



## Mount Compass Area School Behaviour Code

(reviewed in 2017)

- Preamble**
- At Mount Compass Area School we believe our school values underpin our actions
  - It is beholden on all of us to ensure that our values of Respect, Participate and Achieve are the cornerstone that inspires our students to be intrinsically responsible for their own actions
  - Students at Mount Compass Area School are consistently involved in the negotiation of our behavioural expectations and as a result, a simple reminder or request associated with minor misbehaviour is expected to resolve most situations

LEVEL	BEHAVIOUR	WHO RESPONDS/RECORDS	CONSEQUENCES
Level 0	<p><b>Behaviour that impedes the effective running of the classroom or the orderly operation of the school.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>▪ disrupting learning and teaching eg               <ul style="list-style-type: none"> <li>- talking in class inappropriately</li> <li>- disturbing, interrupting others</li> </ul> </li> <li>▪ unacceptable learning behaviour eg               <ul style="list-style-type: none"> <li>- homework consistently not done</li> <li>- failure to meet deadlines</li> <li>- avoiding work</li> <li>- lateness</li> <li>- failure to follow instructions</li> <li>- undermining school routines eg                   <ul style="list-style-type: none"> <li>- failure to manage diary, return forms</li> <li>- littering</li> <li>- inappropriate uniform, not wearing hats</li> <li>- minor unacceptable yard behaviour</li> </ul> </li> <li>- use of mobile phone without authorisation</li> <li>- theft (minor eg food, pens/pencils, classroom equipment, balls)</li> </ul> </li> </ul>	<p><b>INFORM</b> The teacher is directly involved in seeking own solution, taking appropriate action and negotiating solution with student. (class specific behaviour steps utilised)</p> <p>Consultation may occur on an informal basis with other staff members, especially the Care Group /Class Teacher.</p>	<p><b>As per classroom expectations with a focus on school values</b></p> <p>Step 1 verbal or gesture of reminder</p> <p>Step 2 warning/reminder of behaviour contravening eg " X is not acceptable. This is your formal warning"</p> <p>Step 3 <b>disrupting learning and teaching:</b> "in-class sit out"/moving to another seat. Possibility of permanent seating change</p> <p>OR</p> <p><b>unacceptable learning behaviour:</b> "in-class sit out"/moving to another seat; Catch up time at recess/lunch if work not done</p> <p>OR</p> <p><b>Under-mining school routines:</b> complete task to restore situation eg pick-up litter; class service; time out from play / walk with yard duty teacher.</p> <p>OR</p> <p>Sanctions as per mobile phone policy use</p> <p><b>NB : Level 0 responses may be negotiated in individual classrooms, ie step behaviour responses</b></p>
<p><b>Common agreements in this document</b></p> <ul style="list-style-type: none"> <li>• All staff arrange/organise their own/roster "buddy classes"</li> <li>• Buddy class is utilised at Level 1 and is a quiet time out where students have the opportunity to reflect on their behaviour (low-level poor behaviour)</li> <li>• The Front Office is not to be used as a behaviour management response. Should staff find themselves in an escalating conflict situation they can contact the office for a member of leadership to provide support.</li> <li>• Be aware when managing students with "Break-Cards" that we don't confuse the issue between behaviour management and the individual student choice to implement a "break-time".</li> </ul>			

Level 1	<p><b>Repetition of Level 0</b></p> <p>OR</p> <p>Irresponsible Behaviour - failure by student to respond to consequences for Level 0 irresponsible behaviour</p> <ul style="list-style-type: none"> <li>- Truancy (lesson/part-lesson)</li> <li>- failure to comply with 'reasonable' teacher direction</li> </ul>	<p><b>CONSULT</b> Teacher continues to seek own solution, or consults with Sub-school Coordinator or Counsellor or Care Group teacher.</p> <p><b>Yr-R-12: Complete Behaviour note in Daymap</b> and keep <u>Care Group/Class Teacher</u> informed</p> <p><b>Parents are informed, by letter, note or phone by the teacher.</b> (note on Daymap)</p> <p><b>Who records/ responds:</b> Subject teacher notifies Care group teacher, Buddy class teacher, Counsellor, Community Leader using Daymap.</p> <p><b>NB: Formal recording R-12 of level 1 incidents and above on Daymap</b></p>	<p>Step 4 <b>Repetition of level 0- <i>disruption / off-task behaviour</i></b>: withdrawal from lesson/ "buddy sit-out"</p> <p>4A: A re-entry procedure to occur on every occasion where a student is removed from class for disruptive/off-task behaviour</p> <p>NB: Teachers contact a member of leadership for release to negotiate re-entry. (Also see Behaviour Intervention/Catch Up document)</p> <p><b>Step 5 R-6: Focus Room</b> <b>Yr 5-12: 'Catch-Up'</b></p> <p>Step 5A Behaviour agreement and monitoring may be appropriate at this time</p> <p><b>Step 5B Internal or external suspension</b></p> <p>NB: response at this level communicated to staff via electronic bulletin.</p>
---------	--	--	---

Level 2	<p><b>Persistence of level 0 - 1</b> irresponsible behaviour,</p> <p>OR</p> <p>Act of irresponsible behaviour which <b>undermines the good order of the school</b> - serious enough to draw to the attention of leadership.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- ongoing harassment of other school community members</li> <li>- abusive language</li> <li>- truancy (whole day)</li> <li>- graffiti</li> <li>- leaving school grounds without following due process</li> </ul>	<p><b>REFER</b> Teacher takes appropriate action at time (eg points out that steps have been followed/secures safety; refers to Sub-School Coordinator or direct to Admin for support. May also refer to Counsellor if required.</p> <p><b>Record on Daymap</b> and shared with Care Group Teacher/Sub school Coordinator and Front Office. Care Group Teacher consults with Sub-School Coordinator and/or DP, P.</p> <p><b>Parents are informed by note, letter or phone by the person to whom matter has been referred.</b> (record on Incident Record Form where utilised in R-6)</p> <p><b>NB: Information shared via staff bulletin where students are on 'take-home', internal/external suspension.</b></p>	<p>Step 5 Internal/or external Suspension</p> <p>Step 5A Behaviour agreement and monitoring implemented at this level.</p> <p><b>NB: on every occasion where a student is removed from the learning process, ie buddy class, internal suspension, a re-entry process is to occur between the teacher and students and may include support from Sub-school Coordinator</b></p> <p><b>External suspension from school is a likely outcome of Level 2 incidents.</b></p> <p><b>All external suspension requires the implementation of a re-entry agreement which will include conversations about future learning options and the implementation of daily behaviour monitoring; to be undertaken by sub-school coordinator and care group teacher</b></p>
---------	--	---	--

Level 3	<p><b>Persistence of Level 0 - 2</b></p> <p>OR</p> <p>Act <b>directed against persons or property</b>. Acts that <b>may endanger the health/safety of others</b>.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- smoking</li> <li>- vandalism</li> <li>- theft major - (of another persons belongings)</li> <li>- repeated harassment</li> <li>- possession/use of unauthorised substances</li> <li>- Physical assault</li> </ul>	<p>Automatic referral to member of leadership</p> <p>Behaviour note completed on Daymap referred to Sub-School Coordinator Care Group Teacher and Front Office Leadership to discuss consequences with Principal. Information shared with Care Group teacher/Class teacher.</p> <p><b>Parents informed by phone and letter and invited in by Principal / Leadership.</b></p> <p>SEE process as appropriate. Other agencies may need to be involved.</p> <p>Complete record of incident, interviews, correspondence and consequences in student file. SEE documentation</p> <p><b>(Record in IRMS) Principal/School Leader</b></p>	<p>Principal to administer consequences, including external suspension, in consultation with management</p> <p>External suspension is likely at this level.</p> <p>Communicate outcome to relevant staff via Staff Bulletin.</p> <p><b>Re-entry process same as Level 2</b></p> <p>Whether or not a suspension occurs, future consequences may be redefined to set tighter limits for individual students where needed, as part of a Behaviour Agreement.</p>
---------	--	---	---

Level 4	<p><b>Continuation of level 3.</b></p> <p>OR</p> <p>Acts which are clearly <b>criminal and/or are definitely threatening and dangerous</b> to the safety of persons, and as such require the immediate removal of the student from school, and possibly police intervention.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Arson</li> <li>- Possession/use of drugs</li> <li>- Possession/use of weapons</li> <li>- Physical assault</li> </ul>	<p><b>REFER</b> Referred to Principal.</p> <p>Parents notified at once and involved and informed as per SEE processes (SEE process is managed by the Principal and/or delegate)</p> <p>Police and District Office informed as required.</p> <p>Complete record of incident, interviews, correspondence and consequences in student file. SEE documentation</p> <p>Staff informed via Student Bulletin/Staff Meeting</p> <p><b>(Record in IRMS) Principal/School Leader</b></p>	<p>External suspension or exclusion are a highly probable outcome of repeated Level 3 and/or Level 4 incidents.</p>
---------	---	--	---