



INTRODUCTION

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

The Mount Pleasant Primary School community believes in behaviour that supports the rights of students to learn and teachers to teach and creates a culture that values responsibility, honesty and 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 of Restorative Practices.
- 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.

Student expectations are that they 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

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

We will respond to inappropriate behaviours 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

Recording Behaviour

It is the staffs' responsibility to keep a record of inappropriate behaviour.

- Behaviour books/records must be given to NIT teachers to ensure continuity of behaviour management.
- Staff are required to record, in writing, all relevant information in relation to Severe incidences. These records must be kept.
- When sending students out of the classroom, to Buddy Class or the Office, they must be accompanied the relevant form to help inform the Buddy Class teacher or Office Staff of the behaviour and the expectations for the students ie. Complete work, letter of apology etc.
- All students sent to the office for inappropriate behaviour will have that behaviour recorded on EDSAS and a letter will be sent home to parents informing them of the Office Time Out.

EDSAS

EDSAS is DECD's student management system used in all schools in South Australia.

All information recorded on EDSAS follows the student through all of their years of schooling and from school to school.

YARD BEHAVIOUR

Yard behaviour follows the same step system and consequences as classroom behaviour.

Usually low level yard behaviour is not recorded but moderate to severe behaviour is reported to the class teacher and/or the Principal and recorded as necessary.

Students are counselled by the teacher on duty using Restorative Practices, if appropriate, but will also have the opportunity to talk to their class teacher about the incidence.

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*.

Examples of Inappropriate Behaviour

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

1. Violence –Actual or threatened (physical or verbal)
2. Threatened Good Order
3. Threatened Safety or Wellbeing
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 (physical or verbal) • 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"> • Continual Low level incidences • Inappropriate Language • Non-Compliance with reasonable instructions • Minor vandalism eg breaking things, writing on desks 	<ul style="list-style-type: none"> • Continual Moderate level incidences • Rudeness / Insolence to staff eg– insulting, swearing, answering back. • Defiance – refusal to cooperate.
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"> • Continual Low level incidences • Continuation of Unsafe Play after warning – eg play fighting, tackling • Throwing objects across the classroom • Exclusion of others • Spreading rumours (verbal or written) • Leaving the room without permission 	<ul style="list-style-type: none"> • Continual Moderate level incidences • Bullying • Teasing • Serious unsafe play –eg climbing on roof • Leaving school grounds without permission
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 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"> • Continual Low level incidences • Deliberately disturbing teaching and learning – calling out, talking, making noises, • Deliberately spoiling others’ games eg kicking a ball away • Taking someone else’s property • Refusing to follow teacher’s instructions 	<ul style="list-style-type: none"> • Continual Moderate level incidences • 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"> • Continual Low level incidences • Deliberate off task behaviour • Refusing to follow teacher’s instructions 	<ul style="list-style-type: none"> • Continual Moderate level incidences • 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, in the first instance, get a student a Warning, 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 class teacher will keep records of behaviour and consequences.
- Step 4 and beyond are recorded into EDSAS and parents notified.
- Behaviours considered moderate or severe will skip steps.
- Some severe behaviours will warrant an immediate suspension eg violence, illegal activity

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 and/or 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 and/or Continued Low level behaviours)

What:- Students spends up to 30minutes in another classroom under the supervision of another teacher or, if in the yard, in a spot away from other children.

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

Step 4 – Office – Time Out in the Office (Severe behaviours and/or Continued Moderate 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.

APPENDIX 1

Beyond Step 4

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.

Teacher marks the absence with a 'K' code in their roll book.

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

Returning to School

- A re-entry process needs to occur prior to the student returning to class.
- The re-entry process involves a conference between the school, student and parent/caregiver and the negotiation of a Student Development Plan
- If a parent/caregiver cannot attend a re-entry conference prior to the commencement of the next school day, the student returns to school on an alternative program until the conference is held or an alternative method of negotiating the Student Development Plan is worked out.

Good Practice

Take Home for some students with disabilities and/or those who are affected by trauma may be used when the student is overwhelmed by anxiety. In this situation practising calming strategies may be the take home "task".

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.

EXCLUSION

What is exclusion?

Exclusion from a school means that the student does not attend their usual 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.

The student is placed at another school or behaviour centre.

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.



Mt Pleasant Primary School

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Mt Pleasant 5235

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BEHAVIOUR MANAGEMENT: PARENT NOTIFICATION

DATE:1/09/2020

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

Examples of Inappropriate Behaviour

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- | | |
|--|--|
| 7. Violence –Actual or threatened (physical or verbal) | 10. Acted Illegally |
| 8. Threatened Good Order | 11. Interfered with the Rights of Others |
| 9. Threatened Safety or well Being | 12. Persistent and Wilful Inattention |

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Persistent and Wilful Inattention	<ul style="list-style-type: none"> Off task behaviour 	<ul style="list-style-type: none"> Continual Low level incidences Deliberate off task behaviour 	<ul style="list-style-type: none"> Continual Moderate level incidences Continual, deliberate off task behaviour Refusal to work

BUDDY CLASS

OFFICE TIME OUT

Name

Room No

Date

Time Sent

Sent by.....

for:-

- (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

Details.....

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- Been through Class Steps
- Fast Tracked

REQUESTED INTERVENTION

Follow up Preferred by Class Teacher

- Time Out ½ hour : 1 hour
- Apology (written or verbal)
- Work provided is completed
- Parent Contact (Letter or Phone)
- Behaviour Contract negotiated
- Mediation between students

Other

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ACTION TAKEN BY SENIOR STAFF

- Discussed problem
- Negotiated Solution
- Negotiated Behaviour Contract (see attached)
- Organised meeting on:

Details

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