



INTRODUCTION

At Mount Pleasant Primary School our Behaviour Management Policy provides a framework for a safe learning environment.

Behaviour, which supports the rights of students to learn and teachers to teach, creates a culture that values individual accountability and a respect for oneself and others.

THEREFORE

Staff, students and families will work in partnership to acknowledge responsible behaviour.

- The staff will actively teach students and model aspects of responsible behaviour for academic and social learning.
- Examples of ways responsible behaviour may be developed include:
 - Explicit teaching of school values.
 - Students taking on classroom roles and responsibilities.
 - Class meetings.
 - Discussions of issues at specific times after each break
 - The use of various graphic organisers to define aspects of behaviour.
 - Setting up structures, routines and expectations for effective learning environments.
 - Explicit teaching of consequences of acceptable and unacceptable behaviours.
- We will respond to behaviour (positive and negative) with a range of logical consequences, which are suited to the nature of the behaviour and its frequency.
- We will take into account the age of a child when using the consequence.
- We will ensure that all logical consequences are known beforehand.

Students will

- Participate in the development of class rules / expectations.
- Follow the school/class rules to the best of their abilities.
- Support others to behave responsibly.
- Inform staff of inappropriate/unsafe behaviours within the classroom.
- Inform yard duty staff of inappropriate/unsafe behaviours within the yard.
- Stay and play within bounds¹ at all times.

¹ Out of the school grounds or areas delineated by a solid white line are considered 'out of bounds'.

BEHAVIOURS

All behaviour has consequences. Appropriate or 'positive' behaviour has positive consequences. Inappropriate or 'negative' behaviours have negative consequences

POSITIVE LOGICAL CONSEQUENCES

Responsible behaviour will be modelled, encouraged and acknowledged. This will be done in the classroom and in the yard.

Some of the ways this can happen are:

Low level consequences

- Verbal encouragement e.g. saying thank you.
- Non-verbal encouragement e.g. a smile
- Class responsibilities
- Use of areas/equipment

Moderate consequences

- Stickers
- Acknowledgement in Newsletter
- Computer free time
- Special sticker/certificate from the Principal
- Creative activity time/ positive play
- Helping in another class

Major consequences

- Medallions/prizes at Presentation Night
- Awards at Assembly
- Article/photograph in newspaper
- Selection to represent the school

Examples of Inappropriate Behaviour

The Education Department's computerised recording system EDSAS divides inappropriate behaviour into 6 major categories;

1. Violence -Actual or threatened
2. Threatened Good Order
3. Threatened Safety or well Being
4. Acted Illegally
5. Interfered with the Rights of Others
6. Persistent and Wilful Inattention

Some behaviours may be able to be listed under more than one category.

The table below lists **some** examples of the types of behaviour that may come under each category.

CATEGORY	LOW	MODERATE	SEVERE
Violence -	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <ul style="list-style-type: none"> • All types of violence are considered Severe </div>		<ul style="list-style-type: none"> • Threatened violence • Actual Violence • Physical fighting and/or bullying
Threatening Good Order	<ul style="list-style-type: none"> • Littering • Not following class expectations • Not playing by the rules 	<ul style="list-style-type: none"> • Inappropriate Language • Non-Compliance with reasonable instructions • Minor vandalism eg breaking rulers, writing on desks • Continual Low level incidences 	<ul style="list-style-type: none"> • Rudeness / Insolence to staff eg- insulting, swearing, answering back. • Defiance - refusal to cooperate. • Continual Moderate level incidences
Threatening Safety or Wellbeing	<ul style="list-style-type: none"> • Running on Bitumen • Riding Bikes/scooter on school grounds • Not wearing a hat while outside • Climbing/standing on furniture 	<ul style="list-style-type: none"> • Unsafe play - eg play fighting, tackling • Throwing objects across the classroom • Exclusion of others • Spreading rumours 	<ul style="list-style-type: none"> • Bullying • Teasing • Serious unsafe play - eg climbing on roof
Acting Illegally	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <ul style="list-style-type: none"> • Any and all Illegal activity is considered Severe </div>		<ul style="list-style-type: none"> • Any activity that is by law considered to be illegal. eg drugs, weapons, theft
Interfering with the Rights of Others	<ul style="list-style-type: none"> • Interruptions eg calling out • Disrupting others games • Not following polite instructions from others 	<ul style="list-style-type: none"> • Deliberately disturbing others • Deliberately spoiling others game eg kicking a ball away • Taking someone else's hat 	<ul style="list-style-type: none"> • Harassment - Racial/sexual etc • Serious and continual disruptions to teaching and learning • Discrimination
Persistent and Wilful Inattention	<ul style="list-style-type: none"> • Off task behaviour 	<ul style="list-style-type: none"> • Deliberate off task behaviour 	<ul style="list-style-type: none"> • Continual, deliberate off task behaviour • Refusal to work

NEGATIVE LOGICAL CONSEQUENCES - 4 STEP SYSTEM

Mount Pleasant Primary School's behaviour management works on a Step System.

- There are four steps in the system each building in severity of consequence.
- Steps will build up, hence the name. (ie three incidences of low level behaviour will get a student a Warning in the first instance, then the next time - Time Out and if they get another Step they would be on Step 3 and therefore go to Buddy Class.)
- The steps reset each day.
- The class teacher will keep records of behaviour and consequences.
- Step 4 and beyond are recorded into EDSAS.
- Some behaviours considered moderate or severe will skip steps.

Pre Step - Reminder (not recorded)

What:- Students are reminded or made aware of which rule they are breaking or that their behaviour is inappropriate.

Why:- Often a gentle reminder, proximity, a redirection or a choice is all that is needed to get the student back on track.

Step 1 - Warning (Low level behaviours)

What :- Students are reminded again of the rules they have breached and warned of the consequence of continued unacceptable behaviour.

Why:- Often children need a reminder to get back on track but they cannot be reminded continually so this must be recorded.

Step 2 - Time Out (Continued Low level behaviours & some Moderate behaviours)

What:- Students are sat by themselves away from other students.

Why:- To remove the student from the immediate causes of unacceptable behaviour and/or distractions. (5-20min)

Step 3 - Buddy Class (Moderate behaviours)

What:- Students spends up to 30minutes in another classroom under the supervision of another teacher.

*Why :-*If a student is unwilling to abide by the rules of the classroom then they are removed from it to think about their behaviour and what they will do on return.

Step 4 - Office - Time Out in the Office (Severe behaviours)

What: - Students are sent to the Office to see the Principal and spend between 30 to 50 minutes under their supervision.

Why:- Principal is able to counsel the student and negotiate a plan for the students return to class. Parents are notified by letter home. Behaviour is recorded in Behaviour book and on EDSAS.

Next steps could include Take Home; Internal Suspension; Suspension or Exclusion.

YARD BEHAVIOUR

Usually yard behaviour is not recorded but severe behaviour is reported to the class teacher and/or the Principal and they may record it. (see below)

Students are counselled by the teacher on duty but will also have the opportunity to talk to their class teacher about the incidence.

Below is the equivalent of how the Step system may look in the yard.

Step 1 - Warning (Low level behaviours)

What :- Students are reminded of the rules they have breached and warned of the consequence of continued unacceptable behaviour.

Why:- Often children need a reminder to get back on.

Step 2 - Time Out (Continued Low level and/or some Moderate behaviours)

What:- Students are removed from play and sat by themselves away from other students or are asked to walk around with the teacher (5-20min).

Why:- To remove the student from the immediate causes of unacceptable behaviour.

Step 3 - Sit Out (Moderate behaviours)

What:- Students spends up to 30minutes sitting out in the shaded area. The teacher on duty will regularly check on the student, alternatively they may ask the student to walk around the yard with them.

*Why :-*If a student is unwilling to abide by the rules of the yard then they are removed from it to think about their behaviour and what they will do on return.

Step 4 - Office - Time Out in the Office (Continued Moderate & Severe behaviours)

What: - Students are taken to the Office to see the Principal if it is safe for the duty teacher to do so. (see Red Disk)

Why:- Principal is able to counsel the student and negotiate a plan for the students return to the yard. Parents are notified by letter home. Behaviour is recorded in Behaviour book and on EDSAS.

Behaviour that would result in a Take Home, Internal Suspension or Suspension in the classroom or are considered 'severe' will result in the same consequences in the yard.

Red Disk

If it is unsafe for a teacher to take a child to the Office or if they need help with behaviour issues in the yard they will send a Red Disk, via a student, to the Office. The Principal (or other staff if the Principal is not available) will attend *immediately*.

SEVERE BEHAVIOUR CONSEQUENCES

We will respond to severe behaviour with a range of logical consequences, which are suited to the:

- age of the student,
- nature of the behaviour
- severity of the behaviour
- frequency of the behaviour

Below is the explanation of the consequences of Take Home, Suspension / Internal Suspension and Exclusion.

Take Home

What is Take Home?

Take Home from schools means that parents/carers are contacted² and asked to collect their student from school and take them home for the rest of the day.

Why are students given a take home?

Take Home is used in a behavioural emergency; it is not a suspension but is done to remove a student from a situation that would escalate into something more serious if they were to stay at school.

This situation occurs when the inappropriate behaviour is not severe enough to be a suspension but may become so if the student stays at school because the student is unwilling or unable to comply with reasonable directions from teachers and/or is endangering themselves or other members of the school community.

What happens when a student is given a Take Home?

The student is taken home by a parent/carer.

The Take Home is recorded on the EDSAS system.

The student returns to school the next day with a 'clean slate'.

There may need to be a meeting with the Principal before a return to class to discuss the behaviour, its' triggers and what will be done in future but this may have already been done before the student was sent home.

² In the event that the family cannot be reached the emergency contact person will be approached.

SUSPENSION

What is suspension?

Suspension from school means that the student does not attend school for a period of time ranging from one to five school days.

Suspension from school is intended to:

- provide support for the student and the school through
- a problem-solving conference
- protect the learning and safety rights of other members of the school community
- signal to the community that the student's behaviour is not acceptable within the school community.

The length of a suspension, between one and five days, is determined by the principal and depends on the severity or frequency of the irresponsible behaviour.

Why are students suspended?

Suspension or Exclusion from school are appropriate responses when the principal believes on reasonable grounds that:

- the student has threatened or perpetrated violence
- the student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code
- the student has acted in a manner which threatens the safety or wellbeing of a student, member of staff or other person through sexual or racist harassment, verbal abuse, bullying or any other means
- the student has acted illegally
- the student is interfering with the rights of other students to learn and of teachers to teach.
- the student shows persistent and wilful inattention or indifference to school work.

What happens when a student is suspended?

During the period of the suspension, a suspension conference is held. The conference includes:

- the student
- the principal or representative eg deputy
- parents or caregivers

It may also include:

- a family support provider invited by the parents (eg extended family member, social worker from Child Youth and Family Services or a non-government group such as Anglicare, or disabilities advocate)
- other involved school staff (eg counsellor, class teacher, Aboriginal Education Worker, Special Education teacher)
- other people who may contribute (eg District service providers, interpreters)

At the conference, a student development plan is negotiated. This plan includes:

- behavioural and learning goals which need to be achieved
- support already in place and any further support the student needs to achieve these goals
- a process for monitoring the student's achievement of goals
- consequences of responsible and irresponsible behaviours in the future
- responsibilities of the school, the student and parents or caregivers.

The conference also considers how and when the student will return to school and class.

If the suspension conference cannot take place during the suspension period, the student returns to school at the end of the set time but works on an alternative timetable until the conference can occur.

There are no formal appeal rights associated with suspension from school because the purpose of the process is to negotiate a satisfactory outcome for all parties concerned at the suspension conference.

Internal Suspension

What is internal suspension?

Internal suspension is a suspension (see previous) but rather than being at home the student stays at school, in the Office for the period of the suspension.

The period is usually only for one or, at the most, two days.

The student has alternate break times to the rest of the school population and is not allowed to participate in any school activities during the period of suspension.

Why are students internally suspended?

Internal suspensions are given for the same behavioural reasons as 'normal' suspensions.

Internal suspensions are used **very** rarely but usually because;

1. Due to family circumstances there can be no adult supervision at home.
2. The period of suspension is only for one day and no parent/carer can be contacted.
3. The student is a chronic non-attender and more time away from school would disadvantage them further.

What happens when a student is suspended?

The same as for 'normal' suspensions except they come to school and work in the office for the period of the suspension.

EXCLUSION

What is exclusion?

Exclusion from a school means that the student does not attend that school for either:
a set period of time ranging from four to ten weeks OR
for the remainder of a term or, for students over 16, the remainder of the semester.

Exclusion from school is intended to:

- enable the student to achieve certain goals related to increasing responsible behaviour and improving learning
- signal that the student's irresponsible behaviour is not acceptable and cannot be managed within that school community without interfering with the rights of others to education and safety.

The length of exclusion is determined by the principal and depends on the severity or frequency of the irresponsible behaviour and the time deemed necessary to achieve specific behavioural changes.

A student will generally be excluded rather than suspended if the severity or frequency of the unacceptable behaviour warrants a stronger response. A student may be excluded if the Principal believes on reasonable grounds that the student has:

- Threatened or committed a violent act, or
- Threatened the good order of the school by persistently refusing to follow the school's behaviour policy, or
- Threatened the safety or well being of a student or member of staff through sexual or racist harassment or bullying, or
- Shown persistent and wilful inattention or indifference to school work, or
- Acted illegally.

What happens when a student is excluded?

The principal gives a Notice of Intention to Exclude which suspends the students for up to five days. During this period a pre-exclusion conference is held. It includes the same participants as a suspension conference. If the student is under 16, an inter-agency behaviour management coordinator from the local District education office will also be invited.

Information from all parties, the learning and behaviour goals and exclusion process for the student are considered at the conference. The principal then determines whether or not to go ahead with the exclusion. If not, the student will return to school as for a suspension.

If the exclusion is to go ahead:

- the goals and duration are finalised
- the appeal process is outlined
- the location is determined for students under 16: they may be excluded to another school, a learning centre or an Open Access program or an alternative program.

A time for conference participants to meet again and determine whether or not the goals have been achieved is also set.

At the review, if it is agreed that the goals have been met re-entry is planned. If not, the exclusion may be extended.

Appeals

The appeal process for exclusion is outlined at the pre-exclusion conference.

The student, the parents or caregivers or someone acting at their request may challenge any action perceived as unjust by contacting the District director of education.



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BEHAVIOUR MANAGEMENT: PARENT NOTIFICATION

DATE:31/05/2013

Dear _____

Today your child _____ spent _____

in **Office Time Out** due to the following inappropriate classroom behaviour:

which relates to

- Violence
- Threatening Good Order
- Threatening safety & wellbeing
- Interfering with the rights of others
- Persistent & wilful inattention

I have spoken to your child about this matter and they are aware that continued inappropriate behaviour is unacceptable will result in more time spent out of their class.

Please sign and return the tear off slip below to school tomorrow.

Yours,

Signed..... Principal

✂.....

BEHAVIOUR MANAGEMENT: PARENT RESPONSE

I acknowledge receipt of the note regarding _____ behaviour.
(Name of Child)

Signed..... Date.....
Parent/Caregiver