Positive Behaviours Policy

LOOK FOR THE GOOD
CATCH IT EARLY - BE PROACTIVE AND REDIRECT
CONSIDER INDIVIDUAL NEEDS

Ratified: Review Date: 2012
Positive Behaviours Policy

CONTENTS

PAGE 3  School Values
         Rationale

PAGE 4  Responsibilities

PAGE 5  Grievance Statement
         Supporting Documents
         Supporting Policies

PAGE 6  Teaching Area Expectations
         Behaviour Management Process
         - Inappropriate Behaviour
         - Unacceptable Behaviour

PAGE 7  Behaviour Management Process
         - Stage 1
         - Stage 2  Warning
         - Stage 3  Class Sit Out

PAGE 8  Behaviour Management Process
         - Stage 4  Office Time Out

PAGE 9  Behaviour Management Process
         - Stage 5  Internal Suspension
         - Stage 6  Take Home

PAGE 10 Behaviour Management Process
         - Stage 7  Suspension

PAGE 11 Behaviour Management Process
         - Stage  Exclusion
         Student Development Plans
         Interagency Referral
         Students at Risk

PAGE 12 Anti-Bullying Policy
         Behaviour Benchmarks
         Playground Expectations

PAGE 13 Inappropriate Behaviours Flow Chart (Minor Incidents)

PAGE 14 Unacceptable Behaviours Flow Chart (Major Incidents)

PAGE 15 Unacceptable Behaviours Flow Chart (Major Incidents)

SUPPORTING DOCUMENTS

PAGE 16  Playground Report Slip

PAGE 17  Time Out Letter for Parents
         Buddy Class Letter for Parents

PAGE 18  Office Time Out Letter for Parents
         Internal Suspension for Parents

PAGE 19  Behaviour Benchmarks (PLP)
SCHOOL VALUES

At the heart of the school, shared values of:

★ RESPECT
★ RESPONSIBILITY
★ COOPERATION
★ DETERMINATION

provide the foundation for building a safe and positive school culture.

Respect is our core value that operates as a foundation to all social interactions within the school

RESPECT

Self

= POSITIVE BEHAVIOUR

Others

Respect
Equals
Students
Parents
Educators
Collaborating
Together

RATIONALE

This policy is based on the following principles:

★ DECS operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society
★ All individuals should be treated with respect and dignity
★ Families, society, peers, staff and other significant adults influence the choices of young people
★ Behaviour has consequences which increase and reduce choices in life
★ Individuals must accept responsibility for their own behaviour according to developmental ability
★ DECS and School Communities, services and agencies will work together to create learning communities which are:
  - Safe
  - Inclusive
  - Conducive to Learning
  - Free from harassment and bullying

Based on DECS - School Discipline - Policy Implementation Kit and follows OHS&W Behaviour Management Processes
**RESPONSIBILITIES**

The Principal will:

- Develop, implement and regularly review, in consultation with the school community, a behaviour code which is consistent with DECS Discipline Policy
- Ensure that the behaviour management is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported
- Ensure that new staff, students and their families are aware of the schools’ behaviour code and the decision making procedures open to them if they wish to influence school practice
- Ensure that the school community has access to the DECS Discipline Policy, are aware of their rights to advocacy and the grievance procedures in relation to the schools' management of student behaviour
- Support students to be involved in the management of their behaviour
- Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively
- Ensure the schools’ response to gender, cultural differences, family circumstances or disabilities does not reduce students’ learning opportunities
- Increase students' opportunities to experience intellectual, social and physical success
- Provide opportunities for staff training and development
- Involve Regional Office Staff and other agencies to support staff and families in managing student behaviour effectively
- Use system level consequences and interagency support programmes with students who do not respond to class and school consequences

School Based Staff (From DECS - School Discipline - Policy Implementation Kit)

- Develop and foster positive relationships with students and families
- Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community
- Participate in developing, implementing and reviewing the schools' procedures for managing student behaviour
- Critically reflect on practices and develop the knowledge and skills needed to manage behavioural change successfully
- Establish, maintain and make explicit the schools' expectations relating to student behaviour
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment

In particular TEACHERS will: (From DECS - Teachers Work)

- Respond to advice, concerns and requests from parents/caregivers promptly and appropriately
- Inform parents/caregivers about school activities and significant matters concerning their child, in particular, matters pertaining to behaviour management
- Provide options, which allow for the preferred learning styles and interest of individuals or groups and encourage students to achieve their personal best
- Design activities and tasks in accordance with student readiness
- Explain and modify tasks when necessary
- Be available to assist students when appropriate
- Explicitly teach key ideas, concepts and aspects to support students in acquiring these skills
- Employ strategies and techniques to prevent or stop behaviour which intimidates or denigrates a student on the grounds of gender, race, culture, socio-economic background or ability
- Model appropriate and acceptable behaviour/language
- Provide opportunities for students to develop and practice appropriate anti-harassment and anti-bullying practices
- Develop an appropriate classroom behaviour management plan outlining expectations and consequences consistent with school policy. Provide and display a clear statement of expected behaviour that is expressed in terms of rights and responsibilities and identifies consequences of behavioural choices, negotiates expectations
★ Make all reasonable efforts to manage the behaviour of students effectively
★ Encourage students' self discipline
★ Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
★ Use support from within or outside the site to achieve effective discipline
★ Continually monitor student behaviour
★ Take prompt action to prevent or minimise irresponsible behaviour
★ Reassert expectations when implementing consequences
★ Use a behaviour learning approach that emphasises positive consequences and focuses on improvement to encourage responsible behaviour
★ Provide positive feedback which takes into account the different needs of individuals and groups of students
★ Undertake yard duty diligently
★ Work constructively with relevant support services

Expectations of Parents and Carers

When they enrol a student in the school, parents or caregivers accept responsibility to:
★ Ensure that the student attends school and that school staff is notified of absences
★ Keep schools informed of health issues, concerns about behaviour or other matters of relevance
★ Comply with DECS and school policies including the Positive Behaviours Policy
★ Support school behaviour learning initiatives and strategies

GRIEVANCE STATEMENT

Any member of the school community, who believes the Behaviour Learning Code is not being supported or implemented appropriately, can expect to have their grievance addressed. It is important that these grievances remain confidential. Grievance Processes are published annually in the Staff and parent handbooks, and school newsletters. It is expected that all teachers will explicitly teach Grievance Processes to Care groups as part of the Jump Start program at the start of the year and revised at least once per term. All school community members have the right to be treated with fairness and respect.

SUPPORTING DOCUMENTS

Appendix 1 LEIGH CREEK AREA POSITIVE BEHAVIOUR CODE Brochure for families.
Appendix 2 LCAS Behaviour Management Processes
- Report Slips - TAKE HOME, PLANS
- Case Management
Appendix 3.1 Behaviour Management Process Flow Chart Inappropriate Behaviours
Appendix 3.2 Behaviour Management Process Flow Chart Unacceptable Behaviours
Appendix 5 Behaviour Benchmark Recording Card – relates to PLP

Behaviour Management Supporting Policies

LEIGH CREEK AREA SCHOOL MOBILE PHONE POLICY
LEIGH CREEK AREA SCHOOL ANTI-BULLYING POLICY
TEACHING AREA EXPECTATIONS

Expectations should be clearly displayed in all classroom and other teaching spaces. Additional rules that apply to particular spaces should be negotiated with student participation and expressed in positive terms. Items, which should be considered for inclusion, include statements about:

- Care for belongings and the belongings of others.
- Cooperation and sharing with others.
- Respectful resolution of problems.
- Listening to the ideas and opinions of others and accept group decisions.
- Thinking about how individual behaviour affects others.
- Strategies to manage anger without using abuse or in appropriate language.
- Not engaging in physical, verbal, sexual or racial harassment.
- Environmental care - litter management, grounds care, reporting vandalism.
- Walking around corners and in designated "danger" areas.
- Safe play in games - not hurting yourself or others.
- Correct use of sports equipment.
- Safe use of playground and all play equipment.

BEHAVIOUR MANAGEMENT PROCESS  See Flow-Chart

The following process is acknowledged as the common element used by all staff to respond to inappropriate behaviours within the school. The process includes management of behaviours at both a Classroom and Leadership level.

These responses are determined by the following definitions:

**Inappropriate Behaviour** - is defined at the Leigh Creek Area School as behaviour that is annoying or disruptive to others. The class or yard duty teacher usually handles inappropriate behaviour. If it continues and disturbs others' teaching, learning or play then it becomes UNACCEPTABLE.

**Inappropriate Behaviours include:**

- THROWING PAPER
- SQUIRTING WATER
- OFF TASK
- CALLING OUT
- SWINGING ON A CHAIR
- LATENESS TO LESSON
- ATTENTION SEEKING
- EATING IN CLASS
- ANSWERING BACK
- MOBILE PHONE USE
- CLIMBING THROUGH WINDOWS
- LITTERING
- TALKING
- INCOMPLETE HOMEWORK
- LOUDNESS
- RUDENESS
- DISRUPTIVE BEHAVIOUR
- TOUCHING OTHER'S PROPERTY
- PUT DOWN/NEGATIVE COMMENTS
- UNPREPARED FOR LESSONS
- NOT FOLLOWING REQUESTS
- NAME CALLING
- DIARY NOT SIGNED
- NO HAT
- NOT LISTENING TO INSTRUCTIONS
- MOVING AROUND THE CLASSROOM
- RIDING BIKE/SCOOTER

**Unacceptable Behaviour** - is defined at Leigh Creek Area School as bullying, harassment, physical violence, verbal abuse, stealing, vandalism/graffiti, persistent disruption, task refusal, out of bounds and swearing. The school regards these behaviours seriously.

**Unacceptable Behaviours include:**

- REPEATED MINOR INCIDENTS
- BREAKING A CONTRACT
- CONSISTENLTY LATE TO LESSONS
- CONSTANTLY OFF TASK
- INAPPROPRIATE PHYSICAL CONTACT
- NOT FOLLOWING SCHOOL RULES
- INAPPROPRIATE USE OF PROPERTY
- DISRESPECTFUL
- WILFUL INDIFFERENCE TO WORK
- TRUANCY e.g. FILMING FIGHTING
- GRAFFITI
- SPITTING
- HARRASSMENT
- ATTENTION SEEKING
- SMOKING ON SCHOOL GROUNDS
- BULLYING
- FIGHTING
- INAPPROPRIATE USE OF PHONES
- HITTING OTHERS
- OFFENSIVE SWEARING
- NON-COMPLIANCE
LYING/DECEPTION
Individual teachers may modify this process in order to meet the needs of their class/group, for example, the cognitive development of Reception children differs from older students. Whilst we acknowledge that teachers require the scope to modify this process to suit their class/group, we also recognise the need to be consistent in the implementation of this process and provide children with direction.

It is also understood that while this consistency is important, different students with specific behavioural needs will require modified responses. Where these are required, they will be documented in either the students negotiated Education Plan, Individual Learning Plan or a Behaviour Contract. Our focus as a staff is to do everything possible to keep students at school and this may require unique responses for specific students. Care Group teachers and leadership staff may at times need to sensitively provide explanations for apparent inconsistent treatment of an individual student's behaviour, in the same way it can be required for students with specific academic learning disabilities.

Common strategies used to manage inappropriate behaviours

Stage 1
Staff use strategies which encourage students to develop and practise appropriate behaviour. The sequence of these strategies is responsive to the context. These strategies may include;

★ Establish effective relationships with students
★ Develop and maintain a positive relationship between school and home
★ Use of awards, certificates, positive notes, stickers (Values Reward Program R-7, 8-12)
★ Start each day fresh
★ Set students up for success, establish achievable goals
★ Seek help from others as soon as you need it
★ Tactically ignoring
★ Rule reminders/reinforcements
★ Eye Contact
★ Re-direction back to task
★ Non-verbal cues e.g. Modelling the desired behaviour

Strategies that are not to be used at our school are;
★ Threats
★ Put downs
★ Overuse of rewards systems e.g. Lollies
★ Writing words or lines
★ "Punish" the whole class for the behaviour of a few students
★ Rewards that do not fit into the schools' Health Eating Policy
★ Sending any student out of the classroom unaccompanied by an adult with duty of care responsibilities.

Stage 2

WARNING
★ Students are given verbal notification that their behaviour is inappropriate. This warning should be noted by the teacher (charts, behaviour book, whiteboard)

Stage 3

CLASS TIME-OUT
★ Students are removed from the whole-class learning environment and isolated within the classroom
★ The student may be asked to reflect on their behaviour or continue with work
★ If the student continues with defiance/inappropriate behaviours in this area, then the child will move to Stage 4 or Stage 5
Stage 4

Removal to Office Time out - Inappropriate Behaviour

If a class teacher has:

- Redirected a student
- Warned a student
- Implemented an in class sit out (R-12)

and behaviour continues to be inappropriate; teachers will call the Front Office and ask for Leadership Staff to remove the student from class.

Removal to Office Time out - Unacceptable Behaviour

If a class teacher has warned a student and an immediate improvement is not made, teachers will call the Front Office and ask for Leadership staff to remove the student from class. If a teacher's judgement confirms an initial high level of unacceptable behaviour, removal may be requested without warning.

Office Time Out

Where possible, students will be removed from classes by the Year Level Behaviour Manager - The Deputy principal for students in Years R-7 and the Senior School Coordinator for students in Years 8 - 12.

Where the Year Level Behaviour Manager is unavailable, the student will be removed by another Leadership team member and placed in a safe location until the Year Level Behaviour Manager can follow up the removal from class.

The Year Level Behaviour Manager will:

- Establish the circumstances of the incident through discussion with the student and teacher
- Document the removal from class on EDSAS
- Call parents to inform them of the withdrawal from class, reasons for the action and planned consequence
- Implement the appropriate consequence - An Office Time Out for Year 8-12 students (not to exceed 2 hours) and either a buddy class placement or Office time out for Year R-7 students (not to exceed one hour)

Time Out may be completed in a student withdrawal room if one is available in the Front Office. Duty of Care must be passed to the Principal or Deputy Principal. If a room is not available, placement in a suitable office space is acceptable, provided that Duty of Care responsibilities are clearly defined.

While in Time Out, students will be restricted in social interactions, have no phone or IPODS and they will not be asked to do special tasks or errands.

At the conclusion of the Time Out, the student will be counselled about expected behaviour by the Year Level Behaviour Manager and returned to their next class.

If an unacceptable behaviour continues, they will move to the next process stage.

The Year level Behaviour Manager will make an appointment with the class teacher to:

- Provide feedback on the student's time out period and conversation with the parent / carer
- Explore how the incident arose and establish what alternatives may prevent a recurrence
• Coordinate support or training needed with the Counsellor or Aboriginal Education Coordinator and timetable its delivery for the class teacher.

Stage 5

INTERNAL SUSPENSION
This will follow a second and 3rd removal in the same term for the same criteria as in Stage 4

Similar steps will be followed by the Year Level Behaviour Manager to:

• Establish the circumstances
• Document on EDSAS
• Call parents to inform them of reasons and consequence
• Implement an Internal Suspension for half a day in the first instance and a full day for any third withdrawal in a term. The Year Level Behaviour Manager may negotiate with the Principal to approve a full day’s Internal Suspension on the first occasion at stage 5 for incidents judged to be serious.

Internal Suspension must be completed in a student withdrawal room and Duty of Care passed to the Principal or Deputy Principal.

While in Internal Suspension, students will be restricted in social interactions, have no phone or IPODS, will not be asked to do special tasks or errands and have restricted recess and lunch breaks in an area away from other students.

At the conclusion of the Internal Suspension, the student will be counselled about expected behaviour and returned to their next class.

If unacceptable behaviour continues, they will move to the next process stage.

The Year level Behaviour Manager will make an appointment with the class teacher to:
Provide feedback on the suspension and conversation with the parent / carer
Explore the incident, discuss alternatives and coordinate support or training needed.

Stage 6

TAKE HOME
This will follow a 4th removal in the same term for the same criteria as Stages 4 & 5, or in response to a 1st incidence of violence, sexual or racist harassment or abusive behaviour directed at staff.

After removal, the Year Level Behaviour Manager will:

• Establish the circumstances
• Document on EDSAS
• Call parents to inform them of reasons and ask for the student to be immediately collected from school to remain home for the rest of the day.

A re-entry meeting involving the Year Level Behaviour Manager, student, parent counsellor and teacher will be arranged for the following day by the Counsellor. A Student Development Plan will be negotiated at this meeting and documented by the Counsellor. The student will then return to class.

If unacceptable behaviour continues, they will move to the next process stage.

The Year Level Behaviour Manager will continue to monitor the need for staff training and support to avoid possible recurrence of the problem.
Stage 7

SUSPENSION
This will follow a 5th removal from class in the same term the same criteria in Stages 4, 5 & 6, or a 2nd instance in the same term of violence, harassment or abuse which resulted in an earlier take home. Year Level Behaviour Managers may negotiate with the Principal for an immediate suspension without prior steps for incidents they regard as very serious which require an immediate Stage 7 response.

After removal, the Year Level Behaviour Manager will:

- Establish the circumstances
- Document on EDSAS
- Provide documentary evidence to the Principal that the student has met the criteria for suspension.

Students can only be suspended if they have:
Threatened or perpetrated violence
Acted in a manner which threatens the good order of the school by persistently refusing to accept the school’s behaviour code
Acted illegally
Interfered with the rights of teachers to teach and students to learn
Shown persistent and wilful inattention or indifference to work

After the Principal’s approval, the Year level Behaviour Manger will complete the Suspension Documents and call parents to inform them of the suspension.

A re-entry meeting involving the Principal, Year Level Behaviour Manager, student, parent counsellor and teacher will be arranged for the planned date of return to school by the Counsellor.

The student must be immediately collected from school, to remain home for the suspension period. Parents are to take the Suspension Documents with re entry meeting details at this time.

The Counsellor will forward Suspension Document copies to the Regional Office for all students who have previously been referred to the Students at Risk Team.

The pattern of days suspended will wherever possible be a single day in the first instance, 3 days on the second instance and 5 days on the 3rd instance. This will be negotiated on each individual occasion.

A Student Development Plan will be negotiated at the re entry meeting, documented by the counsellor and signed by all parties. The student will then return to class.

If unacceptable behaviour continues, they will move to the next process stage.

The Year Level Behaviour Manager will continue to monitor the need for staff training and support to avoid possible recurrence of the problem.

After a third suspension in the year, Year level Behaviour Managers will liaise directly with the Principal on each occasion a student has to be removed from class to determine whether another Suspension is appropriate or Exclusion should be considered.
Stage 8

EXCLUSION
A student will generally be excluded rather than suspended if the Principal believes the student's unacceptable/inappropriate behaviour is severe enough of frequent enough to warrant a stronger response. A student may be excluded between four and ten weeks or for the remainder of the term.

An ‘Intent to Exclude’ form is sent to the parents/caregivers. The student is suspended for 5 days while a meeting is arranged.

Before exclusion is decided upon a conference is held so that the Principal can make a final decision about the exclusion. An interagency referral manager or another member of the team is present at this meeting. Parents may invite support people to attend this conference.

The rights of the parents or caregivers to appeal against the exclusion are explained at the conference.

At the end of the period of exclusion, a student will take part in a supervised re-entry to school if the goals have been met. If the goals have not been met then the exclusion may be extended. Appeal rights apply in this situation.

While under exclusion, a student under 15 years of age is required to complete an alternative educational programme, which may be in another school, a learning centre or another location.

Student Development Plans

If a student has behavioural problems at school, a student development plan may be implemented. This is negotiated between school staff, the student and the parents or caregivers. The Student Development Plan clearly outlines the responsibility of the student, the school and the parents or caregivers in helping the student become more successful at school. Staff members involved with identified students will be invited to contribute/participate in the development of Student Plans.

The class teacher is responsible for advising NIT and relief teachers on Student Development Plans. Where necessary, other staff will be informed of individual students' Development Plan goals and expectations. (Student Development Plans to be kept in the student files, classroom Behaviour Learning Plan Folder and School Counsellor Office.)

Interagency Referral – Support for Students

Once the school has implemented a variety of strategies and needs further support and referral to the Students at Risk Team will be sought, this may lead to a referral to the District Interagency Behaviour Management Team. A meeting consisting of the parent, leadership staff and class teacher discuss strategies implemented and parental consent is sought to submit a referral. The ISBM coordinates support agencies for the child, school and family. Referral processes can be found at J:\COMMON\LEIGH CREEK AREA SCHOOL\Special Education

Students at Risk Support Team

The class teacher can make referrals to this group. This team meets to ensure that all students who require support in academic, attendance, social and emotional behaviour needs are receiving the necessary support. Students at Risk Team consists of:

Iain Love, Principal
Helen Fesus, School Counsellor & Aboriginal Liaison Teacher
Sarah Mason, Deputy Principal (Attendance)
Cathy Miller, Learning Support
ANTI-BULLYING POLICY

Leigh Creek Area School has zero tolerance for harassment, bullying and intimidation. A whole school approach will be directed to reduce the incidence of inappropriate and unwanted behaviours. Students will have the knowledge to identify signs of bullying and are encouraged to act promptly to report such actions to staff. They will also learn to discourage inappropriate behaviours within their peer group. Staff will undertake an annual review of the Responsible Behaviour Code of Conduct and will act promptly and firmly against bullying in accordance with internal and external classroom procedures.

BEHAVIOUR BENCHMARKS

The Behaviour Benchmarks table is a reflection device which not only assists identification of student behavioural competencies and support needs but is also a tool for each student. Its information will be passed on from year to year as part of each student’s file (to be assessed and reviewed during Pastoral Care lessons.) This Behaviour Benchmark Form will be utilised in class situations several times throughout the school year.

PLAYGROUND EXPECTATIONS

The following process is acknowledged as the common element used by all staff to respond to inappropriate behaviours within the school. The process includes management of behaviours at both a yard level and when required at Leadership level.

These responses are determined by the definitions of Inappropriate and Unacceptable behaviour as outlined earlier in this document.

Individual teachers may modify this process in order to meet the needs of the child involved; for example, the cognitive development of Reception children differs from older students. Whilst we acknowledge that teachers require the scope to modify this process, we also recognise the need to be consistent in the implementation of this process, providing children with direction.

Teacher Responses to Inappropriate behaviour include:

1. Reminder
2. Sit out in the yard/ walk around with the yard duty teacher/ asked to leave that area (Time limit at the discretion of the yard duty teacher.)

Teacher Responses to Unacceptable behaviour:

3. Yard Sit Out
   - Completed Yard slip will be sent to the Year Level Behaviour Manager who will follow through the incident, record on EDSAS and implement consequences which could include:
     i. Office Time out
     ii. Restricted play
     iii. Take home
     iv. Suspension
INAPPROPRIATE BEHAVIOURS (Minor Incidents)
FLOW CHART

Examples of Inappropriate Behaviours Include:
- Throwing Paper
- Squirtiing Water
- Off Task
- Calling Out
- Swinging on a Chair
- Lateness to Lesson
- Not Listening to Instructions
- Moving around the Classroom
- Answering back
- Mobile Phone Use
- Climing Through Windows
- Littering
- Talking
- Incomplete Homework
- Loudness
- Attention Seeking
- Eating in Class
- Touching Other’s Property
- Unprepared for Lessons
- Not Following Requests
- Name Calling
- Diary Not Signed
- No Hat
- Rudeness
- Disruptive Behaviour
- Riding Bike/Scooter On

ORDER OF RESPONSE

Reminder of the Classroom/Yard Rules

Warning with the next consequence stated

Use Class Time Out - Withdrawal to Designated Area
(Another Desk, Outside Desk, Yard Area)

Use Buddy Class Sit Out

Office Time Out - Formal Classroom Exit or Playground Exit
(Year Level Behaviour Management Coordinator will collect student from classroom)

Student returns to classroom/playground after designated time period and reports to the sending teacher

Class/Subject Teacher to meet with School Counsellor/Aboriginal Liaison Teacher to explore the incident, discuss alternatives and coordinate support or training needed if office time out occurred

RESPONSIBILITY

Class/Subject/Playground Teacher

Class/Subject/Playground Teacher

Class/Subject/Playground Teacher

Buddy Class Teacher

Year Level Behaviour Managers
R-6 Sarah Mason
7-12 George Cafcakis

Class/Subject/Playground Teacher

Class/Subject Teacher

FURTHER ACTION

Students may have items confiscated if they are being used inappropriately or against school rules.

E.g. Mobile Phone, IPOD

The item is to be placed at the Front Office for pick-up at the end of the day

Class/Subject/Yard Teacher communicates with parent via Buddy Class Letter stapled in diary, phone or email contact

Year Level Manager communicates with parent via Office Time Out Letter stapled in diary, phone or email contact

Student returns diary note (office time out, buddy class) to Year Level Manager with parent signature the next school day

Class/Subject teachers keep own record of time out/buddy class exits. If pattern emerges then make contact with parents by phone. Year Level Manager keeps EDSAS records of office time outs.
Examples of Unacceptable Behaviours Include:

- Repeated Minor Incidents
- Consistently late to lessons
- Inappropriate Physical Contact
- Inappropriate Use of Property
- Wilful Indifference to work
- Hitting others
- Spitting
- Non-compliance

FLOW CHART

ORDER OF RESPONSE

Phone Year Level Manager to pick up student to take to Front Office Time Out

Parents will be contacted to inform them of the withdrawal from class

Student will be placed in the Withdrawal Room and will remain there until the Year Level Manager deems appropriate

A behaviour contract will be filled out by the student and issuing teacher and is taken home for parent signature

The student will be counselled about expected behaviour and is returned to their next class

Student returns contract and negotiates return into class with Year Level Manager and issuing teacher the day after the incident has occurred

If behaviour persists the next stage is an Internal Suspension

1st incident ½ a day
1 full day for a 3rd withdrawal within the term

RESPONSIBILITY

Year Level Manager - Sarah Mason, George Cafcakis & Classroom Teacher

Year Level Manager - Sarah Mason (R-6)
George Cafcakis (7-12)

Duty of Care with Principal, Deputy Principal
Year Level Managers

Student
Classroom Teacher
Parent

Year Level Manager - Sarah Mason (R-6),
George Cafcakis (7-12)
Student

Year Level Manager - Sarah Mason (R-6),
George Cafcakis (7-12)
Student

FURTHER ACTION

No contract at re-entry means parent contact by phone to be informed/asked if they have sighted letter for Office Time Out

Class/Subject teacher keeps own record of exits/time outs. If a pattern emerges then make parent contact by phone.
The student will be counselled about expected behaviour and is returned to their next class.

Class/Subject Teacher to meet with School Counsellor/Aboriginal Liaison Teacher explore the incident, discuss alternatives and coordinate support or training needed if office time out occurred.

If unacceptable behaviour continues, TAKE HOME. This will follow a 4th removal - Front Office Time Out/Suspension, or in response to a 1st incident of violence, sexual or racist harassment or abusive behaviour directed at staff.

Parents to be informed of reasons and ask for the student to be immediately collected from school to remain home for the rest of the day.

A re-entry meeting will occur and will involve the parent/carer of the student.

If unacceptable behaviour continues, SUSPENSION. This will follow a 5th removal from class in the same term the same criteria in Take Home, Office Time Out and Internal Suspension or a 2nd instance in the same term of violence, harassment or abuse which resulted in an earlier take home.

A re-entry meeting with student and their parent/carer will take place this will involve the negotiation of a Student Development Plan.

After a 3rd suspension in the year, Year Level Behaviour Managers will liaise with the Principal on each occasion a student...

First instance, 3 days on the second instance and 5 days on the 3rd instance. ISBM Referral form sent by Student Counsellor. STUDENT DOES NOT GO BACK INTO CLASS UNTIL RE-ENTRY HAS BEEN COMPLETED AND AN AGREEMENT IS REACHED. ISBM team and other agencies may be sourced to help support student development. Further...
LEIGH CREEK AREA SCHOOL - REPORT SLIP FOR PLAYGROUND SIT OUT

STUDENT__________________ CLASS TEACHER__________________

Date__/__/2010   Time_________ Duty Teacher__________________

Incident details__________________________________________

__________________________________________________________________________