

Belridge SC - BEHAVIOUR MANAGEMENT PLAN

BMIS ELEMENTS		THE SCHOOL'S RESPONSIBILITIES
Positive Behaviour Management Routines (T&L Framework)	All	<ul style="list-style-type: none"> Line up / enter class appropriately / remove hats Seating plan in place – as determined by the teacher. Teach explicitly acceptable behaviour through school rules and Triple 3 expectations Challenge undesirable behaviour / consistent approach by all Use of CMS strategies and positive reinforcement Acknowledge appropriate behaviour, use of PIP and positive reinforcement <ul style="list-style-type: none"> Lesson planned to level of the learner Know your student, aware of Documented and Escalation plans associated with students you teach. Learning environment and resources ready to go – well planned and prepared. Welcome students into the learning environment High expectations of Teaching and Learning
Tier 1	Teacher	<ul style="list-style-type: none"> Teacher to contact parent outlining issue and behaviour displayed Consequences applied from classroom teacher e.g. detention, litter duty, buddy room Discuss the problem with the student – resolution This may go through a few cycles before moving to SBR 1.
	Teacher SBR 1	<ul style="list-style-type: none"> Teacher to contact parent outlining issue and behaviour displayed Consequences applied from classroom teacher e.g. detention, litter duty, buddy room Discuss the problem with the student – resolution After fair warning and reasonable efforts, issue SBR to student/s who continue to behave in unacceptable ways. Record SBR on Compass – Alert sent to HOLA HOLA approves SBR comment
	Teacher SBR 2	<ul style="list-style-type: none"> Teacher to contact parent outlining issue and behaviour displayed Consequences applied from classroom teacher e.g. detention, litter duty, buddy room Discuss the problem with the student – resolution After fair warning and reasonable efforts, SBR 2 is issued Record SBR on Compass – Alert sent to HOLA HOLA approves SBR comment Teacher informs the student that a third SBR within the same Learning Area will lead to LA Isolation
	Teacher SBR 3	<ul style="list-style-type: none"> After fair warning and reasonable efforts, SBR 3 is issued Teacher records SBR on Compass – Alert sent to HOLA HOLA approves SBR comment. This triggers Tier 2 actions.
Tier 2	HOLA 1	<ul style="list-style-type: none"> HOLA arranges LA isolation for up to 4 periods (min 1 - max 4) Teacher to provide work. HOLA to contact parent(s). Teacher continues discussion with student to try to resolve the problem. HOLA to document outcomes and actions in Compass Restorative practices to occur between teacher and student prior to re-entry.
	HOLA 2 SBR 4	<ul style="list-style-type: none"> After fair warning and reasonable efforts, SBR 4 is issued Teacher records SBR on Compass – Alert sent to HOLA, HOLA approves SBR comment HOLA arranges second LA isolation Teacher and HOLA Make further efforts to resolve problem. HOLA makes parental contact and advises HOSS of second intervention. Period of LA isolation (min 1-max 4 periods). Teacher to provide work. HOLA to issue a LA contract to student – copy to be sent home and uploaded to Compass. HOLA to monitor LA contract and enter outcomes and actions in Compass. Restorative practices to occur between teacher and student prior to re-entry.
Tier 3	HOSS 1 SBR 5	<ul style="list-style-type: none"> Teacher enters behaviour in Compass. HOLA approves and refers to HOSS HOSS interviews the student. Classroom teachers to supply educational work. HOSS Contacts parent(s) and record actions in Compass HOSS places student on withdrawal for 1 day; location of withdrawal to be determined by HOSS. HOSS issues Withdrawal contract and re-entry monitoring sheet Inform student that further unacceptable behaviour will result in further consequences. HOSS documents actions on Compass and communicates with staff
	HOSS 2 +5 SBRs	<ul style="list-style-type: none"> Teacher enters behaviour in Compass. HOLA approves and refers to HOSS HOSS to interview the student and record actions on Compass Parental contact by HOSS. HOSS to seek support from School Psychologist and Inclusive Education Coordinator were appropriate. Student services to apply interventions and monitor targeted behaviours – Monitoring Card If relationships have broken down between teacher and student, possible class change may occur. Inform student and parent that possible suspension may occur if behaviour continue HOSS to request meeting with parent to discuss the situation and to develop a suitable Documented Plan HOSS to implement IBMP and distribute to staff.
	HOSS 3	<ul style="list-style-type: none"> Teacher enters behaviour in Compass. HOLA approves and refers to HOSS 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 Seek support from external agencies, consider alternative pathways – SENBE, E&T Program, ALTA-1 Re-entry meeting to take place HOSS/ VP
Tier 3	Executive Team	<ul style="list-style-type: none"> Student may be suspended for extended periods or receive multiple suspensions – record in SIS and Compass. Continue to try and 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 – Issue Appendix A
STUDENT MODIFIED BEHAVIOUR	All	<ul style="list-style-type: none"> Praise the student for efforts to modify unacceptable behaviour and encourage continuation 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. GOOD STANDING IS BACK IN PLACE

High Level Incident



Incidents that occur at recess/lunch or before/after school to be referred to student services. Staff can seek support and advice regarding behaviour at any stage.

*NB - Sanctions may differ subject to circumstances. To be determined by SS or Executive Team
High level incident includes physical or threats of violence, swearing at teacher, extensive damage to property.*