head of Boat and/or sub-school coordinator. - Setting clear expectations and goals for return to the classroom. - Parent communication and documented on Pastoral Care Tab. 	<p>Lesson observation.</p> <p>Regular check ins with student and teacher.</p> <p>Notify Deputy Principal – Pastoral Care.</p>
<p>Reflective Time (60 minutes)</p> <ul style="list-style-type: none"> - Scheduled for Wednesday afternoon (3 – 4pm) and run by Head of Faculty, Head of Boat or sub-school coordinator. <i>(2 X 30-minute lunchtime sessions if parents/guardians unable to collect at 4pm).</i> - Notify parents/guardians with at least 48 hours’ notice. - Documented on Pastoral Care Tab. 	<p>Consult with Head of Learning Enrichment and/or College Counsellor for guidance on particular students and their needs.</p>
<p>Positive Behaviour Card</p> <ul style="list-style-type: none"> - Issued to student by Head of Boat, Head of Faculty or sub-school coordinator. - Clear goals and expectations outlined. - Carefully monitored by issuer. - Parent communication and documented on Pastoral Care Tab. 	<p>Heads of Boat and Heads of Faculty – collaborate with sub-school coordinators to problem solve.</p>
<p>Pastoral Care Team Meeting</p> <ul style="list-style-type: none"> - Discuss frequent or unresolved conflict. - Map supports/actions moving forward. - Parent communication and documented on Pastoral Care Tab. 	
<p>Sub-school coordinator meeting with parent/guardian and student.</p> <ul style="list-style-type: none"> - Revisit Student Code of Conduct. - Discuss strategies for successful re-entry. 	

If inappropriate behaviour continues

Stage 4: Unresolved or Major Conflicts – Deputy Principal: Pastoral Care

As a school community, what can we do to support a transformation in student behaviour? What internal/external supports do they need? How can we set them up for success?

Suggested Strategies

<p>All relevant information documented on the Pastoral Care Tab.</p>	<p>Consult with members of the Pastoral Care Teams.</p>
<p>Stages 1 – 3 have already been worked through meticulously (for unresolved conflict) and documented. (Parents/guardians have been informed at each stage).</p>	<p>Consult with SLT.</p>
<p>Appropriate action implemented by Deputy Principal:</p> <ul style="list-style-type: none"> - Internal suspension. - External Suspension. - Probationary enrolment. 	<p>Document on Pastoral Care Tab and communicate with all relevant parties.</p>
<p>Restorative Conference</p> <ul style="list-style-type: none"> - With parents/guardians, student, external/internal specialists and Deputy Principal. - Action plan for re-entry. 	
<p>Re-entry meeting with Deputy Principal (post-suspension). <i>Students cannot return to the classroom until this meeting has taken place.</i></p>	

Stage 5: Exclusion - Principal