



## KANGAROO GROUND PRIMARY SCHOOL

### BEHAVIOUR MANAGEMENT PLAN

The Behaviour Management Plan for students at Kangaroo Ground Primary School has been formulated within, and is consistent with, Department of Education and Training guidelines and regulations.

#### Implementation

- When behaviour is inappropriate the teacher will adopt the school-wide Behaviour Management Plan.
- The classroom teacher, using a grade record book, will record behavioural problems (NB Specialist teachers record in respective class teachers' books.)
- Staff to discuss the plan annually to moderate expectations in the program to ensure consistency.
- Students can go directly to any stage depending on the severity of behaviour.

#### Corporal Punishment

- **At Kangaroo Ground Primary school corporal punishment is prohibited**

#### Stage 1: Warning

Prep – Grade 2	Grade 3 – 6
<ul style="list-style-type: none"> <li>• Verbal or non-verbal warning</li> <li>• Teacher discusses the reason with the child, on a one-to-one basis if necessary.</li> </ul>	

#### Stage 2: Consequences

Prep – Grade 2	Grade 3 – 6
<ul style="list-style-type: none"> <li>• Name on board</li> <li>• Tick placed next to name for a further offence. This signified a loss of part of recess, lunchtime or activity time.</li> </ul>	<ul style="list-style-type: none"> <li>• Name on board. This signifies a loss of part of recess, lunchtime or activity time. Sad faces can be added for further misbehaviour. Names and sad faces can be removed for positive behaviour. Two sad faces next to a name signify a move to stage 3.</li> </ul>

### Stage 3: Exclusion

<b>Prep – Grade 2</b> <ul style="list-style-type: none"> <li>• Brief exclusion to another grade for 5 – 15 minutes for thinking time.</li> <li>• Following this, the teacher discusses the reason with the child on a one-to-one basis.</li> <li>• The child fills out a Personal Response Sheet, Prep – 2 (Appendix 2a).</li> </ul>	<b>Grade 3 – 6</b> <ul style="list-style-type: none"> <li>• 15 – 60 minutes exclusion to another grade, where the child completes the Personal Response Sheet, Grade 3 – 6 (Appendix 1a).</li> </ul>
<ul style="list-style-type: none"> <li>• If a student completes two of these forms in one six-week period, parents are informed and sent a copy of the Personal Response Sheets and a Notice of Unacceptable Behaviour (Appendix 3a).</li> <li>• If the reply slip on the notice is not returned the following day, parents will be contacted to ensure the notice has been passed on to them. The notice will be accompanied by a copy of the brochure.</li> <li>• Personal Response Sheets are kept by the class teacher until the end of the year and then given to the Student Wellbeing Coordinator for filing.</li> </ul>	<ul style="list-style-type: none"> <li>• If a student completes two of these forms in one six-week period, parents are informed and sent a copy of the Personal Response Sheets and a Notice of Unacceptable Behaviour (Appendix 3a).</li> <li>• If the reply slip on the notice is not returned the following day, parents will be contacted to ensure the notice has been passed on to them. A copy of the brochure will be sent home with the notice.</li> <li>• Personal Response Sheets are kept by the class teacher until the end of the year and then given to the Student Wellbeing Coordinator for filing.</li> </ul>

### Stage 4: Severe

<b>Prep – Grade 2</b>	<b>Grade 3 – 6</b>
<b>Stage 4: Severe Stage</b> <ul style="list-style-type: none"> <li>• The child fills out a Personal Response Sheet, Prep – 2 (Appendix 2a).</li> <li>• Parents are to be formally notified by a phone call, first if possible, and the Personal Response Sheet and a Notice of Unacceptable Behaviour Form (Appendix 3a) are sent home to parents.</li> <li>• Principal, parent, student and teacher interview takes place.</li> </ul>	<ul style="list-style-type: none"> <li>• Half-day withdrawal in designated area</li> <li>• Personal Response Sheet, Grades 3 – 6 (Appendix 1a)</li> <li>• Parents are to be formally notified by a phone call, first if possible, and the Personal Response Sheet and a Notice of Unacceptable Behaviour Form (Appendix 3a) are sent home to parents</li> <li>• Principal, parent, student and teacher interview takes place.</li> </ul>

### Examples of behaviours incurring an immediate severe stage;

- leaving school grounds without permission
- theft of property

- engaging in behaviour that severely disrupts the classroom
- wilful damage or harm to another person or property
- overt refusal to do as requested
- blatant rudeness towards a teacher or other adult
- severe teasing or bullying

### Points to note in relation to the severe stage

The teacher who issues the severe stage will contact parents using the Notice of Unacceptable Behaviour Form. All severe stages are to be recorded in the record book, to be kept with the Student Wellbeing Coordinator.

### Stage 5: Suspension

Prep – Grade 2	Grade 3 – 6
<ul style="list-style-type: none"> <li>• Two severe stages in one week will incur an out-of-school suspension. Principal, teacher, child and parent interview takes place.</li> </ul>	

Teachers, at their own discretion, may contact parents for more minor breaches of discipline where they are not compelled by the policy to do so.

**Students can go directly to any stage depending on the severity of behaviour.**

### Suspension

Suspension is a serious disciplinary measure and will normally only be used when other measures have not produced a satisfactory response. Suspension will be used for the shortest time necessary. Following DET regulations, the maximum period of time a student can be suspended consecutively is five school days. ‘School days’, as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal’s decision whether to expel a student.

### Procedures prior to Suspension

With the exception of situations which require an immediate response, the principal will ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.

When it is believed that a student’s behavior warrants suspension, the principal will ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student’s behavior and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behavior continue
- the responsibilities of the parents, should suspension be considered necessary

The principal will ensure that –

- (a) the behavior, the educational needs of the student, disability, age of student and the social circumstances of the student has been considered before suspending a pupil;
- (b) the pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.
- (c) the parent may be accompanied at the pre suspension meeting by another person who is not acting for fee or reward.
- (d) if it is considered warranted by the pupil or the parent, the principal will ensure that suitable language interpretation facilities are available at the meeting.

### **Grounds for suspension**

A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
- commits an act of significant violence against a person or property or is knowingly involved in the theft of property; or
- possesses, uses, or assists another person to use prohibited drugs and substances; or
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or
- engages in behaviour that vilifies, defames, degrades or humiliates another person

### **Procedures for suspension**

If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behavior and suspension is imposed, the following steps will to be taken:

- (1) The principal will provide the parents of the student with a copy of the DET 'Procedures for Suspension' brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.
- (2) The principal shall also provide the president of the school council with a copy of the notice of suspension.
- (3) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but will convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year. The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents,

student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential. A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.

- (4) The period of suspension shall not be extended due to delays in holding a suspension conference.

## **Period of suspension**

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year. The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

## **Expulsion**

The School Principal has the authority to permanently exclude a student from the school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to [Appendix 2: Staged Response checklist](#): Student Engagement Policy).

## **Grounds for Expulsion**

A Principal may expel a student if:

- (a) the student does anything for which they can be suspended
- (b) the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school

## **Procedures prior to Expulsion;**

Prior to an expulsion the principal must ensure that;

- a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- despite these strategies, the student's inappropriate behavior persists; and
- the student and parents/carers are informed that expulsion is being considered and will be given the opportunity to be heard

## **Procedures for Expulsion**

The principal is responsible for a students' expulsion. The principal will notify the regional director that a student support group is being convened to discuss expulsion.

The principal will convene a student support group meeting to;

- provide the student and their parents/carers with a Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) before the day on which the expulsion commences
- provide a copy of DET 'Procedures for Expulsion', to the student and their parents/carers
- identify the future educational, training and/or employment options most suited to the students' needs
- a principal, within twenty-four hours of the commencement of the expulsion, will forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

### **Transition Arrangements**

If the school expels a student, the school will schedule a meeting with the destination school of the expelled student.

### **Expulsion Appeal Process**

A principal's decision to expel a student can be appealed by the student or the student's parents/carers.

The principal must provide the student and parent/carers with an 'Expulsion Appeal' proforma (refer to Appendix 18: Student Engagement Policy), at the final student support group meeting.

The appeal must be lodged with the Principal within ten school days of receiving the Notice of Expulsion and the Principal must provide the Regional Director with a copy of the Expulsion Appeal with twenty-four hours.

### **Review 2021**