

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>Behaviour that impedes the effective running of the classroom or the orderly operation of the school.</p> <p>Examples:</p> <ul style="list-style-type: none"> disrupting learning and teaching eg <ul style="list-style-type: none"> - talking in class inappropriately - disturbing, interrupting others unacceptable learning behaviour eg <ul style="list-style-type: none"> - homework consistently not done - failure to meet deadlines - avoiding work - lateness - failure to follow instructions undermining school routines eg <ul style="list-style-type: none"> - failure to manage diary, return forms - littering - inappropriate uniform, not wearing hats - minor unacceptable yard behaviour - use of mobile phone without authorisation - theft (minor eg food, pens/pencils, classroom equipment, balls) 	<p>INFORM 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>NB: No formal recording is required at Level 0 incidents.</p>	<p>As per classroom expectations with a focus on school values</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 disrupting learning and teaching: "in-class sit out"/moving to another seat. Possibility of permanent seating change OR unacceptable learning behaviour: "in-class sit out"/moving to another seat; Catch up time at recess/lunch if work not done OR Under-mining school routines: complete task to restore situation eg pick-up litter; class service; time out from play / walk with yard duty teacher. OR Sanctions as per mobile phone policy use</p> <p>NB : Level 0 responses may be negotiated in individual classrooms, ie step behaviour responses</p>

Common agreements in this document

- All staff arrange/organise their own/roster "buddy classes"
- 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)
- 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.
- 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".

<p>Level 1</p>	<p>Repetition of Level 0</p> <p style="text-align: center;">OR</p> <p>Irresponsible Behaviour - failure by student to respond to consequences for Level 0 irresponsible behaviour</p> <ul style="list-style-type: none"> - Truancy (lesson/part-lesson) - failure to comply with 'reasonable' teacher direction 	<p>CONSULT Teacher continues to seek own solution, or consults with Sub-school Coordinator or Counsellor or Care Group teacher.</p> <p>Yr R-12: Complete Behaviour note in Daymap</p> <p>and keep <u>Care Group/Class Teacher</u> informed</p> <p>Parents are informed, by letter, note or phone by the teacher. (note on Daymap)</p> <p>Who records/responds: Subject teacher notifies Care group teacher, Buddy class teacher, Counsellor, Community Leader using Daymap.</p> <p>NB: Formal recording R-12 of level 1 incidents and above on Daymap</p>	<p>Step 4 Repetition of level 0: <i>disruption / off-task behaviour</i>: 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>Step 5 R-6: Focus Room Yr 5-12: 'Catch-Up'</p> <p>Step 5A Behaviour agreement and monitoring may be appropriate at this time</p> <p>Step 5B Internal or external suspension</p> <p>NB: response at this level communicated to staff via electronic bulletin.</p>
<p>Level 2</p>	<p>Persistence of level 0 - 1 irresponsible behaviour,</p> <p style="text-align: center;">OR</p> <p>Act of irresponsible behaviour which undermines the good order of the school - serious enough to draw to the attention of leadership.</p> <p>Examples:</p> <ul style="list-style-type: none"> - ongoing harassment of other school community members - abusive language - truancy (whole day) - graffiti - leaving school grounds without following due process 	<p>REFER 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>Record on Daymap 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>Parents are informed by note, letter or phone by the person to whom matter has been referred.</p> <p>(record on Incident Record Form where utilised in R-6)</p> <p>NB: Information shared via staff bulletin where students are on 'take-home', internal/external suspension.</p>	<p>Step 5 Internal/or external Suspension</p> <p>Step 5A Behaviour agreement and monitoring implemented at this level.</p> <p>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</p> <p>External suspension from school is a likely outcome of Level 2 incidents.</p> <p>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</p>

Level 3	<p>Persistence of Level 0 - 2</p> <p style="text-align: center;">OR</p> <p>Act directed against persons or property. Acts that may endanger the health/safety of others.</p> <p>Examples:</p> <ul style="list-style-type: none"> - smoking - vandalism - theft major - (of another persons belongings) - repeated harassment - possession/use of unauthorised substances - Physical assault 	<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>Parents informed by phone and letter and invited in by Principal / Leadership.</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>(Record in IRMS) Principal/School Leader</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>Re-entry process same as Level 2</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>
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Level 4	<p>Continuation of level 3.</p> <p style="text-align: center;">OR</p> <p>Acts which are clearly criminal and/or are definitely threatening and dangerous 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"> - Arson - Possession/use of drugs - Possession/use of weapons - Physical assault 	<p>REFER 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>(Record in IRMS) Principal/School Leader</p>	<p>External suspension or exclusion are a highly probable outcome of repeated Level 3 and/or Level 4 incidents.</p>
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