

## 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"> <li>Line up / enter class appropriately / remove hats</li> <li>Welcome students into the learning environment</li> <li>Seating plan in place – as determined by the teacher.</li> <li>Explicitly teach expected behaviours through school rules and <b>Triple 3 Expectations</b></li> <li>Challenge undesirable behaviour / consistent approach by all</li> <li><b>Use of CMS strategies, positive reinforcement, and Berry Street Practices.</b></li> <li>Acknowledge appropriate behaviour, use of PIP and positive reinforcement</li> <li>Lesson planned to level of the learner using <b>RLEARNERS Model</b>.</li> <li>Know your students, be aware of <b>Documented Plans</b> associated with students you teach.</li> <li>Have learning environment and resources ready to go – well planned and prepared.</li> <li>Model high expectations of Teaching and Learning</li> <li>Use supporting documents - Appendix- (1) SBR Checklist, Appendix (2) Reset Room Procedures</li> </ul>
Tier 1	Teacher	<ul style="list-style-type: none"> <li>Teacher to contact parent outlining issue and behaviour displayed</li> <li>Consequences applied from classroom teacher e.g. move seating position, detention, litter duty, work in isolation</li> <li>Discuss the problem with the student – resolution and restorative conversation</li> <li><b>This may go through a few cycles before moving to SBR.</b></li> </ul>
	Teacher SBR 1	<ul style="list-style-type: none"> <li>After fair warning and reasonable efforts, issue SBR to student/s who continue to behave in unacceptable ways.</li> <li>Teacher to contact parent outlining issue and behaviour displayed</li> <li>Consequences applied from classroom teacher e.g., detention, litter duty, Reset room</li> <li>Discuss the problem with the student – resolution and restorative conversation</li> <li><b>Record SBR on Compass – Alert sent to HOLA</b></li> <li><b>HOLA approves SBR comment</b></li> </ul>
	Teacher SBR 2	<ul style="list-style-type: none"> <li>After fair warning and reasonable efforts, SBR 2 is issued</li> <li>Discuss the problem with the student – resolution</li> <li>Teacher and student create an Informal Contract (physical copy using template) (support from HOLA if required)</li> <li>Teacher contacts home and discusses behaviour and the Informal Contract with parent/carers</li> <li>Consequences applied from classroom teacher e.g. detention, litter duty, Reset room</li> <li><b>Record SBR on Compass – Alert sent to HOLA</b></li> <li><b>HOLA approves SBR comment</b></li> </ul>
	Teacher SBR 3 HOLA Support	<ul style="list-style-type: none"> <li>After fair warning and reasonable efforts, SBR 3 is issued</li> <li>Teacher to contact parent outlining issue and behaviour displayed. Refer to informal contract.</li> <li>Consequences applied from classroom teacher e.g. detention, litter duty, Reset room</li> <li><b>Teacher records SBR on Compass – Alert sent to HOLA</b></li> <li><b>HOLA approves SBR comment.</b></li> <li>Teacher continues discussion with student to try to resolve the problem.</li> <li>HOLA to support restorative conversation as required</li> </ul>
Tier 2	Teacher / HOLA SBR 4+	<ul style="list-style-type: none"> <li>After fair warning and reasonable efforts as outlined by the Informal Contract, SBR 4 is issued by teacher.</li> <li><b>Teacher records SBR on Compass – Alert sent to HOLA, HOLA approves SBR comment</b></li> <li>HOLA arranges LA isolation (1-4 Periods – timely, proportionate, and subject dependant –1 week max)</li> <li>Teacher to provide work for length of isolation period.</li> <li>Teacher and HOLA make further efforts to resolve problem.</li> <li><b>HOLA to meet with parent/carers</b> to create a LA Contract, <b>copy to be sent home and uploaded on Compass.</b></li> <li><b>Restorative Practices</b> to occur between teacher and student prior to re-entry (Can be during LA contract creation)</li> <li><b>HOLA and class teacher to monitor LA contract and enter outcomes and actions in Compass.</b></li> <li>Contract to be reviewed after 2 weeks. (Further SBRs may be issued during this time. Communicate with parents with any modifications in plans or behaviours.</li> <li>If behaviours continue, <b>complete HOSS referral checklist – will be progressed to Tier 3 once criteria met.</b></li> <li><b>If no further behaviours are displayed for an extended period, student returns to Tier 1 – Good standing back in place.</b></li> </ul>
Tier 3	HOSS	<ul style="list-style-type: none"> <li><b>HOLA referral to HOSS approved.</b></li> <li>HOSS interviews the student</li> <li>HOSS may place student on in-school withdrawal or subject withdrawal; location to be determined by HOSS.</li> <li>Classroom teachers to supply educational work if student is withdrawn/isolated.</li> <li>HOSS to meet with student and parent/carers and <b>record Case Conference in Compass</b></li> <li>HOSS creates appropriate <b>Documented Plan</b> and refers to additional support agencies as required.</li> <li>HOSS to seek support from <b>School Psychologist and Inclusive Education Coordinator</b> where appropriate.</li> <li>HOSS to consult with Executive as required.</li> <li>HOSS to monitor and respond to outcomes based on Documented Plans</li> <li>HOSS supports teaching staff and HOLA's with educational and behavioural strategies.</li> <li><b>HOSS documents actions on Compass and communicates with staff.</b></li> <li><b>HOSS to add student to SAER List on Compass.</b></li> </ul>
Tier 3	Executive Team	<ul style="list-style-type: none"> <li>Student may be <b>suspended for extended periods or receive multiple suspensions</b> – record in SIS and Compass.</li> <li>Continue to support student's behaviour and educational outcomes.</li> <li>A review meeting with <b>Regional Office and School Representatives</b> may be arranged if suspensions exceed 8 incidents or 20 days of suspension</li> <li>Severe incidents- Inform student and parents that the student faces an exclusion panel if unacceptable behaviour and suspensions continue – <b>Issue Appendix A</b></li> </ul>
Student Modified behaviour	All	<ul style="list-style-type: none"> <li>Praise the student for efforts to modify unacceptable behaviour and encourage continuation</li> <li>Contact parents with positive reinforcement of the correct behaviours</li> <li>After a period of receiving no further SBR's review the student's position in the BMIS system.</li> <li><b>Good standing is back in place.</b></li> </ul>

High Level Incident

### Notes:

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 from SS or Admin. Tier 3 students will be case managed by an appropriate member of Student Services or Executive Team. Actions and consequences are on an individual basis. Year coordinators to run fortnightly SBR reports to identify cross department issues. Student progress report to be sent to teachers of student identified, feedback provided at SS meetings.