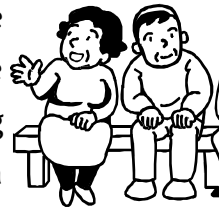


TOP TEN TIPS FOR CONSEQUENCES

4. Maintain your credibility by assertively handling problems yourself.

- Say 'When' not 'If' to make it clear that the student is going to do what you asked him to do.
- Do ask for help if you need it, just not in front of the students!
- Don't call for the administration unless it is absolutely necessary because students and/or staff are at risk.
- Avoid sending misbehaving students to the office because this lessens your credibility as the person in charge in the classroom. The office often is a place full of interesting activities and people and may be rewarding rather than a negative consequence for the student.



5. Reprimands should focus on required behaviour, not the student.

- Calmly state the required behaviour without putting the student down. Say 'Tom, talking during silent reading disrupts everyone' rather than 'Tom, you are being a chatterbox'.
- Remind and redirect the student to the required behaviour. You could tell a student who has been throwing sand to 'Make a sand castle'.
- Give the student a choice by saying 'You have a choice. Work quietly or move to ...' (a previously identified quiet area for work).



6. Make a punishment relevant and not revenge.

- Always do what is in the student's best interests. If a student throws sand at play, the consequence should be related to the playground, such as putting the sand back into the sandpit or picking up rubbish for five minutes before returning to the sandpit.
- Avoid using unrelated activities as punishments. If swimming is a part of the curriculum, don't make missing swimming a consequence, unless the student misbehaves during swimming.

