

Mayfield State School

Behaviour Management Policy

Effective from

2007

AIM OF POLICY

GLOBAL: To maintain, enhance and continue to develop a supportive school environment for all members of the school community.

OPERATIONAL: The aims of this plan are to:

- Set out a cohesive structure of procedures to promote individual security and opportunities of advancement personally, academically and socially for all school community members.
- Encourage self discipline and accountability so that self esteem is developed for students, teachers and for parents alike.

CODE OF BEHAVIOUR

The code of behaviour is based upon shared values and beliefs of the school community. They include the following:

- Understanding Tolerance
and inclusion.
- Integrity
- Respect
- Freedom
- Care and Compassion
- Fair go
- Honesty & trustworthiness
- Doing your best
- Responsibility

ROLES OF SCHOOL COMMUNITY MEMBERS IN BEHAVIOUR MANAGEMENT

All school community members have a role in managing behaviour, principally by meeting their responsibilities and cooperating to promote a supportive school environment. In addition, there are specific roles that each particular member or group member will need to adopt, as follows:

TEACHERS

- Will manage behaviour in the classroom, playground and all official school venues and functions.
- Will consistently apply consequences for appropriate and inappropriate behaviours as per behaviour management plan guidelines.
- Will communicate issues with parents, administration, fellow teachers and support personnel.
- Will uphold and reinforce the school's Code of Behaviour in personnel and professional practice in the school.
- Will accurately document behaviour incidents and concerns.
- Will provide support for students and fellow staff in need.
- Will work collaboratively with other staff, personnel and parents to address specific behaviour management issues.

DEPUTY PRINCIPAL/BEHAVIOUR MANAGEMENT CO-ORDINATOR

- Will provide support to staff and students
- Will monitor student behaviour reports from staff and parents
- Will communicate issues with staff, parents and specialist personnel
- Will assist in referral of students to specialist personnel
- Will coordinate provision of staff professional development in behaviour management.
- Will monitor staff and student practice in relation to behaviour management plan guidelines
- Will maintain appropriate documentation in relation to behaviour management issues
- Will participate in regular review of the behaviour management plan
- Will adopt the roles of Principal if necessary in the Principal's absence
- Will assist in the co-ordination of specialist services (case Management) by facilitating a collaborative consultation process

PRINCIPAL

- As per Deputy Principal
- Will be responsible for Suspension, Cancellation of Enrolment and Exclusion where necessary
- Will co-ordinate the provision of Alternative Education Programs and Individual Education Plans where necessary
- Will co-ordinate re-entry processes for students returning; from suspension or exclusion

GUIDANCE OFFICER, LEARNING SUPPORT TEACHING AND VISITING SPECIALIST PERSONNEL

- Will provide collaborative support for teachers, administration and students in addressing behaviour problems
- Will assist in the assessment of behaviour problems
- Will assist in the development and implementation of intervention plans
- Will assist in the referral of students to other specialist support services
- Will communicate necessary information to parents and school staff

PARENTS

- Will support ;and reinforce the principles of the school's behaviour management plan
- Will communicate issues and concerns to class teachers and administration where necessary
- Will work collaboratively with school staff and support personnel to address specific behaviour management issues relating to their children

STUDENTS

- Will uphold the school's code of behaviour in the classroom, playground and whilst representing the school at official functions, events or activities.

PARENTS AND CITIZENS' ASSOCIATION

- Will reinforce the principles, protocols and procedures of the school's behaviour management plan
- Contribute to support and review policies and procedures.

Level 1

Students at this level are able to manage their own behaviour.

| | |
|---|---|
| <p>Students at this level:</p> <ul style="list-style-type: none">▪ are helpful▪ work well with teachers▪ attend to homework▪ respect self and rights of others▪ make reasonable effort on tasks▪ are self-disciplined▪ respond to directions and rules | <p>Students at this level:</p> <ul style="list-style-type: none">▪ students are allowed to participate in all school/class activities▪ student's report will show behaviour/social development is good or excellent▪ reward/incentives may be given▪ all rights and privileges of students are recognised |
|---|---|

LEVEL 2

Students at this level require the assistance of another person (usually class teacher) to manage their behaviour.

| Reasons for placement on | Consequences at this level |
|--|--|
| <p>Level 2 – Concern because</p> <p>Student:</p> <ul style="list-style-type: none">▪ is not co-operating with teacher▪ lacks co-operatION with fellow students▪ is not making reasonable effort to complete work including homework tasks▪ tends to be disruptive in class▪ is preventing others from learning▪ behaving unacceptably by:<ol style="list-style-type: none">1. calling others names2. making noises in class3. interfering with the property of others4. using in appropriate language5. endangering themselves and others6. bullying7. repeatedly out of bounds8. misbehaviour while going to and from school9. discrimination (gender/race) | <ul style="list-style-type: none">▪ teacher reprimand▪ student is given chance to work out behaviour for him/herself▪ student will work in independent space<ol style="list-style-type: none">1. isolation in classroom2. on veranda in view of teacher3. red seat playground4. finishing work off in library at breaks▪ lunchtime detention▪ verbal/written apology▪ class discussion of rules▪ student/teacher discussion▪ student made aware of consequences of next level▪ parent may be notified |

Level 3

Student on this level require the assistance of 2 people including administration to manage their behaviour.

| Reasons for placement on Level 3 | Consequences at this level |
|--|--|
| <ul style="list-style-type: none"> ▪ continued Level 2 behaviours ▪ continuing to ignore the rights of others in the school – includes bullying and discrimination ▪ may be placed directly on this level for:- <ol style="list-style-type: none"> 1. truancy 2. stealing 3. injury to another student 4. fighting 5. wilful destruction of property 6. leaving school without permission 7. verbal/physical abuse of staff 8. blatant refusal to follow teacher's directions 9. possession of dangerous items 10. vandalism/graffiti 11. bringing the good name of the school into disrepute | <ul style="list-style-type: none"> ▪ parents asked to attend meeting at school. Student required to attend this meeting ▪ bullying policy to be invoked ▪ detention recess/after hours ▪ in school suspension ▪ student suspension 1 – 2 days ▪ student excluded from <ol style="list-style-type: none"> 1. school excursion 2. sporting events 3. dances/discos 4. special school events ▪ student placed on daily behaviour report/contract ▪ student advised of consequences of next level ▪ school report will denote unsatisfactory behaviour |

LEVEL 4

Students at this level require intervention from Behaviour Management Support personnel and or Guidance Officer.

| Reasons for placement on | Consequences at this Level |
|--|--|
| <p>Level 4</p> <ul style="list-style-type: none">▪ continued Level 3 behaviours▪ student's behaviour is consistently intolerable/unacceptable▪ student severely affecting progress, safety and comfort of others▪ continued or high level threats of physical/verbal abuse of staff▪ continued failure to follow directions of staff▪ task refusal | <ul style="list-style-type: none">▪ suspension 1 – 5 days▪ parent notified requesting urgent interview▪ teacher to complete daily behaviour report▪ excluded from all school functions▪ individual behaviour management plan activated▪ external support sought |

LEVEL 5

Children at this level require intense intervention from all school staff, support services and parents in order to manage their behaviour and stay at school.

| Reasons for placement on | Consequences at this Level |
|---|--|
| Level 5 <ul style="list-style-type: none">▪ continued Level 4 behaviours▪ possession of drugs▪ possession of weapons▪ extreme physical violence | <ul style="list-style-type: none">▪ parent notified requesting urgent meeting▪ teacher to complete daily behaviour report▪ child to report to principal/behaviour management co-ordinator on daily basis with above report▪ individual behaviour plan activated▪ excluded from all school functions▪ external support sought▪ 6 – 20 days suspension▪ exclusion procedures may commence |

BEHAVIOUR MANAGEMENT OPTIONS

| <i>Supportive Action</i> | <i>This means...</i> |
|---|--|
| Reinforce Correct Behaviour | <ul style="list-style-type: none"> ▪ Tactfully ignore misbehaviour ▪ Praise good behaviour of another child ▪ Positive reinforcements |
| Least Intrusive Actions | <p style="text-align: center;">Least intrusive actions include such things as:</p> <ul style="list-style-type: none"> ▪ Tactical ignoring (ignoring mild distractions) ▪ Proximity (moving closer to child who is misbehaving) ▪ Privately Understood Signal (a private signal between child and adult to cease behaviour) ▪ Simple Direction (eg 'Please go to your bus line') ▪ Rule Reminder (reminding the child that their behaviour is in breach of our Code of Conduct) |
| Time Out | <p style="text-align: center;">Time out involves:</p> <ul style="list-style-type: none"> ▪ Removal from group/classroom ▪ Apology given to teacher/group ▪ Making up time lost ▪ Reflection sheet |
| Administrative Support | <p style="text-align: center;">This involves the use of contracts to assist children to meet behaviour goals. It involves the use of:</p> <ul style="list-style-type: none"> ▪ 'My Behaviour' Report – child's own report ▪ Principal/Parent meetings ▪ Behaviour Management Record Card ▪ Behaviour Report Letters ▪ Support staff (eg. Guidance Officers) and the use of discussion and problem solving to make behaviour agreements and negotiable appropriate behaviour contracts |
| External Support | <p style="text-align: center;">This involves the use of external support:</p> <ul style="list-style-type: none"> ▪ It involves the use of education psychologists/consultants/social workers from other agencies ▪ Consultants are engaged to work with students, parents and school staff |
| Directorate of Education and the Arts Queensland Action | <p style="text-align: center;">This involves formal suspension and exclusion procedures.</p> <ul style="list-style-type: none"> ▪ This will occur when a student's behaviour constitutes a danger to the physical and emotional health of any other member of the school community. Refer to 'Suspension and Exclusion Procedures – 1989' |

RECORD KEEPING

Incidents requiring a child to be placed on a behaviour management level are recorded on a pink slip. This slip is sent to the office where it is entered into the behaviour management data base. Every week the Behaviour Management Co-ordinator receives a print out of all children who are currently on a level. This information is the passed onto all teacher/teacher-aide staff members. This record keeping allows the school to pinpoint and track at risk children and obtain information on the number and types of incident occurring within the school grounds.

APPENDICES

SPECIFIC DEPARTMENTAL POLICIES

Due to Departmental policy, certain behaviours must be dealt with outside the framework of the school's behaviour management plan. These behaviours are as follows:

Drug Abuse

Use of or the supply of illegal substances is a criminal offence, and any incidents occurring within the schools grounds must be referred immediately to the police for action.

Child Abuse

Suspected physical, emotional or sexual abuse of a child must be reported immediately to the principal, who must in turn report this immediately to the relevant authorities. (Eg. Police, Department of Families, Youth and Community Care.)

Truancy

Unexplained student absences of 5 days or more constitute truancy, and should be referred to the police for investigation.

Bullying

Bullying behaviours will be dealt with according to the guide of the school bullying policy.

Anti-discrimination/Harassment

Incidents of discrimination and harassment will initially be identified as bullying behaviours, and dealt with according to the school bullying policy. When bullying behaviours are specifically identified as discrimination and harassment, they will be dealt with according to the provisions of the Child Protection Act and DOEM Policy. Use of counselling services within the school may be introduced in working with both the victim and perpetrator.

Anti-discrimination/Harassment

See SM05 – Physical Restraint and Time Out Procedures within the DOEM

SUSPENSION

Suspension means to prohibit a student from attending a state school for a stated number of days, ranging from 1 to 20 school days depending on the circumstances. The suspension process is generally used by schools when a variety of positive strategies and support mechanisms provided by the school have failed to meet the student's needs, and their behaviours continues to disrupt the rights of others to learn and feel safe. Suspension may also be used as an immediate measure for serious incidents of misbehaviour. The individual circumstances of each situation are always considered before the decision to suspend is made.

There are two categories of suspension, with differing sets of requirements of the part of the school and student.

1. The 1 to 5 day suspension.

The student, parent and the Principal supervisor (The District Director) are notified of the suspension by letter, which provides details of why the student has been suspended and when the student may return to school. Initially, the student is generally informed verbally whilst the parent/caregiver is notified of the suspension via a phone call if possible. The School must make a reasonable effort to supply the student with an alternate education program.

On the student's return to school, the Principal will coordinate a re-entry process to assist the student to re-integrate and meet the requirements of the school's Behaviour Management Plan. This will usually involve a meeting between administration, the student and the caregivers to plan the appropriate support mechanisms and outline expectations.

2 The 6 – 20 day suspension.

The student, parent and the Principal's supervisor (The District Director) are notified of the suspension by letter, which provides details of why the student has been suspended, when the student may return to school and also that an alternative education program will be provided during the period of suspension. The letter will also tell the parent and student that they have the right to make a written submission (an appeal) to the Principal's supervisor against the suspension if they so desire. A Suggested format for the submission will be provided with the letter.

If a submission is made, the Principal's supervisor will request further information from the school justifying their decision, will decide whether the suspension will be lifted, enforced or varied on the basis of information from the submission and school, and will promptly notify the student, parent and Principal of the decision. The decision will be confirmed in writing.

On the student's return to school, the Principal will coordinate a re-entry process to assist the student to re-integrate and meet the requirements of the school behaviour management plan. This will usually involve a meeting between the administrations, the student and the caregivers to plan appropriate support mechanisms and outline expectations.

The alternate education program for a 6 to 20 day suspension will be coordinated by the Principal and focuses on:

- *Academic or school subjects or*
- *Personal development and social skills or*
- *A combination of both of above.*

This program may be provided by various mechanisms and personnel as best determined by the school.

RE-ENTRY FROM SUSPENSION

Re-Entry from Suspension

The Education (General Provisions) Amendment Act 1996 requires that school Principals ensure a responsible re-entry process for students exist. Re-entry is a managed, supportive process that aims to coordinate a successful re-integration of students who have been absent from school due to a suspension, exclusion or cancellation.

In general, the following people are involved in the re-entry process

- *The student*
- *The student's legal caregiver/s*
- *A representative of school administration (e.g. Principal HOD)*
- *A support person who will assist the student in the school setting (e.g. Behaviour Teacher, Guidance Officer)*
- *Other appropriate personnel as deemed necessary e.g. a teacher involved in the incident, Department of Families, Youth and Community Care, etc.*

The re-entry process commences as soon as the student's normal attendance is interrupted. The needs of all parties involved are assessed, and support mechanisms are planned.

A crucial part of the re-entry process will be a meeting on or just prior to the student returning to the school setting. This meeting will involve all relevant persons as listed above, and will focus on the following:

- *What are the student's needs? e.g. coping skills*
- *What are the school's requirements? e.g. expectations*
- *What support is required? e.g. monitoring, guidance officer, teacher aide*
- *What is a viable plan of action to assist the student to fit into the school setting?*
This is a written agreement between the student and the school, which summarises the outcomes of the meeting, the positive processes put in place and which outlines the review process for school, caregiver, and parent feedback.

The re-entry process, whilst coordinated by the school principal may be managed by an appropriate staff member delegated by the principal. Where the teacher student relationship has been compromised, the re-entry process will include resolution of such Problems before the teacher and student are placed back in the class setting.

THE ALTERNATIVE EDUCATION PROGRAM

As detailed previously a student suspended for 6 to 20 days must be provided with an alternate education program, co-ordinated by the school principal.

The program should focus on:

- 1. Academic or school subjects.*
- 2. Personal development and social skills or*
- 3. A combination of the above.*

This alternative education program will be provided in a manner determined by the school as best fitting the student's needs, the individual situation and the aims of the program itself. The program may therefore include aspects of the following.

- *Monitored school work completed at home*
- *Consultation with Guidance or Behaviour Support Personnel*
- *Use of approved private providers*
- *Attendance at other school*
- *Attendance at off campus facilities.*

Parents/caregivers and the student will be made aware of the contents of the program, and the schools expectations regarding student participation, within the first five days of the 6 – 20 suspension.

EXCLUSION

Exclusion means to prohibit a student from attending a state school for a stated period or permanently. Exclusions can be from one, more than one or all state schools. The exclusion process is generally used as a last resort where the positive strategies and support mechanisms provided by the school have fails to meet the students need and their behaviour continues to disrupt the rights of others to learn or feel safe. Exclusion may also be applied when the student displays inappropriate behaviour so serious that is exclusion is justified (eg injury to a teacher or student, drug distribution or dealing).

The decision to exclude is a serious one, taken after all information regarding the individual circumstances are taken into consideration. Generally an investigation is carried out prior to the final decision, this being an informal process where a student and their caregivers have a fair chance to put across their view in an interview.

The Exclusion Process

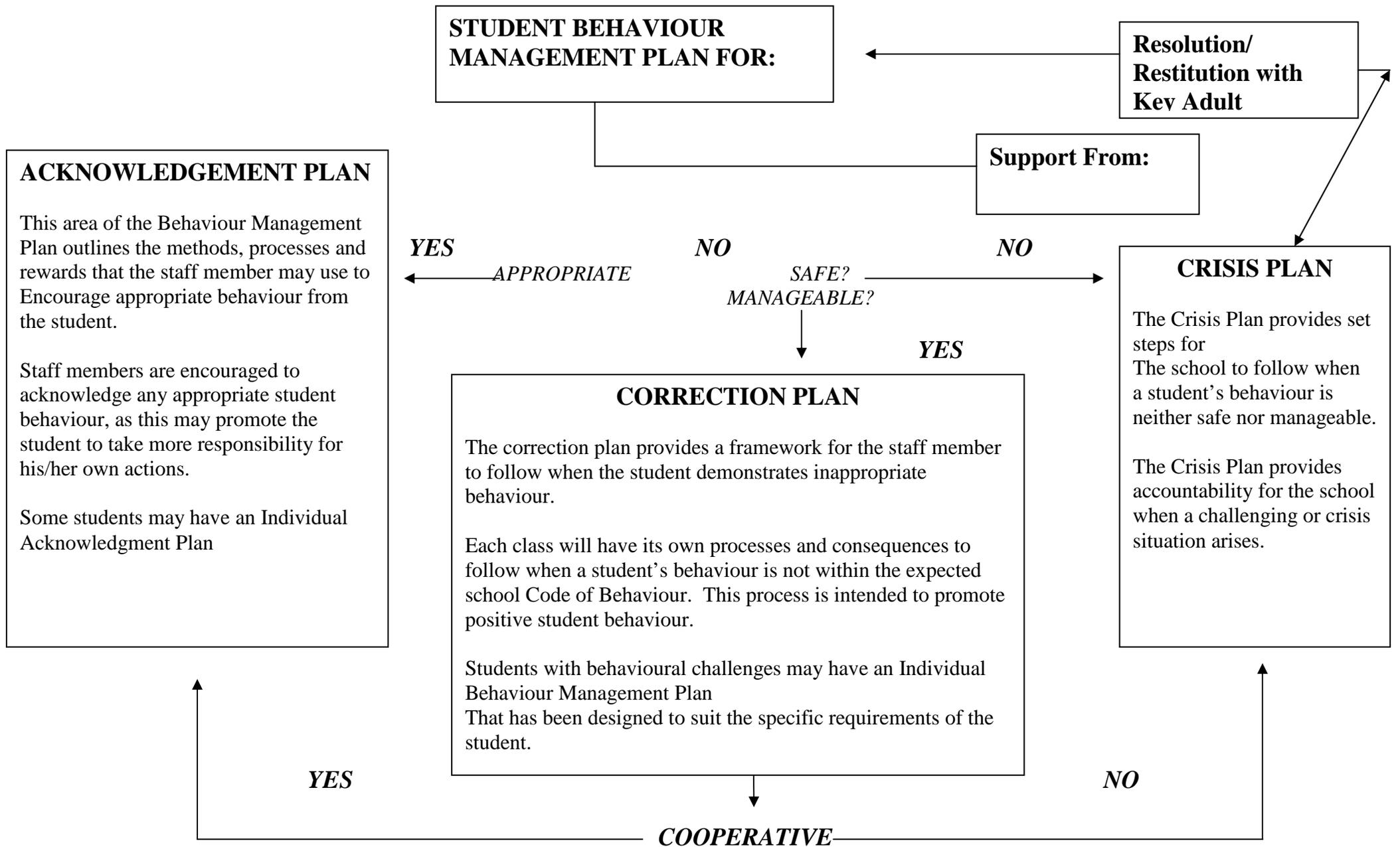
Initially, the student, parent and the Principal's supervisor (the District director) are notified with a letter, that the student has been suspended, with a view to exclusion. This letter will detail why the decision has been made, and inform the student and parent that an investigation will occur within 5 days of suspension. The letter also tells the student and parent that if they wish they may make a written submission (an appeal) against the exclusion, which is in addition to the investigation. A suggested format for the submission will be provided with the letter.

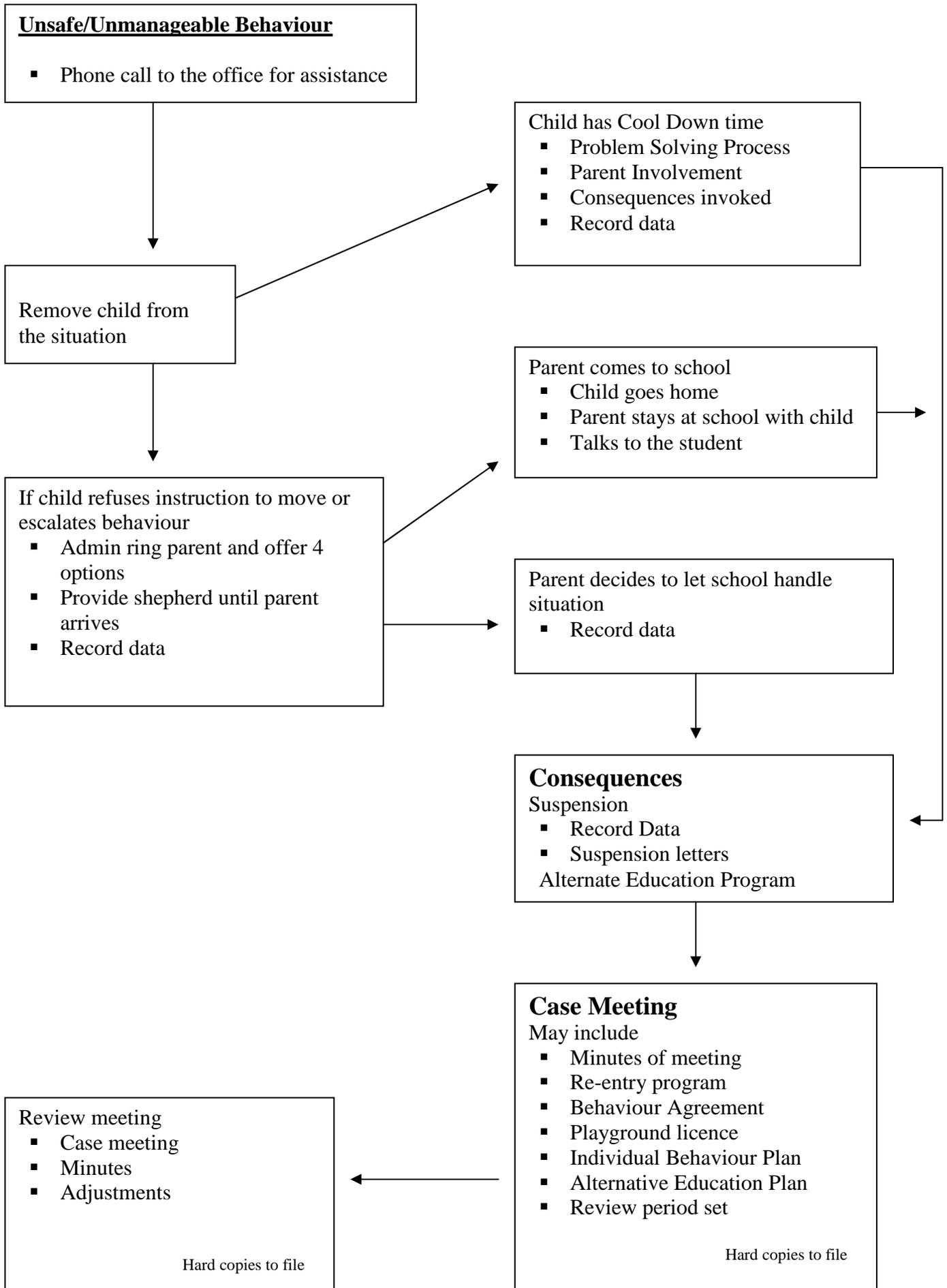
The principal notifies the parent as soon as possible by phone to negotiate a suitable time and place for the investigation. At this investigation the school presents their views on why the decision to exclude has been made. The student and parent are then given the chance to respond to the school's concerns, and to provide any further information that needs to be considered.

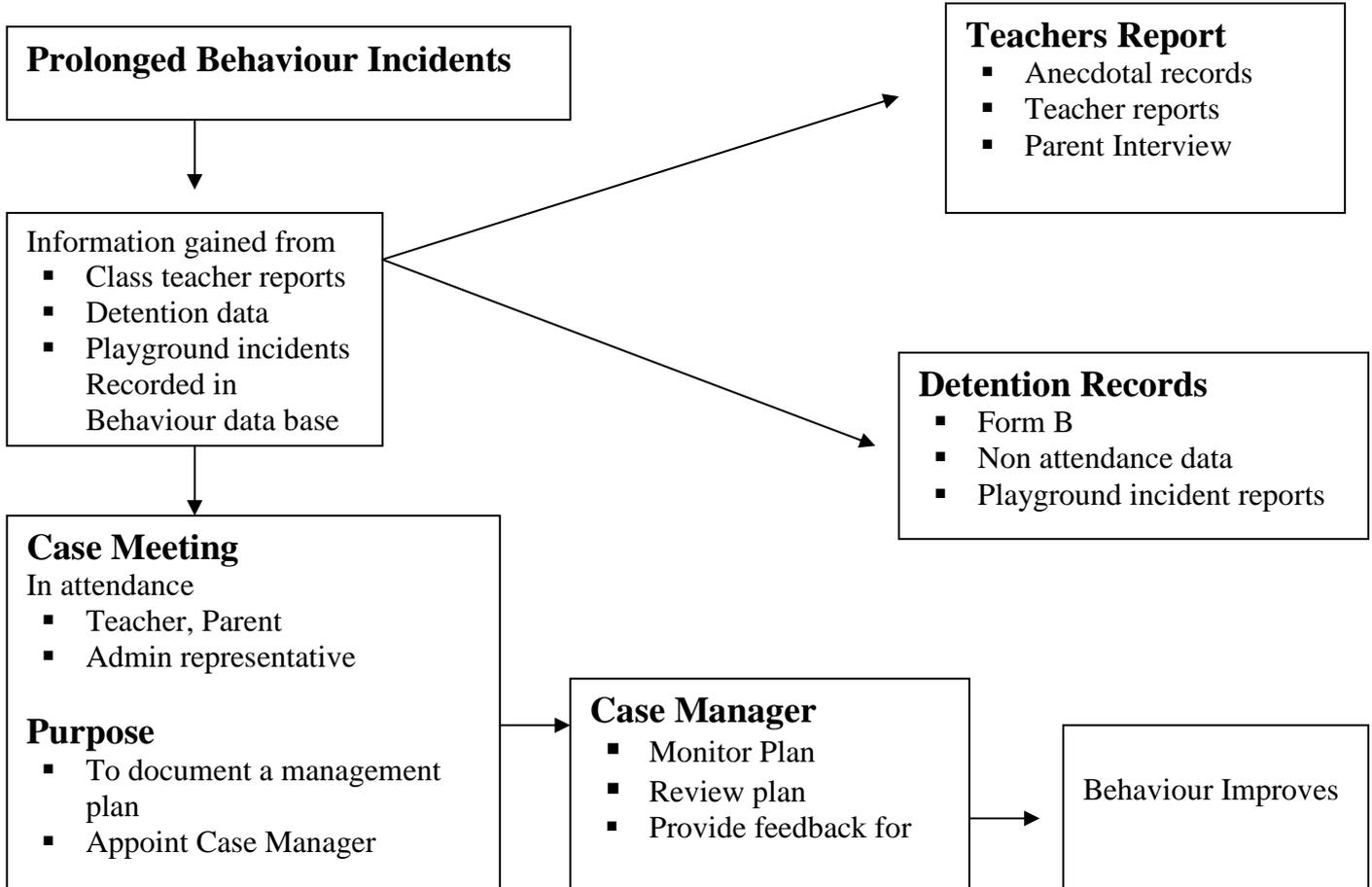
Within 10 days of the investigation a report will be prepared by the investigating officer detailing information presented and containing a recommendation on whether the student should return to school, be excluded from that school or be excluded from any number of schools for a specific period or permanently. The Principals supervisor will then decide whether this recommendation is to be supported or not and will inform the student, caregiver and principal of his or her decision on exclusion within 20 days of the initial suspension with a view to exclusion.

If the student and parent are unhappy with the decision of the Principal's supervisor, They may make a further oral or written submission of the Director General of Education and the Arts. A suggested format for this submission will be provided with the letter detailing the exclusion

A student excluded from all state schools may continue his or her education through a school of Distance Education, or through private education. Often, letters of exclusion contain recommendations to assist the student to overcome problems that resulted in the exclusion. Following such recommendations will be beneficial to the student and, where the student has been excluded from all schools may assist in the student's eventual return to normal schooling.







No Improvement – Review Plan

Case Meeting called with all stake holders (Parent, admin rep. Class Teacher, Guidance Officer, HOSE, AVT)

Management level increases (L4-5 Individual Behaviour Management Plan)

Possible Outcomes

- GO Referral
- Alternative ED Program
- Playground provisional licence
- Suspension Options
- Partial school attendance
- Behaviour Agreement

Minutes of meeting
Written Behaviour Management Plan completed
Review Period decided

Review Meeting

- Review and modify plan as necessary
- Implement plan
- Set next review meeting/contact