Mount Compass Area School Behaviour Code
(reviewed in 2017)

Preamble
- At Mount Compass Area School we believe our school values underpin our actions
- It is beholden on all of us to ensure that our values of Respect, Participate and Achieve are the cornerstone that inspires our students to be intrinsically responsible for their own actions
- Students at Mount Compass Area School are consistently involved in the negotiation of our behavioural expectations and as a result, a simple reminder or request associated with minor misbehaviour is expected to resolve most situations

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOUR</th>
<th>WHO RESPONDS/RECORDS</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| Level 0 | Behaviour that impedes the effective running of the classroom or the orderly operation of the school. Examples:  
- disrupting learning and teaching eg  
  - talking in class inappropriately  
  - disturbing, interrupting others  
- unacceptable learning behaviour eg  
  - homework consistently not done  
  - failure to meet deadlines  
  - avoiding work  
  - lateness  
  - failure to follow instructions  
- undermining school routines eg  
  - failure to manage diary, return forms  
  - littering  
  - inappropriate uniform, not wearing hats  
  - minor unacceptable yard behaviour  
  - use of mobile phone without authorisation  
  - theft (minor eg food, pens/pencils, classroom equipment, balls)  
| INFORM | The teacher is directly involved in seeking own solution, taking appropriate action and negotiating solution with student. (class specific behaviour steps utilised)  
Consultation may occur on an informal basis with other staff members, especially the Care Group /Class Teacher.  
| As per classroom expectations with a focus on school values  
Step 1 verbal or gesture of reminder  
Step 2 warning/reminder of behaviour contravening eg “x is not acceptable. This is your formal warning”  
Step 3 disrupting learning and teaching: “in-class sit out”/moving to another seat. Possibility of permanent seating change OR unacceptable learning behaviour: “in-class sit out”/moving to another seat; catch up time at recess/lunch if work not done  
OR Under-mining school routines: complete task to restore situation eg pick-up litter; class service; time out from play / walk with yard duty teacher. OR Sanctions as per mobile phone policy use  
| NB: No formal recording is required at Level 0 incidents.  
NB: Level 0 responses may be negotiated in individual classrooms, ie step behaviour responses  

Common agreements in this document
- All staff arrange/organise their own/roster “buddy classes”
- Buddy class is utilised at Level 1 and is a quiet time out where students have the opportunity to reflect on their behaviour (low-level poor behaviour)
- The Front Office is not to be used as a behaviour management response. Should staff find themselves in an escalating conflict situation they can contact the office for a member of leadership to provide support.
- Be aware when managing students with “Break-Cards” that we don’t confuse the issue between behaviour management and the individual student choice to implement a “break-time”.

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### Level 1

**Repetition of Level 0**

- Irresponsible Behaviour - failure by student to respond to consequences for Level 0 irresponsible behaviour
  - Truancy (lesson/part-lesson)
  - failure to comply with ‘reasonable’ teacher direction

**Step 4**

**Repetition of level 0:** *disruption / off-task behaviour:* withdrawal from lesson/ ”buddy sit-out”

4A: A re-entry procedure to occur on every occasion where a student is removed from class for disruptive/off-task behaviour

**CONSULT** Teacher continues to seek own solution, or consults with Sub-school Coordinator or Counsellor or Care Group teacher.

**Yr R-12:** Complete Behaviour note in Daymap and keep Care Group/Class Teacher informed

**Parents are informed, by letter, note or phone by the teacher.** (note on Daymap)

**Who records/responds:** Subject teacher notifies Care group teacher, Buddy class teacher, Counsellor, Community Leader using Daymap.

**NB:** Formal recording R-12 of level 1 incidents and above on Daymap

### Level 2

**Persistence of level 0 - 1 irresponsible behaviour,**

- OR

  Act of irresponsible behaviour which **undermines the good order of the school** - serious enough to draw to the attention of leadership.

Examples:

- ongoing harassment of other school community members
- abusive language
- truancy (whole day)

**Refer** Teacher takes appropriate action at time (eg points out that steps have been followed/secures safety; refers to Sub-School Coordinator or direct to Admin for support. May also refer to Counsellor if required.

**Record on Daymap** and shared with Care Group Teacher/Sub school Coordinator and Front Office. Care Group Teacher consults with Sub-School Coordinator and/or DP, P.

**Parents are informed by note, letter or phone by the person to whom matter has been referred.**

(record on Incident Record Form where utilised in R-6)

**NB:** Information shared via staff bulletin where students are on ‘take-home’, internal/external suspension.

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**Step 5**

**R-6: Focus Room**

Yr 5-12: ‘Catch-Up’

**Step 5A** Behaviour agreement and monitoring may be appropriate at this time

**Step 5B** Internal or external suspension

**NB:** response at this level communicated to staff via electronic bulletin.

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**Level 1**

<table>
<thead>
<tr>
<th>Repetition of Level 0</th>
<th>CONSULT</th>
<th>Step 4</th>
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</thead>
<tbody>
<tr>
<td>Irresponsible Behaviour - failure by student to respond to consequences for Level 0 irresponsible behaviour</td>
<td>Teacher continues to seek own solution, or consults with Sub-school Coordinator or Counsellor or Care Group teacher.</td>
<td><strong>Repetition of level 0:</strong> <em>disruption / off-task behaviour:</em> withdrawal from lesson/ ”buddy sit-out”</td>
</tr>
<tr>
<td>- Truancy (lesson/part-lesson)</td>
<td><strong>Parents are informed, by letter, note or phone by the teacher.</strong> (note on Daymap)</td>
<td>4A: A re-entry procedure to occur on every occasion where a student is removed from class for disruptive/off-task behaviour</td>
</tr>
<tr>
<td>- failure to comply with ‘reasonable’ teacher direction</td>
<td><strong>Who records/responds:</strong> Subject teacher notifies Care group teacher, Buddy class teacher, Counsellor, Community Leader using Daymap.</td>
<td><strong>CONSULT</strong> Teacher continues to seek own solution, or consults with Sub-school Coordinator or Counsellor or Care Group teacher.</td>
</tr>
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</table>

**NB:** Formal recording R-12 of level 1 incidents and above on Daymap

**Step 4**

**Repetition of level 0:** *disruption / off-task behaviour:* withdrawal from lesson/ ”buddy sit-out”

4A: A re-entry procedure to occur on every occasion where a student is removed from class for disruptive/off-task behaviour

**CONSULT** Teacher continues to seek own solution, or consults with Sub-school Coordinator or Counsellor or Care Group teacher.

**Yr R-12:** Complete Behaviour note in Daymap and keep Care Group/Class Teacher informed

**Parents are informed, by letter, note or phone by the teacher.** (note on Daymap)

**Who records/responds:** Subject teacher notifies Care group teacher, Buddy class teacher, Counsellor, Community Leader using Daymap.

**NB:** Formal recording R-12 of level 1 incidents and above on Daymap

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**Level 2**

<table>
<thead>
<tr>
<th>Persistence of level 0 - 1 irresponsible behaviour,</th>
<th>REFER</th>
<th>Step 5</th>
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<tbody>
<tr>
<td>OR</td>
<td>Teacher takes appropriate action at time (eg points out that steps have been followed/secures safety; refers to Sub-School Coordinator or direct to Admin for support. May also refer to Counsellor if required.</td>
<td><strong>Internal/or external Suspension</strong></td>
</tr>
<tr>
<td>Act of irresponsible behaviour which <strong>undermines the good order of the school</strong> - serious enough to draw to the attention of leadership.</td>
<td><strong>Record on Daymap</strong> and shared with Care Group Teacher/Sub school Coordinator and Front Office. Care Group Teacher consults with Sub-School Coordinator and/or DP, P.</td>
<td><strong>Step 5</strong> <strong>Internal/or external Suspension</strong></td>
</tr>
<tr>
<td>Examples:</td>
<td><strong>Parents are informed by note, letter or phone by the person to whom matter has been referred.</strong> (record on Incident Record Form where utilised in R-6)</td>
<td><strong>Step 5A</strong> Behaviour agreement and monitoring implemented at this level.</td>
</tr>
<tr>
<td>- ongoing harassment of other school community members</td>
<td><strong>NB:</strong> <strong>Information shared via staff bulletin where students are on ‘take-home’, internal/external suspension.</strong></td>
<td><strong>NB:</strong> on every occasion where a student is removed from the learning process, ie buddy class, internal suspension, a re-entry process is to occur between the teacher and students and may include support from Sub-school Coordinator</td>
</tr>
<tr>
<td>- abusive language</td>
<td></td>
<td><strong>External suspension from school is a likely outcome of Level 2 incidents.</strong></td>
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<tr>
<td>- truancy (whole day)</td>
<td></td>
<td>All external suspension requires the implementation of a re-entry agreement which will include conversations about future learning options and the implementation of daily behaviour monitoring; to be undertaken by sub-school coordinator and care group teacher</td>
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<tr>
<td>- graffiti</td>
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## Level 3

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<thead>
<tr>
<th><strong>Persistence of Level 0 - 2</strong></th>
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<tr>
<td>OR</td>
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<tr>
<td>Act directed against persons or property. Acts that may endanger the health/safety of others.</td>
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<td>Examples:</td>
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<tr>
<td>- smoking</td>
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<td>- vandalism</td>
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<tr>
<td>- theft major - (of another persons belongings)</td>
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<tr>
<td>- repeated harassment</td>
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<tr>
<td>- possession/use of unauthorised substances</td>
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<tr>
<td>- Physical assault</td>
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</tbody>
</table>

Automatic referral to member of leadership

Behaviour note completed on Daymap referred to Sub-School Coordinator Care Group Teacher and Front Office Leadership to discuss consequences with Principal. Information shared with Care Group teacher/Class teacher. Parents informed by phone and letter and invited in by Principal / Leadership. Information shared with Care Group teacher/Class teacher. Principal to administer consequences, including external suspension, in consultation with management. External suspension is likely at this level. Communicate outcome to relevant staff via Staff Bulletin. **Re-entry process same as Level 2**

Whether or not a suspension occurs, future consequences may be redefined to set tighter limits for individual students where needed, as part of a Behaviour Agreement.

**Principal to administer consequences, including external suspension, in consultation with management. External suspension is likely at this level. Communicate outcome to relevant staff via Staff Bulletin. Re-entry process same as Level 2.** Whether or not a suspension occurs, future consequences may be redefined to set tighter limits for individual students where needed, as part of a Behaviour Agreement.

## Level 4

<table>
<thead>
<tr>
<th><strong>Continuation of level 3.</strong></th>
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<tbody>
<tr>
<td>OR</td>
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<tr>
<td>Acts which are clearly <strong>criminal and/or are definitely</strong> threatening and <strong>dangerous</strong> to the safety of persons, and as such require the immediate removal of the student from school, and possibly police intervention.</td>
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<tr>
<td>Examples:</td>
</tr>
<tr>
<td>- Arson</td>
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<tr>
<td>- Possession/use of drugs</td>
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<tr>
<td>- Possession/use of weapons</td>
</tr>
<tr>
<td>- Physical assault</td>
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</tbody>
</table>

**REFER** Referred to Principal. Parents notified at once and involved and informed as per SEE processes (SEE process is managed by the Principal and/or delegate)

Police and District Office informed as required.

Complete record of incident, interviews, correspondence and consequences in student file. SEE documentation

Staff informed via Student Bulletin/Staff Meeting

(Record in IRMS) Principal/School Leader

Electronic suspension or exclusion are a highly probable outcome of repeated Level 3 and/or Level 4 incidents.