



A Guide to Understanding Inappropriate Behaviours and School Action

Overview of the 3 Tiers of Inappropriate Behaviour and School Action	
Low Level Inappropriate Behaviour	<p>The Management and Prevention of Low Level Inappropriate behaviour is the responsibility of the Classroom, Specialist or Yard Duty teacher. Teachers are expected to use the Restorative Practices model of behaviour management outlined in the Primary Student Wellbeing and Engagement Policy to overcome the problems of concern and where the concerns persist after a verbal warning has been given, they need to make three points of contact with parents via a combination of a communication slip/diary, a phone call and a parent meeting as necessary to discuss expected behaviour and possible consequences. For level coordinators to follow through with any issues/concerns, correspondence must be recorded on the server and all communication must be submitted to level coordinators prior to the parent meeting/referral of students.</p>
Moderate Level Inappropriate Behaviour	<p>The Management and Prevention of Moderate Level Inappropriate behaviour is the responsibility of the Classroom or Specialist teacher. Level Monitors and Wellbeing Coordinators will support the teachers throughout this process. The Level Monitor will collect records and be present at the parent meeting with the classroom/specialist teachers for ongoing problems/issues. Following this meeting, if there is no improvement in student behaviour, the level Monitor will update the student communication records regarding the student behaviour on the server and will then refer the student to the relevant Wellbeing Coordinator with all supporting documents and evidence of current adjustments and follow ups.</p>
Ongoing Inappropriate and High Level Inappropriate Behaviours	<p>The Management and Prevention of High Level Inappropriate behaviour is the responsibility of a team effort including the teachers, Wellbeing Coordinators, Primary Coordinator, Vice Principal and Head of Student Services.</p> <p>Implementing a Behaviour Support Plan: Behaviour Support Plans (BSPs) are also implemented to support students whose behaviour demonstrates the need for an individualised intervention at this stage. BSPs are implemented when student needs are disclosed at time of enrolment or the school identifies the need for ongoing support. A BSP includes any factors/triggers impacting behaviour, and contains strategies and guidance for staff to manage student behaviour. Cyclic meetings are arranged involving Parent, Teacher, Wellbeing Coordinator, Vice Principal and other relevant staff members per each individual case and reviewed where required. The aim is to implement strategies as suggested on the BSP, ranging from but not limited to, withdrawal from class, withdrawal from incursion/excursion/camp or reduced school hours with clear consequences and rewards to restore behaviour.</p> <p>Depending on the nature and severity of the behaviour concerns, students may be placed on a contract, meaning that the enrolment may be at risk of termination pending improved outcomes.</p>

The teacher's role is always to be proactive and help students restore all harm to relationships. When student behaviour is seriously challenging and at risk of harm to self, others and learning, it is important to remember that the aim is not to punish but to teach students to make better choices – to behave in a manner that is acceptable within the social environment of the school and classroom.

Low Level Inappropriate Behaviours

Illustration of Sample Behaviours

- Speaking over peers and/or teacher
- Not taking turns
- Disrupting other students by interrupting them while they are on task
- Negative comments
- Speaking with loud or inappropriate tone of voice
- Reluctance to participate in a set task or activity
- Misinterpreting intent behind others' actions and retaliating (pushing a peer after thinking they were hit when in fact they were bumped into)
- Missing essential stationery, books or resources
- Inappropriate uniform and presentation
- Incomplete homework/classwork
- Littering
- Late arrival to class
- Not following teacher instructions (defiance)

Teacher Responsibility

Establish clear basic guidelines for behaviour within the class.

- keep the expectations/rules simple
- ensure expectations are visible for quick reference.
- review expectations/rules regularly with students and adjust as needed with student involvement

Use affective statements, affective interactions, restorative questions, small impromptu conferences as well as 'check in' and 'check out' circles to prevent undesired behaviour.

Invest time in ongoing Professional Learning initiated by the school and individually (bulletins, email links, meetings, Professional Development sessions).

Liaise with Level Monitor to act as a support person.

Communicate with parents in a timely manner.

Negotiate consequences with student and/or parent to maximise a firm and fair approach which encourages students to take responsibility for their actions and to focus on the harm actions cause to relationships.

Support from Wellbeing Coordinators

Use the 'Student Wellbeing' protected time in Professional Learning Committee meetings (PLCs) as a platform to discuss preventative and responsive strategies for identified concerns.

Request Wellbeing Coordinator to conduct an 'in class' observation and provide feedback on classroom management skills and strategies.

Moderate Level Inappropriate Behaviours

Illustration of sample behaviours

Low Level Inappropriate behaviours, without improved outcomes, may escalate to moderate levels of inappropriate behaviour. Teachers are asked to consider preventative strategies and keep anecdotal records of reoccurrence of behaviour prior to referral to Wellbeing Department.

- Ongoing defiant behaviour which affects the learning of themselves and others
- Talking inappropriately with staff and peers
- Inappropriate/offensive use of language such as swearing, insulting, intimidating, discriminating, putting down, slandering
- Hurting self or others using objects such as rocks, sticks, stationery, bottles, blocks etc.
- Graffiti, damage and/or vandalism on school, peer or personal property
- Failing to attend mosque or class (truancy) without a valid reason
- Taking property which isn't theirs without asking/without returning
- Physical Violence
- Dishonesty
- Inappropriate behaviours that do not align with our Islamic ethos such as; excluding others, spreading rumours, isolating, violating personal space of peers and staff, sexually connotated references

Teacher Responsibility

- Make observation and accurately record data to determine the need for individual support.
- Work with the Year Level Monitor/Wellbeing Coordinator to support the child to modify their behaviour with regular feedback to parents.
- Meeting with parents to discuss behavioural and engagement concerns and strategies and guidance to manage the behaviour.
- Complete Behaviour Tracking Sheet to monitor student progress.
- Attend PDs to further develop pedagogies to understand and address the behaviour and learning needs of the student.

Support from Coordinators

- Reflective personal development sessions and social skills workshops to focus on positive relationships in response to all conflict and tension including bullying behaviours during recess, lunch, prayer or class time.
- Negotiate consequences with student, parent and/or Wellbeing Coordinator/Head of Student Services to maximise a firm and fair approach which encourages students to take responsibility for their actions and to focus on the harm actions cause to relationships.
- Work with student, parents and all teachers to create and implement a Behaviour Support Plan.
- If a suspension is issued, provide a reflection sheet to complete during suspension and convene a re-entry meeting so that the student has full opportunity to make amends and to re-enter the school environment successfully and without stigmatising residual shame/embarrassment.
- Referral to Student Services for any Health Care Professional/Specialists Services (internal/external) if deemed necessary (Counselling, Speech Therapy, Child Psychologist, Pediatrician, Occupational Therapist etc.)
- Personalised behaviour tracking charts to address prioritised target behavior and improve behavior trajectory.
- Obtain regular feedback from teachers and parents regarding student progress.

Leadership Support/Action

- Final decision to suspend (internally or externally) rests with the Principal (Vice Principal, Primary Coordinator and Wellbeing Coordinators acting as per in the absence of the Principal).
- The Principal and/or relevant staff will contact parents/families directly to inform them of the suspension term and reason. This will be followed up with a formal suspension notice.
- The leadership team will be available to meet with parents/families during suspension to determine strategies more likely to prevent repetition of inappropriate behaviour upon re-entry.
- A Student Contract resulting in a probationary enrolment as part of re-entry following serious or ongoing inappropriate behaviour may apply.

Ongoing Inappropriate/High Level Inappropriate Behaviours

Illustration of sample behaviours

Ongoing Inappropriate behaviours, without improved outcomes, may escalate to High levels of inappropriate behaviour. Ongoing low/moderate level inappropriate behaviours may be categorised as bullying.

Teachers are asked to consider preventative strategies and present anecdotal records of reoccurrence of behaviour prior to referral to the Leadership Team.

- Premeditated violence
- Theft of property
- Significant damage to property
- Throwing objects with the intent to harm eg. chair
- Sexual abuse
- Dealing or consuming cigarettes, drugs or alcohol on school premises
- Consistently and constantly behaving in a manner which interferes in the educational opportunity of others
- Ongoing physical violence
- Ongoing dishonesty
- Ongoing inappropriate behaviours that do not align with the school's Islamic ethos such as; excluding others, spreading rumours, isolating, violating personal space of peers and staff, sexually connotated references
- Bringing dangerous objects to school (lighters, knives etc.)
- Self-harm

Teacher Responsibility

- Respond immediately to remove harm and protect students.
- Make observation and accurately record data to determine the need for individual support.
- Work with the Year Level Monitor/Wellbeing Coordinator to support the child to modify their behaviour with regular feedback to parents.
- Meeting with parents to discuss behavioural and engagement concerns and discussing strategies and guidance to manage the behaviour.
- Complete Behaviour Tracking Sheet to monitor student progress.

Support from Coordinators

- Work with student, parents and all teachers to create, implement and review a Behaviour Support Plan.
- Referral to Health Care Professional/Specialists Services (internal/external) if deemed necessary (Counselling, Speech Therapy, Child Psychologist, Pediatrician, Occupational Therapist etc.) for student and family if required.

Leadership Support/Action

- Internal/External Suspension applied at the discretion of school leaders for ongoing inappropriate behaviour or serious misconduct. Student contract resulting in a probationary enrolment as part of re-entry following serious or ongoing inappropriate behaviour.
- The Use of Formal Conferences in situations of significant harm to relationships.
- Principal will negotiate consequences with student, parent and/or Wellbeing Coordinator/Head of Student Services to maximise a firm and fair approach which encourages students to take responsibility for their behaviour and to focus on the harm actions cause to relationships.
- Principal communicates possibility of enrolment termination based on insufficient/unimproved outcomes.
- Student Contract is prepared if termination is a possibility and signed by Principal, parent and student.
- Enrolment termination may be issued by Principal based on serious misconduct or ongoing inappropriate behaviour without improved outcomes.