

BELRIDGE SECONDARY COLLEGE



BEHAVIOUR MANAGEMENT IN SCHOOLS PLAN

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BELRIDGE SC BEHAVIOUR MANAGEMENT PLAN

At Belridge Secondary College, we believe that the Behaviour Management Plan is fundamental in communicating our expectations of behaviour for all members of the Belridge community. We believe that schools are both reflective of **and** help shape their communities.

Underpinning the Plan is a set of beliefs that guide our practice:

These are our obsessions that drive our actions in relation to student behaviour.

We believe that:

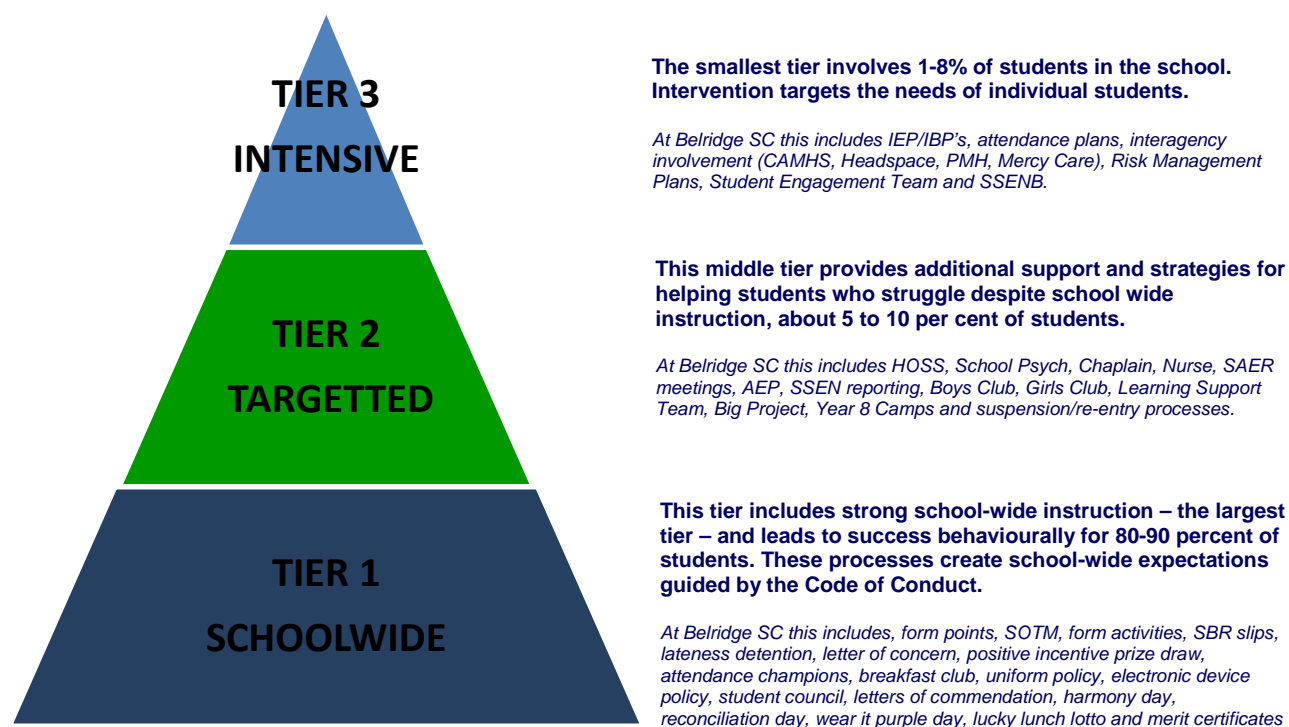
- POSITIVE, FOCUSSED, RELATIONSHIPS ARE CRITICAL;
- BEHAVIOUR CAN BE TAUGHT AND MODELLED;
- A CONSISTENT APPROACH TO MANAGING BEHAVIOUR IS CRITICAL;
- BEHAVIOUR IS PURPOSEFUL;
- ENSURING EQUITY IS CRITICAL; AND
- THE PRINCIPLE OF *FAIRNESS* IS APPLIED IN ALL OF OUR ACTIONS.

The Plan outlines our clear expectations of behaviour, and the preventative and responsive actions that College staff will undertake. The aim is to ensure that all members of the Belridge community will feel safe and will have confidence that the learning environment is effective.

The Plan provides clarity about various staff roles, and articulates the communication strategy across the College. The Plan also outlines school practices that are proactive rather than reactive in order to develop a supportive school environment where all members feel safe and are valued. The Behaviour Management Policy is a way of ensuring that this supportive school environment is established and maintained.

Our Plan is designed to deliver support to Tier 1, 2 & 3 interventions (articulated below) to develop a positive school culture at Belridge SC.

BEHAVIOURAL SYSTEMS



BELRIDGE SC CODE OF CONDUCT

THE PRINCIPAL IS EXPECTED TO:

- Play a leading role in implementing and communicating the Belridge SC Behaviour Management Plan
- Ensure consistency and fairness in implementing the Belridge SC Behaviour Management Plan
- Review and monitor the effectiveness of school behaviour management practices and their impact on student learning
- Support staff to implement the Belridge SC Behaviour Management Plan, and facilitate professional development to improve the capacity of staff to promote responsible behaviour
- Ensure that student characteristic funding is used to implement interventions to support improved behavioural outcomes for all students at Belridge SC.

STAFF ARE ACCOUNTABLE FOR:

- Behaving in a respectful, ethical and professional manner
- Modelling expected behaviours
- *Communicating* meaningful feedback to stakeholders
- Providing consistent consequences connected to the BMIS Plan
- Responding to students in a fair, equitable manner
- Providing clear expectations
- Celebrating success
- Endeavouring to understand students
 - Background
 - Learning Styles
 - Disabilities
- Preparing purposeful lessons that meet individual student needs considering their background/needs.

STUDENTS COMMIT TO:

- Following the rules of the College
- Being mindful on how their actions impact on others – Giving others the chance to learn
- Using positive language
- Participating to the best of their ability and in an appropriate manner
- Showing up to class on time and ready to learn
- Being fair to each other
- Being aware of other people's feelings and emotions
- Taking responsibility for their actions

PARENTS ARE ACCOUNTABLE FOR:

- Cooperating with the school to achieve the best outcomes for students
- Supporting school staff in maintaining a safe and respectful learning environment for all students
- Collaborating with the school to initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour at school

SCHOOL RULES

STUDENTS WILL:

- **FOLLOW INSTRUCTIONS OF A RESPONSIBLE ADULT**
- **MAINTAIN THE ENVIRONMENT AND PROPERTY**
- **NOT USE OR BRING, DISTRIBUTE OR RECEIVE ILLEGAL SUBSTANCES OR ITEMS TO SCHOOL**
- **NOT MAKE THREATS OR USE VIOLENCE**
- **ATTEND TIMETABLED CLASSES UNDER SUPERVISION OF STAFF**
- **WEAR SCHOOL UNIFORM WHILE AT SCHOOL AND ON SCHOOL ACTIVITIES AS APPROPRIATE**
- **NOT CHEW GUM ON SCHOOL PREMISES**
- **ADHERE TO THE BSC ELECTRONIC DEVICE POLICY**

POSITIVE INCENTIVES PROGRAM

We recognise that behaviour can be reinforced by logical consequences, both positive and negative. We also acknowledge that positive reinforcement can shape the culture of a classroom and ultimately, the school.

Belridge SC provides a range of processes to “catch students being good”. Our aim is to positively reinforce more than we apply negative consequences.

These processes include:

STUDENT OF THE MONTH (STOM)

- Each Month, the Year 7 Coordinator sends out an email to staff asking staff to nominate students for Student of the Month.
- Any student can be nominated for any reason to recognise positive behaviour within the school community.
- Every student who is nominated for Student of the Month receives a certificate for their nomination.
- A winner is selected from each year group as the Student of the Month and this person will be go into the school newsletter, have their nomination displayed in the library and can choose from two prizes.

FORM POINTS: YEAR 7 AND YEAR 8

- Students receive Form Points from their teachers by doing the right thing in class.
- A Form Point stamp is placed in the student’s planner and signed by the classroom teacher.
- Form Points are tallied by their Year Co-ordinator (and ticked off), before recess, lunch after form
- The following points are required for students, to achieve the certificates and receive the rewards.

LEVEL	REQUIRED	REWARDS
Bronze	25 Points	Canteen Voucher - \$2:00
Silver	50 Points	Canteen Voucher - \$3.00
Gold	100 Points	Canteen Voucher - \$5.00
Platinum	150 Points	Invitation to end of year Rewards Day *
Diamond	200 Points	Movie Ticket

ATTENDANCE CHAMPIONS & HONOURABLE MENTIONS

- Attendance Champions are students who have 100% attendance for a term.
- Honourable Mentions are students with 99% attendance for a term.
- Attendance Champions and Honourable Mentions are acknowledged at the end of each term in Year Group Assemblies and rewarded with movie ticket prizes for each student.

END OF TERM MAJOR PRIZE

- 1 entry for SOTM nomination, 3 for 99% attendance, 5 for 100% attendance, 1 per 25 form points.

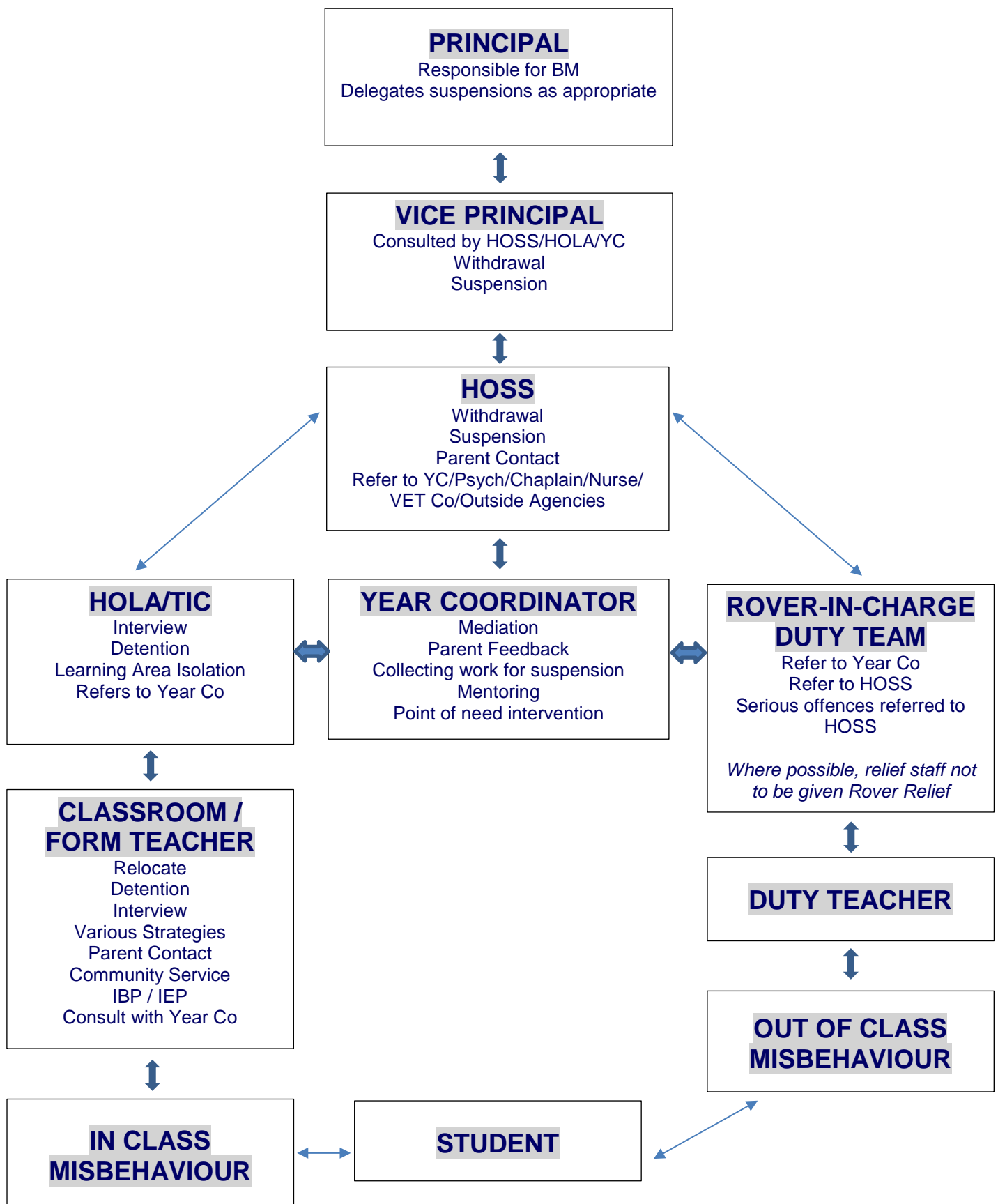
REWARD DAY

Criteria for invitation:

Students with Good Standing i.e. (90% attendance and no suspension in the 10 weeks leading up to the Reward day) are eligible to attend. These days may include excursions to:

- Movies
- The Maze
- Adventure World
- Latitude
- Ice skating
- Or other activities as arranged by the Year Coordinator

BMIS PROCESS (YEARS 7–12)



ROLES IN THE BMIS SYSTEM

TEACHER

1. Implement classroom management and conflict resolution strategies as exhaustively as possible in the management of student behaviour with consideration to their year group. (These can involve parent contact, contributing to IBMP/IEP's). Parent contact is expected after multiple issues.
2. Refer unresolved problems to the Head of Learning Area via email or Student Behaviour Report (SBR) in a timely manner.
3. Enter Positive Behaviours into SIS

HEAD OF LEARNING AREA (HOLA) / TIC

1. Implement further strategies to resolve each referred problem e.g. Learning Area Isolation (NOTE: Parent contact MUST be made at this level.)
2. Refer unresolved problems to the HOSS.
3. The problem is resolved and entered into SIS.

HEAD OF STUDENT SERVICES (HOSS)

1.
 - a) Monitor student behaviour and attendance across Learning Areas from Year 7 - 12 and implement appropriate action, as per the 3 Tier approach.
 - b) Place referred students in Withdrawal and coordinate the operation of the withdrawal period.
2. Liaise with Executive regarding suspensions and withdrawal.
3. Complete a Return From Suspension meeting with each suspended student. Parents are expected to attend these meetings prior to returning to class. A Behaviour Monitoring Sheet will be issued for a period determined by the HOSS. It is intended that RFS meetings will involve or be communicated to staff involved in the suspension.
4. Feedback of consequence, conversation or plan to affected staff.
5. Refer unresolved issues to Executive

EXECUTIVE

1. Provide leadership and support with Tier 3 student behaviour and provide feedback to the affected staff

YEAR COORDINATORS

Provide the following behavioural interventions for their 0.2 FTE

1. Mediation between students for low level behaviours.
2. Parent Feedback regarding student progress.
3. Collecting work for students for periods of suspension/illness.
4. Key point of contact for students at low levels of emotional difficulties.
5. Coordinate positive reinforcement for positive behaviours for the Year group.
6. 60-80% attendance follow up.
7. Referring SAER to HOSS.

FORM TEACHERS

1. 80-90% attendance follow-up, communicate outcomes with Student Services attendance officers.
2. Delivery of cohesion /relational activities (e.g. Year 7 BIG Project).
3. Daily notices.
4. Key engagement and participation in whole of school activities (Belsurf / Athletics Carnival etc.,)

PROCESS OF BMIS SYSTEM YEARS 7-12

FROM THE INDIVIDUAL

ALLOCATION OF STUDENT BEHAVIOUR REPORTS (SBR)

BEHAVIOUR

A student receives ONE SBR Infringement for any breach of school rules. The allocation of SBR's will be moderated within the Learning Area.

STEP 1: STUDENT BEHAVIOUR REPORT (SBR) AND ACTION

Generally, incidents **should not** be written and recorded on the behaviour module of SIS unless of a serious or continuous nature.

After a fair attempt at managing the problem:

- Teacher records details of the negative behaviour and consequential action taken on the SBR. Parent contact is advised at this stage. Action must include discussing with the student the recorded details, and an attempt to resolve the problem. Recording these events is not a consequence.
- After the teacher refers the issue to the HOLA the SBR must be recorded in SIS by the HOLA. Action must include discussing with the student the recorded details, and an attempt to resolve the problem.

STEP 2: SBR AND FURTHER ACTION

If further misbehaviour occurs, a second SBR detailing the negative behaviour and consequential action is completed by the teacher as in Step 1. In attempting to resolve the problem the teacher should draw the student's and the parent's attention to the consequences of a third SBR, i.e., Learning Area Isolation (LAI). At this stage, when giving the SBR to the HOLA, arrangements for possible LAI should be discussed. Small departments may need to link up for LAI purposes. Inform the student of consequences of further Behaviour Reports.

- After the teacher refers the issue to the HOLA the SBR must be recorded in SIS by the HOLA. Action must include discussing with the student the recorded details, and an attempt to resolve the problem.

STEP 3: SBR AND LEARNING AREA ISOLATION

Should negative behaviour continue, the teacher records a third SBR, and the consequential action is Learning Area isolation (LAI). The period of time between the SBR's and the length of time in Learning Area Isolation is determined by the HOLA but be within the current school year.

- HOLA makes parental contact (and advise HOSS).
- The period of isolation will be a minimum of one period and a maximum of four periods; return being conditional on the acknowledgement of the expectations of the classroom and the College rules. Inform the student of consequences of further SBR's.
- The SBR must be recorded in SIS by the HOLA. Action must include discussing with the student the recorded details, and an attempt to resolve the problem.
- Should the negative behaviour be across learning areas, parents will be notified by the HOSS.
- Should a student receive a more severe unrelated consequence i.e. suspension, it is expected that the student will then need to complete the period of LAI on their return. This is at the discretion of the HOSS and HOLA.

STEP 4: SBR AND ACTION

Should a student's negative behaviours continue after isolation, the teacher records the fourth SBR and notifies the HOLA. The HOLA determines the consequential action including further Learning Area isolation. The period of time between the SBR's and the length of time in Learning Area Isolation is determined by the HOLA.

- HOLA makes parental contact (and advise HOSS).
- The period of isolation will be a minimum of one period and a maximum of four periods; return being conditional on the acknowledgement of the expectations of the classroom and the College rules. Inform the student of consequences of further SBR's.
- HOLA to issue student behaviour contract to be signed by HOLA, teacher and student.

STEP 5: SBR AND WITHDRAWAL

HOSS places student in Withdrawal for minimum of 1 day if further negative behaviour occurs, following through the Withdrawal procedure, including issuing a Withdrawal contract. (The location and supervision to be determined by HOSS on a needs and case by case basis) Students on Withdrawal will have different break times to the College timetable.

- HOLA to record this on SIS.
- HOSS to record actions on SIS and contact parent with the understanding that further misbehaviour will result in immediate return to Withdrawal.

STEP 6: SBR AND WITHDRAWAL FOR TWO DAYS MINIMUM

Further misbehaviour will result in a referral to HOSS.

HOSS places student in Withdrawal for minimum of 2 days, following through the Withdrawal procedure, including issuing a Withdrawal contract. (The location and supervision to be determined by HOSS on a needs and case by case basis) Students on Withdrawal will have different break times to the College timetable. Teachers to supply educational work.

- HOLA to record this on SIS.
- HOSS to record Actions on SIS and contact parent with the understanding that further misbehaviour will result in immediate return to Withdrawal.
- HOSS to develop an Individual Behaviour Plan to distribute across Learning Areas: interventions may include:
 - Withdrawal
 - Case Conference
 - Psychologist Referral
 - Chaplain Referral
 - Timetable changes (modified or class shift in consultation with HOLA)
 - Intention to Suspend
 - Restorative practices

Release from Withdrawal is conditional on a student understanding and accepting the conditions of the Individual Behaviour Plan which is distributed to all staff. A parent interview is expected to occur; this is to be arranged with agreement between the HOSS and HOLA.

STEP 7: SBR AND SUSPENSION

Further negative behaviour will result in referral to HOLA.

- HOLA to record this on SIS.
- HOSS to consult with Executive to determine length of suspension.
- HOSS to contact parent and process the suspension.
- The appropriate Vice Principal will be involved in the Case Management of the student at this point (this may involve the Principal). RFS will occur through a Vice Principal.

Note: Steps 4 & 6 does not apply to Year 11 and 12 as a higher standard of behaviour is expected of senior students.

CONTINUED GOOD BEHAVIOUR

After five school weeks of good behaviour, the student's position in the BMP system **may** be reviewed.

WITHDRAWAL

There are three ways in which a student can arrive at the Withdrawal step:

1. By receiving at least four Student Behaviour Reports (SBR's) in a particular subject class including two Learning Area Isolations.
2. By receiving five SBR's across a range of subject areas or in the yard.
3. By committing a very serious breach of behaviour which is referred to the HOSS or Executive Member.

The procedures and responsibilities for Withdrawal in these instances are as follows:

ENTRY INTO WITHDRAWAL

1. On receipt of the fifth Behaviour Report, the HOSS removes the student from his/her current class and provides the timetables space for the withdrawal. The location and supervision to be determined by HOSS on a needs and case-by-case basis.
2. HOSS arranges for the student to enter the Withdrawal area and issues a Withdrawal contract. Classroom teachers to provide educational work.
3. The student must be advised of the conditions of Withdrawal and what he/she needs to do to be released from Withdrawal by the HOSS/Exec. An Individual Behaviour Plan is completed after second withdrawal.
4. The HOSS or Exec makes parental contact (by either phone call, email or letter).

WHILST IN WITHDRAWAL

1. The student is to sit in designated seat within the Withdrawal area/class for the whole day and work quietly without disrupting anyone.
2. During Break 1 and Break 2, the student is to remain in the timetabled space and they will have modified break times. The student will not attend his/her Form Class during the Form Period.
3. The student is to remain in Withdrawal for a minimum of 5 periods (1 day). At the end of the withdrawal period the student will meet with the HOSS/Exec to discuss the problem behaviour(s) and complete a Withdrawal contract and Monitoring Sheet. The HOLA, Year Coordinator may be involved, if appropriate. Staff will be notified of the return from withdrawal date by the HOSS/Exec.

SUSPENSION

There are four ways by which a student can arrive at the stage of suspension from school:

1. By progressing through the BMIS system to the point where he/she is continuing to breach behaviour rules after the second Withdrawal. (Year 7-12).
2. By committing a serious breach of discipline in the yard (such as verbal abuse, fighting, smoking etc.), which is referred to HOSS.
3. By committing serious breach of discipline in a classroom, this is referred to HOSS through a Head of Learning Area.
4. By breaking the conditions of Withdrawal.

The decision to suspend a student is always made by the Principal. The Principal may delegate this responsibility to the HOSS's and the Associate/Vice Principals. In the event of suspension, the following procedures and responsibilities apply:

1. The student is escorted to HOSS with documentation of the incident or behaviour leading to this action.
2. HOSS discusses the incident with the student, records details, consults teachers or other students involved as well as previous behaviour records before making a final decision.
3. With the Principal's authorisation, HOSS makes the decision on the number of days for the suspension. These decisions are guided by the Education Act and the Department Policies. Where there is a serious breach that attracts a suspension over 3 days, it must be discussed with the Principal.
4. HOSS must contact the parents before sending a student home on suspension. If the parent cannot be contacted, then the student is to be detained in the Student Services area or at the Front Office for the remainder of the day. A copy of the suspension notice will be posted to the parents.
5. If parents can be contacted they will be asked to come to the school to collect their student. The suspension can be discussed and a suspension notice given to them.
6. HOSS is responsible for completing the Notification of Suspension and any further documentation that needs to accompany this. He/she must ensure that copies of the documentation are given to the student and forwarded to parents, Principal, Vice/ Associate Principal, Year Coordinator and Form Teacher and that feedback to any other staff involved occurs, e.g.:
 - School Psychologist - to arrange an interview on student's return **when appropriate**;
 - Form Teacher and Student Services Office - for attendance recording;
 - Teacher concerned so that a meeting with student on date of return can be arranged.
7. HOSS must also ensure that the student understands the process for being re-admitted to school.

RETURN FROM SUSPENSION

Before a student can be re-admitted to class, the following process must occur:

1. The student must have an interview with the HOSS on the date of return at a mutually convenient time. A student will not attend any timetabled class until this RFS meeting has occurred and a re-entry monitoring sheet issued. It is expected that the parent is in attendance. Other staff may be involved. Staff will be notified of the return from suspension date by the HOSS.
2. At this interview the student will need to agree to the conditions of the Suspension Re-entry contract and be issued with a Re-Entry Monitoring Card.
3. On return to school, the student's behaviour will be monitored for a period of time at the discretion of the HOSS.
4. Where appropriate, a referral will be made for the student with the School Psychologist, Chaplain, CH Nurse etc.

GOOD STANDING

GOOD STANDING is a status which is held by all students.

It is related to their BEHAVIOUR, ATTENDANCE and COURSE PARTICIPATION.

The aim of GOOD STANDING is to encourage students to take greater responsibility for their behaviour, attendance and course participation at school and therefore their education.

All students are considered as being in GOOD STANDING at the commencement of each year.

Whether or not a student retains this status during the year depends on a number of factors outlined below:

BEHAVIOUR

As an addition to the behaviour component of the GOOD STANDING policy, if a student is suspended for any reason, he/she will lose GOOD STANDING for a period of 5- 10 weeks at the discretion of the Principal.

ATTENDANCE

A student's attendance must be **90% or above** to still hold GOOD STANDING. This data is analysed every 5 weeks.

THE GOOD STANDING SYSTEM

Across all years, a student chooses to have their Good Standing:

- **At risk** if he/she received 4 SBR Infringements/Learning Area Isolation.
- **Removed** if he/she is Withdrawn or Suspended

NOTE:

1. *When SBR's are issued and parents are contacted, the Good Standing process will be discussed.*
2. *Students who have GOOD STANDING withdrawn are **excluded** from the following school based activities e.g. Interschool Carnivals, Lightning Carnivals, BelSurf. Extra-curricular and reward activities (functions held outside of school hours e.g. River Cruise, School Ball,)*
3. *Students may be suspended from school at any stage of the Behaviour Management process. On return to school the student will lose GOOD STANDING and will be excluded from extra-curricular activities for a period of 5-10 weeks (at the discretion of the Principal). To have GOOD STANDING reinstated, a student must complete these weeks with no further negative behaviours recorded and applying in writing to the Principal for reinstatement of GOOD STANDING. This application must be received and approved by the Principal.*

SCHOOL BEHAVIOUR FOCUS

At times during the school year the senior management group may choose to focus on a particular area of student behaviour. The purpose of this focus will to minimise negative behaviour that may be impacting on the learning, success and achievement of students at any given time.

During a School Behaviour Focus expectations will be made clear to students and communicated to families. Staff will be expected to promote and acknowledge those students who are modelling the appropriate behaviours, as well as respond to non-compliance.

Consequences relating to the school behaviour focus will be determined by the senior management group and compliant with the DoE Student Behaviour Policy 2016.

BEHAVIOUR MANAGEMENT PLAN

Appendix 1

BMIS ELEMENTS	THE SCHOOL'S RESPONSIBILITIES
ESTABLISH ACCEPTABLE STUDENT BEHAVIOUR	<ul style="list-style-type: none"> Teach explicitly acceptable behaviour through school rules and classroom policy. Establish consequences for students who choose to break school rules and behave in an unacceptable manner, e.g. parent contact, detention, community service, Loss of Good Standing. Be consistent in dealing with students. Discuss the problem. Encourage a positive attitude to school by acknowledging appropriate behaviour. After fair warning and reasonable efforts, issue SBR to student/s who continue to behave in unacceptable ways. As part of SBR, detail incidents and actions. Email sent to HOLA with a copy of the information above.
STEP 1	<ul style="list-style-type: none"> The Teacher discusses the problem with the student to resolve it and student is informed of having received a SBR Consequences are applied by the teacher and the parent is advised Teacher to contact parent and discuss the problem HOLA to enter SBR into SIS and send copy to Yr Co and front office admin file
STEP 2	<ul style="list-style-type: none"> The teacher discusses the problem with the student in order to resolve it. Consequences are applied. If first and second SBR's are issued by the same LA, the teacher or HOLA informs the student that <ol style="list-style-type: none"> a third SBR within the same Learning Area leads to LA Isolation Teacher to contact home and discuss the problem HOLA to enter SBR into SIS and send copy to Yr Co and front office admin file
STEP 3	<ul style="list-style-type: none"> HOLA arranges LA isolation for up to 4 periods (min 1 - max 4) Arrange for student to complete a LA contract. HOLA to contact parent(s). Teacher continues discussion with student to try to resolve the problem. HOLA to enter SBR into SIS and send copy to Yr Co and front office admin file
STEP 4	<ul style="list-style-type: none"> HOLA arranges second LA isolation as in Step 3. Teacher and HOLA Make further efforts to resolve problem. HOLA makes parental contact and advises HOSS. Period of LA isolation (min 1-max 4 periods) HOLA to issue a LA contract HOLA to enter SBR into SIS and send copy to Yr Co and front office admin file
STEP 5	<ul style="list-style-type: none"> Head of Student Services interviews the student. HOSS Contacts parent(s). HOLA to enter into SIS; HOSS to record action in SIS. HOSS places student on withdrawal for 1 day; location of withdrawal to be determined by HOSS. Classroom teachers to supply educational work HOSS issues Withdrawal contract and re-entry monitoring sheet Inform student that further unacceptable behaviour will result in further consequences.
STEP 6	<ul style="list-style-type: none"> HOLA to record in SIS. Head of Student Services to interview the student. HOSS to record actions on SIS Parental contact by HOSS. Student services to apply interventions. Inform student and parent that possible out-of-school suspension follows if unacceptable behaviour continues. HOLA and HOSS to request parent attends the school for a meeting to discuss the situation and to develop an IBMP. HOSS to implement IBMP and distribute to staff.
STEP 7	<ul style="list-style-type: none"> HOLA to record this on SIS. HOSS to consult with Executive to determine length of suspension. HOSS to contact parent and process the suspension The appropriate Vice Principal will be involved in the Case Management of the student at this point (this may involve the Principal). RFS will occur through a Vice Principal
FURTHER ACTION FURTHER BMIS SLIP	<ul style="list-style-type: none"> Suspend student for extended periods (re-entry as in Step 7) Continue to try to modify student's behaviour. A review meeting with Regional Office and School Representatives may be arranged if suspensions continue. Inform student and parents that the student faces an exclusion panel if unacceptable behaviour and suspensions continue.
STUDENT MODIFIED HIS/HER BEHAVIOUR	<ul style="list-style-type: none"> Praise the student for efforts to modify unacceptable behaviour and encourage continuation of this effort. Contact parents with positive reinforcement of the correct behaviours After a period of receiving no further SBR's review the student's position in the BMIS system.

BEHAVIOUR MANAGEMENT PLAN

Appendix 1

BMIS ELEMENTS	THE STUDENT'S RESPONSIBILITIES	HOW PARENTS CAN HELP
ESTABLISH ACCEPTABLE STUDENT BEHAVIOUR	<ul style="list-style-type: none"> Know and understand classroom and school rules and the consequences of breaking them. Try to behave in an acceptable manner by making the right choices. Follow instructions given by teachers. Establish goals, i.e. establish what you are trying to achieve at school. Avoid the type of behaviour and influences that may prevent you from achieving your goals. Be prepared to discuss any problems with your teacher(s) and change the behaviour that is unacceptable. 	<ul style="list-style-type: none"> Be aware of the BMIS System and be supportive. Encourage the setting of goals so that there is a sense of purpose. Keep in touch with what is happening at school and encourage a positive attitude. Encourage acceptable behaviour. Make a point of getting to know the teachers.
STEP 1	<ul style="list-style-type: none"> Be prepared to discuss unacceptable behaviour with the teacher concerned. Accept the consequences of your actions. The unacceptable behaviour was your choice. 	<ul style="list-style-type: none"> Be alert to the problems arising at school. Realize that the unacceptable behaviour has been occurring for some time. Work with the teacher to resolve the issue –shared responsibility
STEP 2	<ul style="list-style-type: none"> Continue to discuss the problem with the teacher concerned. Make a real effort to stop the unacceptable behaviour. 	<ul style="list-style-type: none"> Be alert to comments critical of school or of teachers. Discuss the issue. Keep an open mind and contact the relevant YC for further information. Work with the school to resolve the problem. Reinforce acceptable behaviour.
STEP 3	<ul style="list-style-type: none"> Continue to work with your teacher(s) to solve the problem. Complete a faculty contract. Try hard to stick to it. Catch up on work missed while withdrawn. Discuss the problem with your parent(s) honestly and openly. 	<ul style="list-style-type: none"> Respond to the school's contact by talking about the problem. Help to establish what aspects of behaviour are unacceptable. Encourage "catching up" on work missed during withdrawal.
STEP 4	<ul style="list-style-type: none"> Accept the fact that some of your behaviour is unacceptable. Complete the LA contract as necessary. With your teacher, work out exactly what aspect of your behaviour is unacceptable and what to do about it. 	<ul style="list-style-type: none"> Keep in touch with the situation. Try to establish why the problem is continuing. Offer suggestions on how to deal with the problem.
STEP 5	<ul style="list-style-type: none"> Think about the reasons for being in after school detention or Whole School withdrawal and try to identify the behaviour that you must change. Follow the rules of the consequence. Consider your goals. Is your behaviour stopping you from achieving them? Catch up on work missed. Be honest with yourself when you complete your contract and accept all the help offered when you talk to the teachers concerned. Discuss the contract with your parent(s). 	<ul style="list-style-type: none"> Be prepared to have contact with the school. Discuss goals. Reinforce the notion that the unacceptable behaviour is interfering with the achievement of goals. Insist that work missed is made up. Talk about the contract. Focus on obligations that must be met.
STEP 6	<ul style="list-style-type: none"> Work with the Support people to find ways of changing the unacceptable behaviour. Realise that your situation is serious and that you are risking achieving your goals. Catch up on work missed. Complete the Withdrawal Contract reflecting on your own behaviour and the changes you can make to reduce the possibility of behaviour reoccurrence. Have input into your IBMP 	<ul style="list-style-type: none"> Contact the HOSS, Year Coordinator. Establish and support strategies that encourage modification of behaviour. Identify outside influences that may be encouraging poor behaviour, eg lack of sleep, an over emphasis on social activities and so on. Parent to attend meeting at the school with HOSS and HOLA. Parent to have input into your child's IBMP
STEP 7	<ul style="list-style-type: none"> Realise that suspension means that you may not attend school because you have not changed your unacceptable behaviour. Accept help from your parent(s) and teachers to change your behaviour. Complete your contract and meet the requirements of the Behaviour Monitoring Sheet. 	<ul style="list-style-type: none"> Treat suspension seriously. Show displeasure by applying sanctions. Attend a meeting at school when the suspension is over. RFS Continue reinforcing acceptable behaviour. Sign the Monitoring Sheet daily and discuss any issues arising.
FURTHER ACTION FURTHER BMIS SLIP	<ul style="list-style-type: none"> Follow the re-entry process. Catch up on work missed. Use all the help available. Your position is serious. You are heading for exclusion. It is not too late to change. Think about your goals. How can you achieve them while not at school? Attend a review meeting if required. 	<ul style="list-style-type: none"> Discuss goals and purpose of school. Look for new ways of dealing with the problem such as establishing consequences for further suspensions and rewards for no suspensions. See the School Psychologist for help. Attend a review meeting if required.
STUDENT MODIFIED HIS/HER BEHAVIOUR	<ul style="list-style-type: none"> Congratulate yourself on changing your behaviour. You have created the opportunity for achieving your goals. 	<ul style="list-style-type: none"> Offer praise and encouragement for the change in behaviour. Maintain a friendly interest in what happens at school