

# BELRIDGE SECONDARY COLLEGE

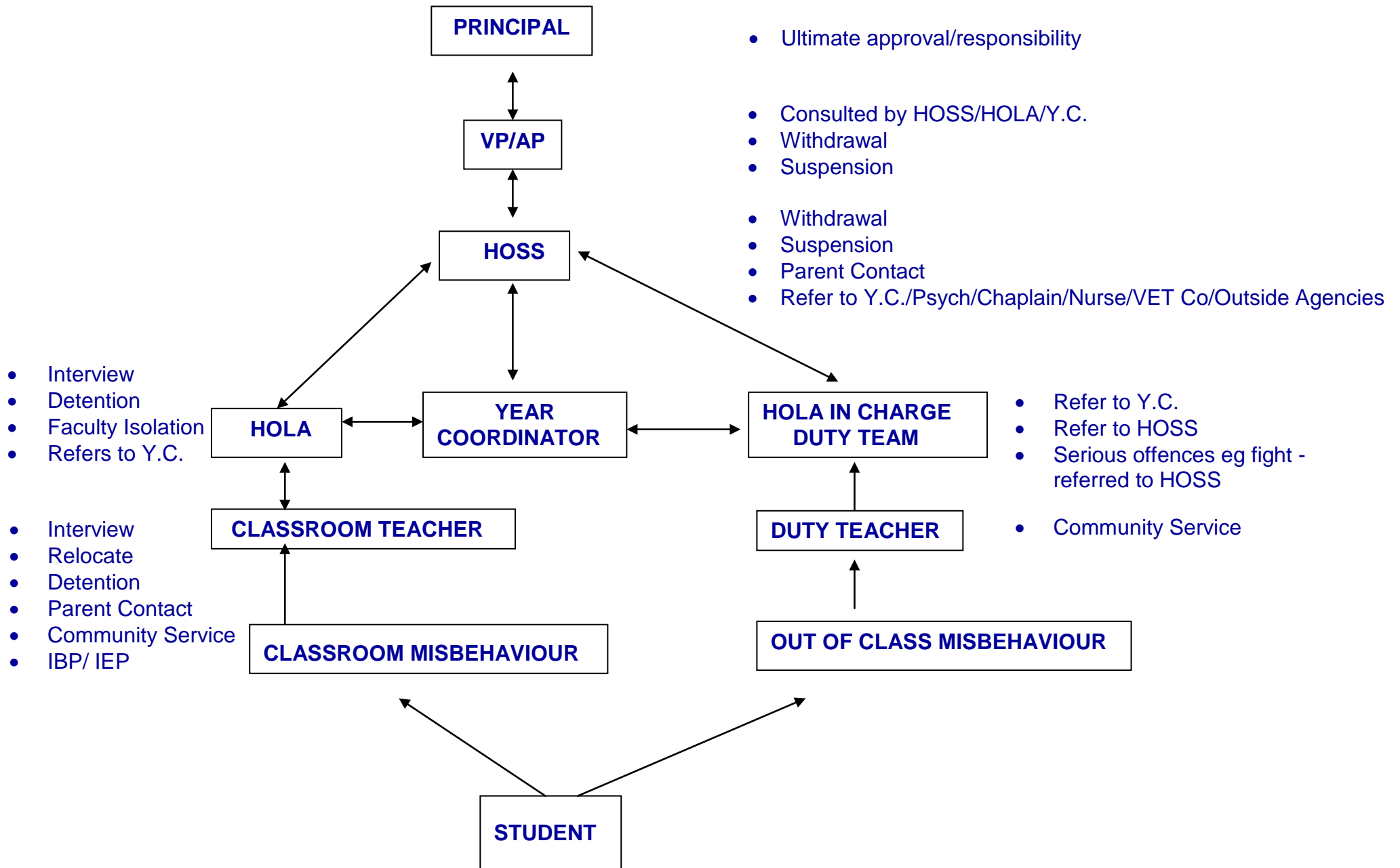


## BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY

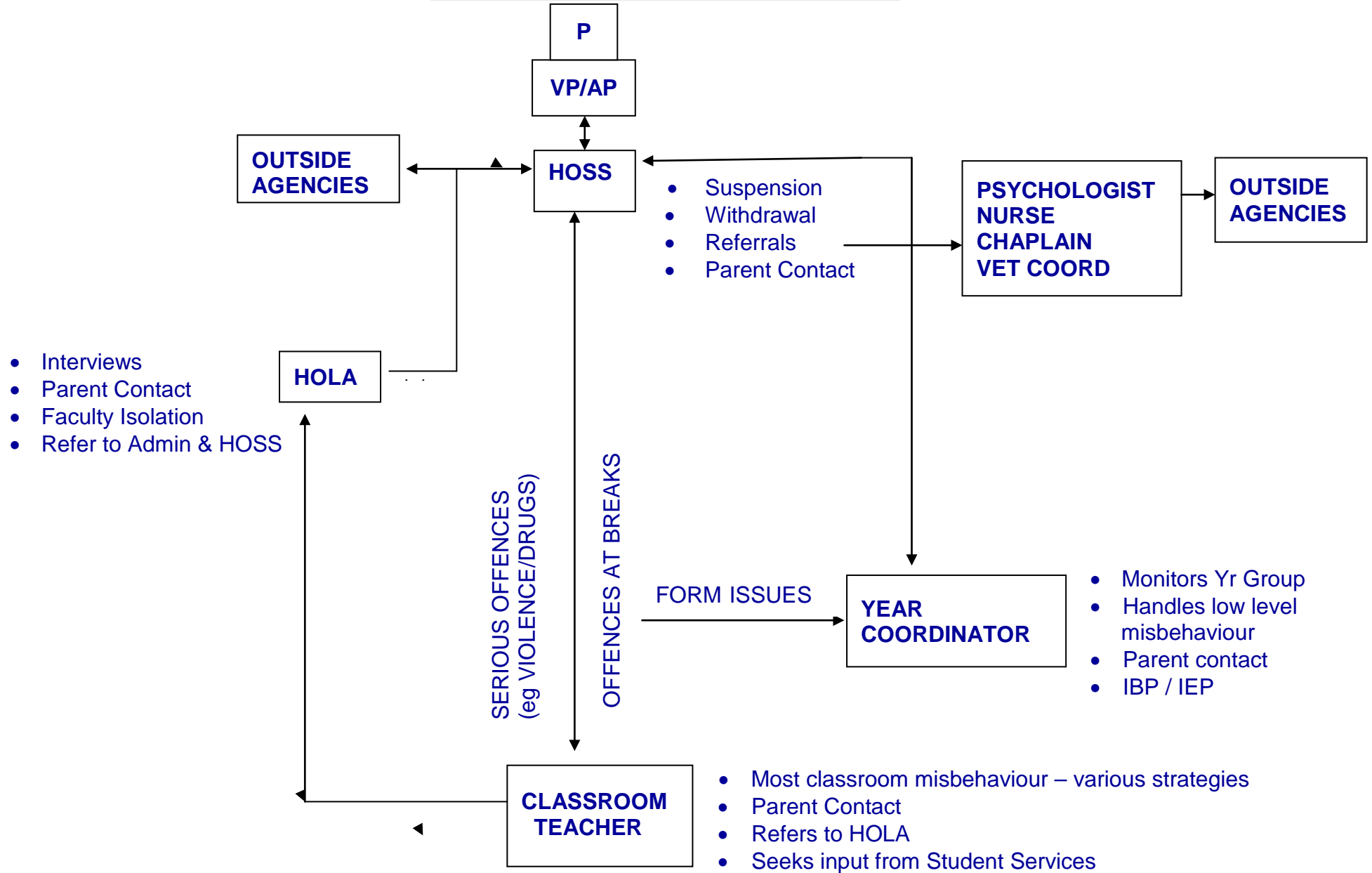
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# BMIS PROCESS (YEARS 7 – 10)



## BMIS PROCESS (YEARS 11 – 12)



# BEHAVIOUR MANAGEMENT

Student behaviour within the school will reflect the degree to which we are able to develop a positive learning environment. All members of the school community contribute to the creation of an atmosphere conducive to learning and to developing the full potential of each student.

The teacher is fundamental to creating this positive school atmosphere in the following ways.

1. Set the tone of the school. This will be done through example, behaviour, dress and attitude in a manner consistent with the positive approach outlined and the underlying principles of the school rules. This will help create the positive learning environment essential for schooling to be a successful experience for our students.
2. Insist that students are courteous and show consideration to others at all times.
3. Recognise students' efforts and achievement by employing a variety of strategies:
  - simple praise for a job well done
  - form points
  - student of the month (SOTM) nominations
  - merit awards and certificates at Learning Area and school levels
  - allowing students to attend out of school functions
  - arrangement of special functions to reward efforts e.g. BBQ, lunchtime outings, informing parents of positive achievement of particular students
4. Interact with students in a friendly, constructive and helpful manner wherever possible and appropriate e.g. listening to students points of view, offering help, advice, ideas, displaying a sense of humour.
5. Apply school rules consistently. This uniformity of application is essential to ensure all students know what is expected of them so equity of standards can be achieved.
6. Seek help and advice when problems occur and adopt appropriate approaches to tackle the problems.
7. Be punctual and thoroughly prepared to ensure a good start to lessons that will minimise difficulties occurring.
8. Be alert to any student behaviour that contravenes the school rules or is harmful to the positive atmosphere of the school when undertaking prescribed duties or moving around the school.
9. Contact parents either when praise is due or when problems occur. Whilst the contact can be by any appropriate means, in the case of disciplinary action, it must follow the guidelines laid down in this document.
10. Encourage parents to contact the school because parental support of our goals is essential. Contact can be in person, by telephone, by letter or email. Many parents are involved with the school already and these contributions are valued and welcomed.

# SCHOOL RULES

The school rules have been developed to create a positive learning environment for all students. A copy of the rules is displayed in every classroom. Rules should be obeyed by everybody at all times.

## CLASSROOM POLICY

### EVERYONE HAS THE RIGHT TO:

1. Learn without being interrupted.
2. Be treated courteously and respectfully.
3. Work in a clean, safe environment.
4. Feel proud of this school

## RULES FOR SCHOOL AND SCHOOL ORGANISED ACTIVITIES

1. Students must obey instructions given by any staff member.
2. Students must respect the rights of others and their property.
3. Possession of a weapon, violence, vandalism, theft and harassment of any kind are not tolerated.
4. Smoking, being under the influence of alcohol or other drugs and bringing these items or associated implements to school or school organised activities will not be tolerated.
5. Apart from the end of the school day, students may not leave the school grounds without a pass obtained from reception/administration.
6. Students may not enter a classroom without the permission of a teacher. Out of bounds areas must be respected.
7. Apart from areas designated for sporting activities, movement around the school is restricted to walking in a manner that is safe, considerate of others and to the left of walkways.
8. All students are expected for conform to school dress requirements.
9. When travelling on buses to and from school or any other school related activity, students must obey bus rules and instructions given by the driver or a supervising teacher.
10. Chewing gum of any description is not permitted.
11. Grounds and rooms must be kept free from litter and in a tidy condition. Students are expected to take an active part in achieving this.
12. Students are expected to attend regularly, be punctual and be properly equipped at all times.
13. Students are expected to adhere to the Electronic Device Policy at BSC. This means that they may only be used prior to the commencement of the school day, during recess or lunch breaks, or after school. The device must be switched off and out of sight at all other times.

# POSITIVE CLASSROOM MANAGEMENT

The essential foundation of the Behaviour Management in Schools is the development of a positive classroom environment. The following points are well known by every successful teacher and have become part of their sub-conscious armoury.

## KNOW YOUR STUDENTS

Learn the names of your students as soon as possible.

Know what they are like at each stage of their development. Determine their needs and interests and plan accordingly.

If you know about a student's family, pets, sporting interests or hobbies, then you can make use of this in your instruction. Focus on student strengths.

Spend time with your students outside the classroom - at camps, in the playgrounds, at sporting events etc.

Teaching is a human relationships profession, and learning is enhanced when the teacher and the student can relate to one another.

## INVOLVE ALL STUDENTS

Busy classes that are product-oriented are less likely to be disruptive.

Student input into planning activities causes them to take more interest and pride in these activities. Look out for the shy withdrawn student - assign leadership responsibilities that will give recognition.

An important aspect is the proper use of question techniques. A teacher needs to encourage responses, listen to them, and comment with a smile or kind word. Give students time to think about their response. Rephrase the question if students appear puzzled. Spread the honour of response around the room. Ask challenging questions.

## BE PREPARED

Good teaching is hard work, but think of the satisfaction at the completion of a successful lesson.

1. Establish rules and procedures as early as possible. You may need to explain the rationale behind each rule.
2. Line Students up outside the classroom.
3. Determine a regular seating plan if there are some students who are easily influenced and distracted by their peers.
4. Preview any material (audio visual) you intend to show the class. If it does not contribute to class objectives, don't use it.
5. Have a quick activity to start and end each lesson.

6. After planning your lesson, run through it imaginatively to ensure relevance to student's needs and abilities – modify any potential weaknesses. Consider variety, motivation and interests for your lessons.
7. Have clear objectives for each lesson and share them with students.
8. Start every class on time. This gives students a sense of purpose and direction. Similarly the bell is an indication to you, and does not automatically dismiss students.
9. Don't leave a class unsupervised at any time.
10. Plan your techniques and time – time fillers can be disastrous. Consider the attention span of students.
11. Do not let your class drift aimlessly.
12. Maintain a proper pace of instruction.

## **EXERCISE POSITIVE CLASSROOM CONTROL**

Try to make your first contact with each class a positive one.

Care about your students and show that you do. Indicate to them that you have confidence in their ability.

Stress positive reinforcements. Rewards and compliments are motivators rather than punishments. Continually practice encouraging your students and praising their work and behaviour as a group or as individuals. A punitive atmosphere is not the best for learning or development of self-discipline. "I hear someone talking" sounds better than negatively correcting an individual, at least initially.

Show a willingness to trust and to act positively for all. When appropriate, give all a chance at class duties. Students do not respond well to acts of condescension, sarcasm, personal insults, favouritism or personal dislikes for particular students.

Don't give correction to a whole class when only a few individuals are being disruptive. You should not get upset, lose your temper, take misbehaviour personally, or make idle or unenforceable threats. Be firm, but friendly in your approach.

It is valuable to maintain a sense of humour, even under stress. Always exude self-confidence and enthusiasm - if you lose interest in a lesson, so will the students. Have patience and move around the class making good use of you voice and eye contact.

### **Establish credibility with your students by handling discipline problems yourself.**

Every teacher eventually comes up against a student or situation they cannot handle by themselves. Do not be afraid to refer the problem elsewhere, but remember that your responsibility does not stop there. Follow-up is important. You should make use of specialist staff that is available to help with problem children.

## **LETTERS OF COMMENDATION**

The essential element in the BMIS Policy is the positive reinforcement of appropriate classroom behaviour. Spend at least as much time positively reinforcing appropriate behaviour as taking action on inappropriate behaviour.

Desirable behaviour is usually acknowledged verbally and this should occur frequently. Occasionally, student points are awarded to deserving students, or we may use other strategies to encourage/reward appropriate behaviour.

Parents, however, usually have little knowledge of what their children are doing RIGHT at school - we often only contact them when their children are doing something WRONG. It is felt that in order to secure parental support, and to better encourage appropriate classroom behaviour; a regular form of positive parental contact should be made.

Letters of Commendation can and should be regularly sent to parents. These can be created as a generic or specific letter using SIS.

## **SOME USEFUL STRATEGIES TO AVOID CONFRONTATION**

### **AIM AT CONSULTATION RATHER THAN CONFRONTATION**

The teacher's basic standpoint should be "This behaviour is unacceptable. It cannot be allowed to continue. You and I need to work this out". This 'working out' process will necessarily involve the teacher and student talking over the problem, with the aim of getting the student to rationalise his/her behaviour and accept responsibility for it.

### **FOCUS ON THE BEHAVIOUR, NOT THE STUDENT**

Tackle the student's BEHAVIOUR and not their personality, e.g. rather than saying "You're an irresponsible nuisance" you might say, "What you are doing is not responsible and it is annoying others."

### **GET THE STUDENT TO REFLECT ON HIS/HER MISBEHAVIOUR**

Rather than giving them a directive to "stop doing that" or "do this", question them about their behaviour, e.g. "What have you done?", "What effect does it have?", "Why is it unacceptable?" or "What should happen to someone who does this?" This reduces the risk of having them disobey your directive and focuses attention back on to the student's behaviour rather than your authority as a teacher.

### **AVOID AGGRAVATING THE SITUATION**

Keep your language and emotions under control, e.g. instead of "I'm absolutely fed up with your foul-mouthed comments" simply state "This kind of language is unacceptable in a classroom and it cannot be allowed to continue." If a minor incident looks like developing into a major confrontation, you do not have to resolve it on the spot.

Simply explain that it will have to be sorted out eventually and it can wait until the student is prepared to cooperate, perhaps at the end of the lesson, at recess or lunchtime or even after school. In this way you are seen to be doing something, but have avoided a potentially damaging confrontation.



## **AVOID ESCALATING THE PROBLEM**

A small incident, such as a student's refusal to hand over a pencil they have been tapping on the desk top could become a major confrontation if neither side will give in. A prolonged major struggle will only make things worse, especially in front of an audience. These sorts of situations cannot be resolved on the spot so they should be side-stepped while still maintaining your authority by announcing that you'll work it out with that student after the lesson or during recess or whenever.

## **BEWARE OF MAKING THREATS**

NEVER make statements which you do not/can not intend to carry out, e.g. "Do that again, and I'll ....." and then repeat the warning again the next time the misbehaviour occurs. You will immediately lose credibility. Wherever possible, rather than making threats of punishment, put it into terms of "If a person does 'X' then 'Y' must happen to them." For example, students who talk when they should be listening must sit on their own so they can no longer talk. Rather than a consequence imposed by the teacher, the sanction then becomes a natural consequence of that misbehaviour. It is then up to the student to decide if they want that to happen to them by deciding to misbehave.

## **High Support Behavioural Needs Students**

Strategies for working with students who have high support behavioural needs:

### **CLASSROOM TEACHER**

- Talk to other teachers of that student. Does the student show similar behaviour in other classes, or just in your class?
- Consult the Year Coordinator who may choose to ask for a progress report on that student.
- Try to ascertain the reason/cause of the student's behaviour and work to alleviate the cause of that behaviour. Is it something in your approach to the child or does the problem lie elsewhere?
- Consult with Student Services Team Members (School Psych, LSC, HOSS) re IEP's / IBP's
- Discuss classroom management strategies with SMILANICH trained staff members.

### **STUDENT SERVICES/ADMIN**

- Mentoring
- Modify timetable
- Involve District Office Student Engagement Team
- Inter-Agency Collaboration

# CLASSROOM MANAGEMENT AND CO-OPERATIVE STRATEGIES

*By Peter Smilanich*

There are many low-key techniques that are used by effective teachers. These include the following eight low-key techniques to help keep control in the classroom:

1. **Signal to begin:** Develop a technique to make sure all students are paying attention. For instance, get everyone in the class to raise their hand to indicate they are listening to the teacher or call out a word such as “footy” and wait until the students respond with “Eagles”. Follow up with an active pause to make sure everyone is focused and then a thank you.
2. **Deal with the problem, not the student:** This skill communicates to the student that he or she is accepted in the classroom but that their behaviour is not. For instance, if John is causing a disturbance by tapping his pencil respond with: John, pencil please”, instead of “John, if you don’t care about your school work others do. Show some consideration.”
3. **Proximity:** This refers to the teacher’s ability to move towards a misbehaving student or position themselves near them to discourage them. Just think of how you react when you are driving and you see a police car.
4. **The Look:** In the hands of an artful teacher, the look is a quiet way of communicating whether or not a student’s behaviour is acceptable. This technique also includes frequent use of the classroom scan to indicate to students that they are not anonymous in the class.
5. **Transitions:** A sequence of teacher behaviours that increases the chance of orderly and efficient behaviour when student movement is required. First tell the students when they will move, then what they will be doing and then who they will be doing it with. If you start with who or what then the students will move before you want them to.
6. **Winning over:** This refers to techniques such as being polite to students and showing a personal interest in their activities outside of class. Students are more likely to behave if they respect you as a caring and thoughtful human being.
7. **Dealing with allies:** Always deal with the ally first when two students – usually enemies – cooperate to disrupt the class (usually through arguing their innocence after an incident). The ally is the person who responds to the initial call out or incident. This technique prevents the situation from escalating into a “she started it”, “no she did” argument.
8. **Use of name:** This is an effective way to win the student and remind them they are not anonymous, especially when used in a “kind” instead of “nagging fashion. Helps to make students feel included in the school community.

# **ROLES IN THE BMIS SYSTEM**

## **TEACHER**

1. Implement classroom management and conflict resolution strategies as exhaustively as possible in the management of student behaviour. (These can involve parent contact, formulating IBP/IEP's, support from the Year Coordinator, the School Psychologist and / or the Chaplain.)
2. Refer unresolved problems to the Head of Learning Area and email a copy of the Student Behaviour Entry (SBE) from SIS.
3. Email a copy of the SBE, for both resolved and unresolved problems to the HOLA.

## **HEAD OF LEARNING AREA (HOLA)**

1. Implement further strategies to resolve each referred problem. Eg detention, Learning Area isolation (NOTE: Parent contact MUST be made at this level.)
2. Refer unresolved problems to the HOSS
3.
  - a) For resolved problems, email a copy of the SBE, to the Year Coordinator and HOSS and adding to the Action tab in SIS. Note in the email that issue is resolved.
  - b) For unresolved problems, email a copy of the SBE to the Year Coordinator and HOSS adding to the Action tab in SIS. Note in the email that the issue is unresolved.

## **HEAD OF STUDENT SERVICES (HOSS)**

1.
  - a) Monitor student behaviour and attendance across faculties from Year 7 - 12 and implement appropriate action, such as:
    - . Counselling
    - . Year Coordinator support (liaison essential)
    - . Parent Interview
    - . Withdrawal
  - b) Place referred students in Withdrawal and coordinate the operation of the withdrawal period.
2. Liaise with Administration regarding suspensions and withdrawal.
3. Interview each student and parent on return from suspension, and coordinate the completion and filing of the SUSPENSION RE-ENTRY FORM.
4. Manage the Student Services Team.
5. Generate reports from SIS as required.
6. Be available for the debriefing of teachers.
7. Inservice staff on BMIS procedures.
8. Chair Student Services Committee meetings.

## **ADMINISTRATION**

1. In consultation with HOSS determine the consequences of all cases of misbehaviour for which there has been no resolution at the school level.
2. Determine in school suspensions as appropriate.

## **YEAR COORDINATORS**

1. Liaise with the HOSS and other staff.
2. Deal with low level misbehaviour within year group.
3. Provide support through pastoral care-related counselling at appropriate stages.
4. Monitor student behaviour via behaviour reports.
5. Enter actions to SBE in SIS.
6. Monitor the behaviour of students using STUDENT monitoring sheets.
7. Co-ordinate the completion and filing of PROGRESS REPORTS requested by parents or staff.
8. Attend student re-entry meeting after suspension, when appropriate.
9. Assist Form Teachers to follow up persistent unexplained absences.

## **SCHOOL PSYCHOLOGIST**

1. Consult with students/staff/parents as per P/VP/AP/HOSS direction.
2. Organise counselling as required.
3. Initiate behaviour management programmes where appropriate eg anger management, conflict resolution, and social skilling.
4. Upon request, assist teachers to formulate IEP's for students experiencing learning difficulties.
5. Liaise with outside agencies where necessary.

## **CHAPLAIN**

1. Interview students on request and offer counsel where appropriate
2. Assist teachers with classroom programmes where appropriate.
3. Engage students in a range of self esteem programmes.

# PROCESS OF BMIS SYSTEM YEARS 7-12

## FROM THE INDIVIDUAL TEACHER'S VIEWPOINT

Teachers must ensure that classroom rules have been defined for all students. The rules need to be discussed in depth and students need to know the related consequences. The teacher needs to have a consistent procedure that is workable, e.g. how many warnings does a student get? Teachers can sense a "trouble spot" in the first few days through observation of the class. Teachers should deal with these emerging problems using standard techniques (see pages 4 - 9).

### STEP 1 – STUDENT BEHAVIOUR ENTRY (SBE) AND ACTION

Generally incidents should not be recorded on the behaviour module of SIS unless of a serious or continuous nature. After a fair attempt at managing the problem, record details of the negative behaviour and consequential action taken by the teacher in the SBE. The teacher will email a copy of the SBE (including action) for both resolved and unresolved issues. Consequential action must include discussing with the student the recorded details, and an attempt to resolve the problem. However, the recording of details in the SBE must not be the sole consequential action - other sanctions must be applied.

### STEP 2 – SBE AND FURTHER ACTION

If further misbehaviour occurs, a second SBE 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 attention to the consequences of a third SBE, i.e., faculty isolation. At this stage, when giving the Behaviour Reports to HOLA, arrangements for possible withdrawal should be discussed. Small departments may need to link up for withdrawal purposes. Inform the student of consequences of further Behaviour Reports.

### STEP 3 – SBE AND LEARNING AREA ISOLATION

Should the negative behaviour continue in spite of the teacher's attempt to manage the problem, record a third SBE, and the consequential action is faculty isolation. Direct the student to the previously arranged area with work to complete. At this stage, the HOLA must make parental contact either by telephone or by letter. The period of isolation will be a minimum of one period and a maximum of one week; return being conditional on the resolution of the problem. Inform the student of consequences of further SBE's.

Should the negative behaviour be across learning areas, parents will be notified by the HOSS.

### STEP 4 – SBE AND ACTION

Should a student's negative behaviours continue after isolation, the teacher records the fourth SBE, including the consequential action. The teacher must ensure the student is aware that further negative behaviour will result in second faculty isolation or withdrawal from all classes. Refer student to BMIS document.

## STEP 5 – SBE AND WITHDRAWAL

HOLA or HOSS places student in Withdrawal for minimum of 1 day if further negative behaviour occurs, following through the Withdrawal procedure, including parental contact by HOLA or HOSS. Refer student to BM&D document.

Release from Withdrawal is conditional on completion of the Withdrawal Contract, and the understanding that further misbehaviour will result in immediate return to Withdrawal.

## STEP 6 – SBE AND WITHDRAWAL FOR TWO DAYS MINIMUM

Further misbehaviour will result in a further referral to HOLA or HOSS and Withdrawal as in Step 5, but for minimum of two days. Parental contact will be made by the HOLA or HOSS.

Release from Withdrawal is conditional on completion of a contract and a student interview with the School Psychologist where appropriate. A parent interview may occur. Refer student to BMIS document.

## STEP 7 – SBE AND SUSPENSION

Further negative behaviour will result in further referral to HOLA or HOSS who in turn will liaise with the appropriate Associate Principal regarding suspension.

NOTE: Referral in steps 5, 6 and 7 will normally be to HOLA if continual negative behaviour has occurred in that department.

*Steps 5 and 6 do not apply to Year 11 and 12.*

## CONTINUED GOOD BEHAVIOUR

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

## GOOD STANDING

All students follow the Good Standing Policy. (See pages 20-23)

# WITHDRAWAL

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

1. By receiving at least five Student Behaviour Entries (SBE's) in a particular subject class including two Faculty Isolations.
2. By receiving five SBE'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 an Associate Principal.

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 escorts him/her to the Withdrawal room.

2. HOSS arranges for the student to enter the Withdrawal area and issues monitoring sheet and work sheets if required.

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.

4. The HOSS makes parental contact (phone call, email or letter).

## WHILST IN WITHDRAWAL

The student is to sit in designated seat within the Withdrawal area/class for the whole day and work quietly without disrupting anyone.

During Break 1 and Break 2, the student is to report to the HOSS, they will have modified break times. The student will not attend his/her Form Class during Form Period.

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 to discuss the problem behaviour(s) and complete a Withdrawal contract. The HOLA, Year Coordinator may be involved if appropriate.

## RELEASE FROM WITHDRAWAL

1 On completion of the contract and when a resolution has been negotiated, the student will resume timetabled classes.

2. The HOSS is to retain a copy of the contract and a copy sent for central filing.

## PARENT INTERVIEWS

If a parent interview takes place, HOSS and the subject teacher(s) are to be involved. The HOLA and Year Coordinator may be involved as appropriate.

## SECOND WITHDRAWAL

A student who is Withdrawn from classes for a second time, will be taken through the same procedures used for the first Withdrawal. However, he/she will be placed in Withdrawal for a minimum of two days i.e. 10 consecutive periods. A second Withdrawal contract must be completed before the student can be released from Withdrawal. The student must also be advised at this time that any further negative behaviour may result in suspension. Refer student to BM&D Document.

Note: On the second Withdrawal of a student a parent interview may take place with appropriate parties involved - i.e. the HOSS, the Year Coordinator and subject teacher if all the problems have been in one subject area.



## WITHDRAWAL CONDITIONS

1. Students must report directly to the HOSS on request.
2. The HOSS will allocate the student an area in Student Services to work and work sheets if required.
3. Students are to work quietly on their own or provided study materials.
4. Students will be withdrawn for a minimum of 1 day.
5. On completion of the Withdrawal period, students will complete a Withdrawal Contract in consultation with the HOSS.
6. Students are to report to remain in Student Services for Break 1 and Break 2. They will be given a modified time allocation for breaks.
7. Students must sit in a designated seat within the withdrawal room and work quietly without disturbing anyone.
8. Any breach of Withdrawal Conditions may result in suspension.

# 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 7-10)
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 at the HOSS's discretion and with the Associate Principal's approval. 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 Associate Principal's authorisation, HOSS makes the decision on the number of days for the suspension.
4. HOSS must contact the parents by telephone 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, District Office, 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 classes, the following process must occur:

1. The parent and student **MUST** have an interview with the HOSS on the date of return at a mutually convenient time. If there is a genuine reason why the parent cannot accompany the student, a telephone interview will suffice. Other staff may be involved.
2. At this interview the student will need to give a verbal and written commitment to behave in an acceptable manner in future. The parent may be asked to help the student work on a contract and sign it.
3. On return to school, the student's behaviour will be monitored for two weeks organised through the appropriate Year Coordinator.
4. Where appropriate, an appointment will be made for the student with the School Psychologist.

## 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:

### ALLOCATION OF BMIS INFRINGEMENTS

<b>BEHAVIOUR</b>	A student receives ONE SBE Infringement for: <ul style="list-style-type: none"><li>• Behaviour that is deemed disruptive to the teaching or learning process in the classroom.</li><li>• Any other breach of school rules.</li></ul>
<b>PERFORMANCE</b>	A student receives ONE SBE Infringement for: <ul style="list-style-type: none"><li>• Failure to complete set work.</li><li>• Failure to submit homework/assessment items by the due date.</li></ul>

Note: The staff member issuing the SBE Infringement completes the details of the infringement in the SIS Behaviour Module. The behaviour and any action taken must be sent via email to the HOLA and HOSS.

## **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 10 weeks.

## **ATTENDANCE**

A student's attendance must be **85% or above** to still hold *GOOD STANDING*. This data is analysed every 5 weeks.

## **THE GOOD STANDING SYSTEM**

Across all years, a student's:

- *GOOD STANDING* is **at risk** if he/she received 10 SBE Infringements.
- *GOOD STANDING* is **withdrawn** if he/she accrues 15 SBE Infringements.

Note:

1. *The Head of Student Services (HOSS) informs Parents/Guardians after 5 SBE Infringements are accrued.*
2. *Students may be required to attend support courses eg Time Management offered by Student Services Team.*
3. *If a student's GOOD STANDING becomes at risk, the student is required to attend a Review Panel Interview with the HOSS, the YC and his/her parent/guardian. The student will work through a review process before returning to classes.*
4. *Students who have GOOD STANDING withdrawn are **excluded** from all school based activities e.g. Athletics Carnivals, Lightning Carnivals and BelSurf. Extra-curricular activities (functions held outside of school hours e.g. River Cruise, School Ball and Graduation) may be attended after a period of 5 weeks with no further negative behaviours recorded and reinstatement of GOOD STANDING*
5. *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 10 weeks. To have GOOD STANDING reinstated, a student must complete these 10 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.*

## SUMMARY OF RESPONSIBILITIES

<p style="text-align: center;"><b>STUDENT</b></p>	<p>Students are to:</p> <ul style="list-style-type: none"> <li>• Attend school to satisfy course requirements.</li> <li>• Be punctual to all classes.</li> <li>• Participate to their maximum capacity without disrupting another student's learning or the teacher's teaching.</li> <li>• Complete all set work in each subject of study.</li> <li>• Complete all assessment items by the due date.</li> <li>• Participate in all whole of school or year activities eg BelSurf and Athletic Days.</li> <li>• Meet with review panel when required and complete the review process.</li> <li>• Attend support courses when required.</li> <li>• Comply with school dress code.</li> </ul>
<p style="text-align: center;"><b>FORM TEACHER</b></p>	<p>Form Teachers are to:</p> <ul style="list-style-type: none"> <li>• Administer the attendance system in a consistent reliable manner.</li> <li>• Monitor School Dress and liaise with the HOSS or Year Coordinator as necessary.</li> <li>• Complete the student SBE Infringement relating to behaviour in form. Issue copies to Year Coordinator for follow up.</li> </ul>
<p style="text-align: center;"><b>CLASSROOM TEACHER</b></p>	<p>Classroom teachers are to:</p> <ul style="list-style-type: none"> <li>• Have a classroom management plan.</li> <li>• Inform parents of unsatisfactory performance by Letters of Concern or phone call.</li> <li>• Issue SBE Infringements relating to unsatisfactory performance, behaviour or attendance.</li> <li>• Keep up to date SBE Infringement records.</li> </ul>
<p style="text-align: center;"><b>HOLA</b></p>	<p>The HOLA's are to:</p> <ul style="list-style-type: none"> <li>• Keep up to date records of student SBE Infringements.</li> <li>• Pass on SBE's indicating any action that has been taken at Learning Area level, to relevant Year Coordinator and HOSS.</li> <li>• Administer faculty isolation when necessary.</li> </ul>
<p style="text-align: center;"><b>HOSS (Middle and Senior School)</b></p>	<p>The HOSS' are to:</p> <ul style="list-style-type: none"> <li>• Oversee the process</li> <li>• Liaise with YC regarding students' position in Good Standing Process.</li> <li>• Inform parent/guardian after a student has accrued 5 SBE Infringements.</li> <li>• Provide information to parent/guardian, Form Teacher, Year Coordinator and Associate Principal at all successive stages of losing GOOD STANDING.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Make arrangements relating to Review Panels.</i></li> <li>• <i>Issue SBE Infringements related to out of class behaviour violations.</i></li> <li>• <i>Attend Review Panel when required.</i></li> </ul>
<b>YEAR COORDINATOR</b>	<p><i>The Year Coordinator is to:</i></p> <ul style="list-style-type: none"> <li>• <i>Compile a SBE Infringement summary file for each student.</i></li> <li>• <i>Update these files throughout the year.</i></li> <li>• <i>Communicate with teachers, HOSS and parent/guardian as required in providing pastoral care for their students.</i></li> <li>• <i>Counsel and communicate with and/or meeting with parent/guardian at relevant stages of the GOOD STANDING process.</i></li> <li>• <i>Oversee support courses where necessary.</i></li> <li>• <i>Coordinate progress reports when necessary.</i></li> </ul>
<b>PRINCIPAL/ VICE PRINCIPAL</b>	<p><i>The Principal is responsible for the overall policy relating to GOOD STANDING. The Principal and /or Associate Principal is to:</i></p> <ul style="list-style-type: none"> <li>• <i>Attend and conduct review panels subsequent to initial one after 15 SBE Infringements have been accrued.</i></li> <li>• <i>Consider a student's application to have GOOD STANDING reinstated.</i></li> </ul>
<b>PARENT/ GUARDIAN</b>	<p><i>The parent/guardian is to:</i></p> <ul style="list-style-type: none"> <li>• <i>Encourage student(s) to abide by GOOD STANDING guidelines and succeed at school.</i></li> <li>• <i>Respond appropriately to all communication from the school.</i></li> <li>• <i>Attend Review Panels.</i></li> <li>• <i>Pay school charges.</i></li> </ul>

# SAMPLES OF FORMS USED IN THE BM&D PROCESS

## BELRIDGE SECONDARY COLLEGE

### COMMUNITY SERVICE

NAME: \_\_\_\_\_ is to report to

DUTY TEACHER: \_\_\_\_\_ DAY: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

#### MEMO TO DUTY TEACHER

The student's task will be to ensure the area under your control, is free from litter. Please give a mark out of ten for his / her attitude and enthusiasm for the task (less than 5 may mean a repeat).

SIGNED: (TEACHER ON DUTY) \_\_\_\_\_

MARKED OUT OF 10

10	9	8	7	6	5	4	3	2	1
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(Circle)

THIS FORM IS TO BE RETURNED TO THE TEACHER WHO PLACED YOU ON DUTY

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## BELRIDGE SECONDARY COLLEGE

### COMMUNITY SERVICE

NAME: \_\_\_\_\_ is to report to

DUTY TEACHER: \_\_\_\_\_ DAY: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

#### MEMO TO DUTY TEACHER

The student's task will be to ensure the area under your control, is free from litter. Please give a mark out of ten for his / her attitude and enthusiasm for the task (less than 5 may mean a repeat).

SIGNED: (TEACHER ON DUTY) \_\_\_\_\_

MARKED OUT OF 10

10	9	8	7	6	5	4	3	2	1
----	---	---	---	---	---	---	---	---	---

(Circle)

THIS FORM IS TO BE RETURNED TO THE TEACHER WHO PLACED YOU ON DUTY

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# BELRIDGE SECONDARY COLLEGE

## LEARNING AREA CONTRACT AND RESOLUTION SHEET

STUDENT'S NAME: \_\_\_\_\_

FORM: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

Student: Why are you in Learning Area isolation?

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Teacher's comments: \_\_\_\_\_

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### CONTRACT

STUDENT: I \_\_\_\_\_ agree to

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TEACHER: I \_\_\_\_\_ agree to  
Accept the above resolution and to maintain this student within the classroom for as long as this contract is not broken.

STUDENT: If I break this contract then the Teacher has the right to IMMEDIATELY direct me to the HOSS or an Associate Principal, who may assign me to be in WITHDRAWAL for a minimum of one school day. If in Withdrawal, I will review the behaviour that breached this contract, and consider ways of entering a new resolution to the problem.

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

HOLA signature: \_\_\_\_\_

Date: \_\_\_\_\_

Original: HOLA file



**BELRIDGE SECONDARY COLLEGE**

DATE: \_\_\_\_\_

Dear

This letter is to inform you that ..... is exhibiting unacceptable behaviour in class, and has therefore been isolated from normal classroom activities (in the area of ..... ) until such time as he/she agrees to behave in an acceptable manner.

Please feel free to contact me to discuss this situation.

Yours faithfully

\_\_\_\_\_  
HEAD OF LEARNING AREA

# INTERVIEW REPORT

**STUDENT'S NAME:** \_\_\_\_\_ **FORM:** \_\_\_\_\_

Tick a Box

Telephone

Face to Face


**NAME OF PARENT(S)/GUARDIAN(S):**

**OTHER PARTICIPANTS (IF ANY):**

**REASON FOR THE MEETING (NATURE OF THE PROBLEM)**

**ACTION (WHAT DECISIONS WERE MADE OR WHAT ADVICE WAS OFFERED)**

**TEACHER CONDUCTING THE INTERVIEW:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**This record is to be placed in the file of the student concerned.**

Ref. First Withdrawal

## NOTICE OF WITHDRAWAL PLACEMENT

Dear \_\_\_\_\_

This letter is to inform you that, because of unacceptable behaviour, \_\_\_\_\_ has been suspended from all classes and placed in Withdrawal for a minimum of one day.

While in Withdrawal, he/she will not undertake normal class work and it will be his/her responsibility to catch up on all work missed. During this time the student may complete assignment work or on work sheets provided by HOSS.

A return to class will occur when \_\_\_\_\_ enters into a contract with the teacher(s) concerned, agreeing to conform to acceptable behaviour requirements. Any breach of the contract could result in more serious action being taken.

Please complete the acknowledgment slip below and return it to the school on the next school day.

Your contact with the school to discuss this matter will be most welcome.

Yours faithfully

HAL SPEDDING  
HEAD OF STUDENT SERVICES

Date: \_\_\_\_\_

Copy:           1. Parent Copy  
                  2. HOSS  
                  3. Student File

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To: Head of Student Services, Belridge Secondary College

STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

I acknowledge that I have received the Notice of Withdrawal Placement.

PARENT SIGNATURE: \_\_\_\_\_

## NOTICE OF WITHDRAWAL PLACEMENT

Dear \_\_\_\_\_

This letter is to inform you that, because of unacceptable behaviour, \_\_\_\_\_ has been suspended from all classes and placed in Withdrawal for a minimum of two days.

While in Withdrawal, he/she will not undertake normal class work and it will be his/her responsibility to catch up on all work missed. The student may complete assignment work or work sheets provided by the HOSS

A return to class will occur when \_\_\_\_\_ enters into a contract with the teacher(s) concerned, agreeing to conform to acceptable behaviour requirements. Any breach of the contract could result in more serious action being taken.

Please complete the acknowledgment slip below and return it to the school on the next school day.

Your contact with the school to discuss this matter will be most welcome.

Yours faithfully

HAL SPEDDING  
HEAD OF STUDENT SERVICES

Date: \_\_\_\_\_

Copy:           1. Parent  
                  2. HOSS  
                  3. Student File

---

To: Head of Student Services, Belridge Secondary College

STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

I acknowledge that I have received the Withdrawal Placement.

PARENT SIGNATURE: \_\_\_\_\_

# BELRIDGE SECONDARY COLLEGE

## WITHDRAWAL CONTRACT

NAME: \_\_\_\_\_ FORM: \_\_\_\_\_

### YOUR BEHAVIOUR IS YOUR RESPONSIBILITY

This sheet is made to help you think about your behaviour.  
You are required to fill out all questions.

1. What did you actually do to be placed in Withdrawal?

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2. Find the rule that best describes the reason for you being placed in Withdrawal Room. Write it neatly below:

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3. Why is your behaviour unacceptable?

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4. Was there any reason for your behaviour?

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5. Do you accept that you can choose your behaviour?

YES

NO

6. Will you accept full responsibility for your behaviour and agree to change it?

YES

NO

If you answered "NO" to either Number 5 or Number 6, then select one of the following people to see:

HOSS  
Form Teacher

Year Coordinator  
A Teacher

I select: \_\_\_\_\_

PLEASE TURN OVER:

CONTRACT - PART TWO

Refer to the School Rules and the rule that you broke:

7. What should you do to improve your behaviour?

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8. What will you have to pay most attention to if you are to keep out of the Withdrawal in the future, and/or avoid suspension?

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9. Can you think of any reason why you may not be able to honour the terms of this contract?

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10. If you want to have someone check your contract or you want to discuss your behaviour, please select one of the following people to see:

HOSS	School Psychologist
Form Teacher	Chaplain
A Teacher	Year Coordinator

I select: \_\_\_\_\_

The Head of Student Services will inform the teacher/Vice Principal concerned.

11. I \_\_\_\_\_ am prepared to give an assurance that from now on I will show the following behaviour:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

HOSS SECTION:

COMMENT: \_\_\_\_\_

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# NOTIFICATION OF SUSPENSION FROM SCHOOL

(Letter generated from behaviour management module in SIS)

Parent/Guardian Name  
Address

Dear

Your child child's name, has been suspended from attendance at Belridge Secondary College. The suspension is a consequence for the following behaviour/s:

PHYSICAL ASSAULT: child's name grabbed another student by the throat and threw him up against the window whilst the student was waiting to enter his Maths class. child's name Must learn that violence is not tolerated at this school.

The period of suspension is from 09 February 2015 (Period 1) until 11 February 2015 (Period 5), a total of 3.0 school days.

child's name has now been suspended for a total of 3.0 school days this year.

The following conditions apply to this period of suspension:

Specific permission must be gained to enter the school grounds.

When child's name returns to school, an individual behaviour management plan will be negotiated to determine management strategies and future consequences for behaviour.

Please contact Hal Spedding, Head of Student Services on 08 94088065 if you wish to discuss the period of suspension, any conditions imposed, or the management of child's name behaviour at school

Yours sincerely

Hal Spedding  
HEAD OF STUDENT SERVICES

# SUSPENSION RE-ENTRY CONTRACT

Name: \_\_\_\_\_ Form: \_\_\_\_\_

Reason for Suspension: \_\_\_\_\_  
\_\_\_\_\_

Period of Suspension: \_\_\_\_\_ ( \_\_\_\_\_ Days)

Cumulative number of Days: \_\_\_\_\_

### Re-Entry Agreement:

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*A condition of re-entry to this school is that the student will have their progress monitored by the Year Coordinator. Inappropriate behaviour or failure to have monitoring sheets completed will be considered a breach of the above contract and can lead to reinstatement of suspension.*

SIGNATURES:                      Student: \_\_\_\_\_  
   Parent: \_\_\_\_\_  
   HOSS: \_\_\_\_\_  
   Date: \_\_\_\_\_



Date: \_\_\_\_\_  
Student: \_\_\_\_\_  
Form: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

### Parent Notification of Unacceptable Student Behaviour

This letter is to inform you that due to unacceptable behaviour \_\_\_\_\_  
has received \_\_\_\_\_ Student Behaviour Entries (SBE's).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Five Student Behaviour Entries will normally result in \_\_\_\_\_ being  
removed from all classes and placed in **Withdrawal** for a minimum of one day.

While in **Withdrawal**, he/she will not undertake normal class work, but may complete  
assignment work or work sheets provided by the HOSS. Your child will return to class only  
when he/she enters into a contract agreeing to conform to acceptable behaviour.

Please contact me at school if you wish to discuss the situation.

Yours sincerely

Hal Spedding  
HEAD OF STUDENT SERVICES

**IN SCHOOL SUSPENSION**

Dear \_\_\_\_\_

This letter is to inform you that, because of unacceptable behaviour, \_\_\_\_\_  
has been suspended from all classes and placed in **Withdrawal** for \_\_\_\_\_ days, from  
\_\_\_\_\_ to \_\_\_\_\_.

While in **Withdrawal**, he/she will not undertake normal class work and it will be his/her responsibility to catch up on all work missed. The student may complete assignment work or work sheets provided by HOSS

Please either contact me on ☎ 9408 8065 to arrange an interview, or complete the acknowledgment slip below and post it to the above address.

Yours faithfully

HAL SPEDDING  
HEAD OF STUDENT SERVICES

DATE: \_\_\_\_\_

- Copies to:
- 1. HOSS
  - 2. Head of Department
  - 3. Student File

✂.....

**To:** *Head of Student Services, Belridge Secondary College*

**STUDENT'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*I acknowledge that I have received the Notice of **In School Suspension**.*

**PARENT/GUARDIAN SIGNATURE:** \_\_\_\_\_

## NOTIFICATION OF GOOD STANDING STATUS

Student: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

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Dear \_\_\_\_\_

The Good Standing Policy is in place at Belridge Secondary College, to encourage students to accept responsibility for their commitment to their education and to strive for excellence.

Student Behaviour Entries (SBE) can be accrued by students for lateness, not meeting study requirements and/or unacceptable behaviour.

This letter is to inform you that \_\_\_\_\_ has accrued at least 5 Student Behaviour Entries

Failure to correct this situation could lead to a review meeting and loss of Good Standing.

This is of grave concern to the school and we welcome your contact for further discussion.

Yours sincerely

Hal Spedding  
HEAD OF STUDENT SERVICES

# BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY Appendix 1

BMIS ELEMENTS	THE SCHOOL'S RESPONSIBILITIES	THE STUDENT'S RESPONSIBILITIES	HOW PARENTS CAN HELP
<b>ESTABLISH ACCEPTABLE STUDENT BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>Define acceptable behaviour through school rules and classroom policy.</li> <li>Establish consequences for students who choose to break school rules and behave in an unacceptable manner, e.g. parent contact, detention, community service, <b>Loss of Good Standing</b>.</li> <li>Be consistent in dealing with students. Discuss the problem.</li> <li>Encourage a positive attitude to school by acknowledging appropriate behaviour.</li> <li>After fair warning and reasonable efforts, issue SBE to student/s who continue to behave in unacceptable ways. As part of SBE, detail incidents and actions. Email sent to HOLA with a copy of the information above.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand classroom and school rules and the consequences of breaking them.</li> <li>Try to behave in an acceptable manner by making the right choices.</li> <li>Follow instructions given by teachers.</li> <li>Establish goals, i.e. establish what you are trying to achieve at school.</li> <li>Avoid the type of behaviour and influences that may prevent you from achieving your goals.</li> <li>Be prepared to discuss any problems with your teacher(s) and change the behaviour that is unacceptable.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the BMIS System and be supportive.</li> <li>Encourage the setting of goals so that there is a sense of purpose.</li> <li>Keep in touch with what is happening at school and encourage a positive attitude.</li> <li>Encourage acceptable behaviour.</li> <li>Make a point of getting to know the teachers.</li> </ul>
<b>STEP 1</b>	<ul style="list-style-type: none"> <li>The Teacher discusses the problem with the student to resolve it and student is informed of having received a SBE</li> <li>Consequences are applied by the teacher and the parent is advised.</li> <li>HOLA may be involved at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to discuss unacceptable behaviour with the teacher concerned.</li> <li>Accept the consequences of your actions. The unacceptable behaviour was your choice.</li> </ul>	<ul style="list-style-type: none"> <li>Be alert to the problems arising at school.</li> <li>Realize that the unacceptable behaviour has been occurring for some time.</li> </ul>
<b>STEP 2</b>	<ul style="list-style-type: none"> <li>The teacher discusses the problem with the student in order to resolve it.</li> <li>Consequences are applied.</li> <li>If first and second SBE's are issued by the same teacher, the teacher or HOLA informs the student that:               <ol style="list-style-type: none"> <li>A third SBE from the same teacher leads to withdrawal from his/her class (Faculty Isolation)</li> <li>A third SBE slip from a different teacher leads to an interview with the Year Coordinator (YC) and a letter home. It is communicated that a fifth SBE leads to loss of Good Standing.</li> <li>A fifth SBE slip leads to a loss of Good Standing and a subsequent meeting with the YC</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to discuss the problem with the teacher concerned.</li> <li>Make a real effort to stop the unacceptable behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Be alert to comments critical of school or of teachers. Discuss the issue.</li> <li>Keep an open mind and contact the relevant YC for further information.</li> <li>Work with the school to resolve the problem.</li> <li>Reinforce acceptable behaviour.</li> </ul>
<b>STEP 3</b>	<ul style="list-style-type: none"> <li>HOLA arranges faculty isolation for up to 4 periods if as in (1).</li> <li>Arrange for student to complete a faculty contract.</li> <li>Contact parent(s) by letter/telephone.</li> <li>Teacher continues discussion with student to try to resolve the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with your teacher(s) to solve the problem.</li> <li>Complete a faculty contract. Try hard to stick to it.</li> <li>Catch up on work missed while withdrawn.</li> <li>Discuss the problem with your parent(s) honestly and openly.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the school's contact by talking about the problem.</li> <li>Help to establish what aspects of behaviour are unacceptable.</li> <li>Encourage "catching up" on work missed during withdrawal.</li> </ul>
<b>STEP 4</b>	<ul style="list-style-type: none"> <li>Arrange second faculty isolation as in Step 3.</li> <li>Make further efforts to resolve problem.</li> </ul>	<ul style="list-style-type: none"> <li>Accept the fact that some of your behaviour is unacceptable.</li> <li>Complete the faculty contract as necessary.</li> <li>With your teacher, work out exactly what aspect of your behaviour is unacceptable and what to do about it.</li> </ul>	<ul style="list-style-type: none"> <li>Keep in touch with the situation. Try to establish why the problem is continuing.</li> <li>Offer suggestions on how to deal with the problem.</li> </ul>
<b>STEP 5</b>	<ul style="list-style-type: none"> <li>Head of Student Services interviews the student.</li> <li>Contact parent(s) via phone call.</li> <li>Student will face consequences such as after school detention or Whole School withdrawal.</li> <li>Inform student that further unacceptable behaviour will result in further consequences.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Consider your goals. Is your behaviour stopping you from achieving them? Catch up on work missed.</li> <li>Be honest with yourself when you complete your contract and accept all the help offered when you talk to the teachers concerned.</li> <li>Discuss the contract with your parent(s).</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to have contact with the school.</li> <li>Discuss goals. Reinforce the notion that the unacceptable behaviour is interfering with the achievement of goals.</li> <li>Insist that work missed is made up.</li> <li>Talk about the contract. Focus on obligations that must be met.</li> </ul>
<b>STEP 6</b>	<ul style="list-style-type: none"> <li>Head of Student Services to interview the student.</li> <li>Student will face consequences such as after school detention or Whole School withdrawal.</li> <li>Arrange counselling if appropriate.</li> <li>Inform student and parent that possible out-of-school suspension follows if unacceptable behaviour continues.</li> <li>Invite parent to discuss the situation and to develop an IBMP.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the School Psychologist to find ways of changing the unacceptable behaviour.</li> <li>Realise that your situation is serious and that you are risking achieving your goals.</li> <li>Catch up on work missed.</li> <li>Have input into your IBMP</li> </ul>	<ul style="list-style-type: none"> <li>Contact the HOSS, Coordinator.</li> <li>Establish and support strategies that encourage modification of behaviour.</li> <li>Identify outside influences that may be encouraging poor behaviour, eg lack of sleep, an over emphasis on social activities and so on.</li> </ul>
<b>STEP 7</b>	<ul style="list-style-type: none"> <li>Head of Student Services may suspend student for minimum of one day.</li> <li>Arrange meeting between the Principal, Associate Principal or Head of Student Services, parent(s) and student on his/her return to school.</li> <li>Re-instate student after contract is completed and closely monitor his/her behaviour for one week.</li> </ul>	<ul style="list-style-type: none"> <li>Realise that suspension means that you may not attend school because you have not changed your unacceptable behaviour.</li> <li>Accept help from your parent(s) and teachers to change your behaviour.</li> <li>Complete your contract and meet the requirements of the Behaviour Monitoring Sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Treat suspension seriously. Show displeasure by applying sanctions.</li> <li>Attend a meeting at school when the suspension is over.</li> <li>Continue reinforcing acceptable behaviour.</li> <li>Sign the Monitoring Sheet daily and discuss any issues arising.</li> </ul>
<b>FURTHER ACTION FURTHER BMIS SLIP</b>	<ul style="list-style-type: none"> <li>Suspend student for extended periods (re-entry as in Step 7)</li> <li>Continue to try to modify student's behaviour.</li> <li>A review meeting with District Office and School Representatives may be arranged if suspensions continue.</li> <li>Inform student and parents that the student faces an exclusion panel if unacceptable behaviour and suspensions continue.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the re-entry process. Catch up on work missed.</li> <li>Use all the help available. Your position is serious. You are heading for exclusion. It is not too late to change.</li> <li>Think about your goals. How can you achieve them while not at school?</li> <li>Attend a review meeting if required.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss goals and purpose of school.</li> <li>Look for new ways of dealing with the problem such as establishing consequences for further suspensions and rewards for no suspensions.</li> <li>See the School Psychologist for help.</li> <li>Attend a review meeting if required.</li> </ul>
<b>STUDENT MODIFIED HIS/HER BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>Praise the student for efforts to modify unacceptable behaviour and encourage continuation of this effort.</li> <li>After a period of receiving no further SBE's review the student's position in the BMIS system.</li> </ul>	<ul style="list-style-type: none"> <li>Congratulate yourself on changing your behaviour. You have created the opportunity for achieving your goals.</li> </ul>	<ul style="list-style-type: none"> <li>Offer praise and encouragement for the change in behaviour.</li> <li>Maintain a friendly interest in what happens at school</li> </ul>

# HOW DOES THE BMIS POLICY APPLY?

The sequence of steps outlined is relevant for all students.

**Students involved in more serious forms of unacceptable behaviour face immediate suspension from school.** These involve theft, fighting or inciting others to fight, aggressiveness and or threatening a member of staff or another student (with or without the use of abusive or obscene language), smoking, use of or possession of drugs or associated implements, possession of a weapon, vandalism and graffiti.

**Note:** Variations to the system may be applied in certain circumstances.

## SUMMARY OF STEPS IN THE BMIS POLICY

### Classroom and School Rules

All steps apply for all years

Step 1	<input type="checkbox"/>	- Consequences such as
Step 2	<input type="checkbox"/>	detention (teacher/HOLA/YC)
Step 3	<input type="checkbox"/>	- Interview/withdrawal (HOLA/YC)
Step 4	<input type="checkbox"/>	
Step 5	<input type="checkbox"/>	- Parent meetings, after school
Step 6	<input type="checkbox"/>	detentions, isolations (HOSS).
Step 7	<input type="checkbox"/>	
Further SBE	<input type="checkbox"/>	- As above, suspensions.

### RULES FOR SCHOOL AND SCHOOL ORGANISED ACTIVITIES

- 1 Students must obey instructions given by any staff member.
- 2 Students must respect the rights of others and their property.
- 3 Possession of a weapon, violence, vandalism, theft and harassment of any kind are not tolerated.
- 4 Smoking, being under the influence of alcohol or other drugs and bringing these items or associated implements to school or school organized activities, will not be tolerated.
- 5 Apart from the end of the school day, students may not leave the school grounds without a pass obtained from reception/administration.
- 6 Students may not enter a classroom without the permission of a teacher. Out of bounds areas must be respected.
- 7 Apart from areas designated for sporting activities, movement around the school is restricted to walking in a manner that is safe, considerate of others and to the left of walkways.
- 8 All students are expected to conform to school dress requirements.
- 9 When traveling on buses to and from school or any other school related activity, students must obey bus rules and instructions given by the driver or a supervising teacher.
- 10 Chewing gum of any description is not permitted.
- 11 Grounds and rooms must be kept free from litter and in a tidy condition. Students are expected to take an active part in achieving this.
- 12 Students are expected to attend regularly, be punctual and be properly equipped at all times.
- 13 Students are expected to adhere to the Electronic Device Policy at BSC. This means that they may only be used prior to the commencement of the school day, during recess or lunch breaks, or after school. The device must be switched off and out of sight at all other times.

### CLASSROOM POLICY

#### Everyone Has The Right To:

- 1 Learn without being interrupted.
- 2 Be treated courteously and respectfully.
- 3 Work in a clean, safe environment.
- 4 Feel proud of this school.

# BELRIDGE SECONDARY COLLEGE



## BEHAVIOUR MANAGEMENT IN SCHOOLS (BMIS)

One of the most significant influences affecting Quality Student Outcomes is student behaviour in classrooms and throughout the school generally.

This document outlines the essential elements of Belridge Secondary College's BMIS Policy in terms of the school's responsibilities, the student's responsibilities and how parents can help.

The purpose of this policy is to:

1. Provide a safe, pleasant working environment for students.
2. Modify unacceptable behaviour.

It is the responsibility of all concerned to acknowledge and accept that misdemeanours within the school need to be dealt with according to the BMIS Policy.

The desired status of any student at Belridge SC should be one of GOOD STANDING. Students commence the year in GOOD STANDING and retain this status throughout the year unless an excess of BMIS Infringements is accumulated. If this occurs the student loses the status of GOOD STANDING.

Elements	School's Responsibilities	Student's Responsibilities	How Parents Can Help
<b>Requirements for Good Standing</b>	<ul style="list-style-type: none"> <li>Provide details of all course requirements such as content, major outcomes, assignments and assessment plan.</li> <li>Provide precise dates for submitting assignments/tasks</li> <li>Administer the attendance system in a consistent manner.</li> <li>Reinforce acceptable behaviour within the school according to school policy.</li> <li>Monitor the wearing of school dress.</li> <li>Inform parents of unsatisfactory performance by means of standard letters.</li> <li>Keep accurate SBE records.</li> </ul>	<ul style="list-style-type: none"> <li>Attend school regularly unless you are ill or have some other legitimate reason for being absent.</li> <li>Complete all course requirements.</li> <li>Participate to your maximum capacity in all learning activities.</li> <li>Complete all assessment items by the due date.</li> <li>Ensure that you conduct yourself in an acceptable manner at school and all school organised activities.</li> <li>Wear school dress at school and school organised activities.</li> <li>Participate in all special activities such as beach and athletic days.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the requirements for Good Standing and be supportive of this policy, as it will help the student to achieve to his/her potential.</li> <li>Encourage the setting of goals and full school participation.</li> <li>Encourage the use of recommendations made in the school's Homework/Study policy.</li> <li>Make a point of meeting and getting to know all teachers involved with the student.</li> </ul>
<b>5 SBE Infringements</b>	<ul style="list-style-type: none"> <li>Year Coordinator informs Parents/Guardians.</li> <li>Inform student a Review Meeting will take place if 10 SBE Infringements are accrued.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of reason(s) for SBE Infringements being issued.</li> <li>Be prepared to discuss SBE Infringements with relevant teacher(s) and your parents/guardians.</li> <li>Take steps to ensure you do not accrue further SBE Infringements.</li> </ul>	<ul style="list-style-type: none"> <li>Be alert to comments critical of school or teachers. Discuss the issue.</li> <li>Respond to school's contact and discuss the issue. Keep an open mind and contact relevant Year Coordinator for further information.</li> </ul>
<b>10 SBE Infringements Good Standing at Risk</b>	<ul style="list-style-type: none"> <li>Inform student and parents/ guardians.</li> <li>Arrange a Review Meeting with Associate Principal parent/guardian and the student.</li> <li>Put in place support courses e.g. time management or study skills, if necessary.</li> <li>Inform student and parent/guardian Good Standing will be withdrawn if 15 SBE Infringements are accrued.</li> </ul>	<ul style="list-style-type: none"> <li>Attend Review Panel at the appointed time.</li> <li>Identify issues causing concern and be prepared to address them.</li> <li>Consider your goals. Is what you are doing, stopping you from achieving them?</li> <li>Be prepared to attend any courses the school may put in place.</li> <li>Make a commitment to improve your performance at school.</li> </ul>	<ul style="list-style-type: none"> <li>Attend the Review Panel with your student.</li> <li>Discuss goals. Reinforce the notion that current issues are interfering with the achievement of goals.</li> <li>Identify outside influences that may be encouraging poor performance e.g. lack of sleep long hours of work over emphasis on social activities.</li> <li>Establish and support strategies that encourage a firm commitment to school studies.</li> </ul>
<b>15 SBE Infringements Good Standing is withdrawn</b>	<ul style="list-style-type: none"> <li>Inform student and parent/guardian in writing, that Good standing has been withdrawn for a period of 5 weeks.</li> <li>Inform student that he/she has incurred a loss of privileges and has been excluded from all extra curricular activities e.g. River Cruise, School Ball, and School Graduation etc for a period of 5 weeks.</li> <li>Offer support and suggest strategies that may help the student to continue his/her studies.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the reasons for Good Standing being withdrawn.</li> <li>Realise that your situation is serious and that you are risking achieving your goals.</li> <li>Reassess your reasons for continuing at school.</li> <li>Be honest with yourself and realise that changes have to be made.</li> <li>Reaffirm your commitment to continuing your studies at Belridge SC by accruing no further SBE Infringements in the next 5 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to contact from school.</li> <li>Discuss with your student the seriousness of the situation.</li> <li>Discuss what changes need to be made to ensure success at school.</li> <li>Work with the school to encourage your student to make a more committed approach to school.</li> <li>Realise that your student is placing their enrolment at Belridge at risk.</li> </ul>
<b>Reinstatement of Good Standing</b>	<ul style="list-style-type: none"> <li>Continue to monitor student's progress throughout the next 5 weeks.</li> <li>Principal to interview the student and parent/guardian after the student has completed 5 weeks without further SBE Infringements.</li> <li>Continue to monitor and encourage student's progress.</li> </ul>	<ul style="list-style-type: none"> <li>After 5 weeks without further SBE Infringements, make an appointment with the Principal to present your written application to have your Good Standing reinstated.</li> <li>Make an honest assessment of your commitment to your studies.</li> <li>Continue studies without further SBE Infringements in order to maintain re-instated Good Standing status.</li> </ul>	<ul style="list-style-type: none"> <li>Offer praise and encouragement for the prolonged absence of SBE Infringements.</li> <li>Attend an interview with the Principal.</li> <li>Continue to encourage your student's commitment towards achieving his/her goals.</li> </ul>
SUSPENSION: Students may be suspended from school at any stage of the Good Standing process for serious breaches of the school or class rules. On returning to school the student will lose Good Standing for a period of 10 weeks.			

# BELRIDGE SECONDARY COLLEGE



## BEHAVIOUR MANAGEMENT IN SCHOOLS (BMIS)

### 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 participation at school and therefore their education.

All students are considered to be in good standing at the commencement of each school year.