



# BEHAVIOUR MANAGEMENT POLICY

## Rationale

Yering Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others. The school has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. Our individual learning plans and support staff cater for at risk students. Where necessary, external agencies work with students and families on a more targeted and individualised level. Ongoing behaviours are dealt with accordingly, with suspension from school being viewed as a last resort. The school places an emphasis on 100% attendance and recognises students who achieve this. Attendance is monitored throughout the day, and our teachers and Principal follow up student absences.

## Aims

To encourage the positive social development of students with the understanding that members of the school community are responsible for their own behaviour

To promote a positive approach to behaviour management and wellbeing through the use of effective teaching practices, the establishment of sound classroom management practices and a general school atmosphere that will be conducive to learning and co-operation

To develop a consistent whole school positive approach to school and classroom behaviour management

To assist each student to reach his or her potential from participation in school experiences

To foster communication and involvement between parents, teachers and students to ensure a safe, positive and supportive learning environment

## Guidelines

1. Implementation of this policy must take into account the Yering Primary School's Vision and Values
2. The whole school plan for implementation includes:
  - Structures for identifying and supporting students in need;
  - Agreed codes of acceptable behaviour;
  - Strategies for teaching appropriate behaviour; and
  - Strategies for recognising positive achievements and applying appropriate consequences for misbehaviour

3. Implementation of the plan for the professional development needs of all staff will enable them to develop and maintain positive relationships with their students
4. Regular information / reinforcement and update of any changes to policy be communicated to parents and students:
  - Through the newsletter
  - Whole School assemblies
5. Student behaviour will be regularly monitored by all staff. Reports of student support group meetings, interviews, incidents and consents will be maintained
6. Regular discussions regarding behaviour management will be held at staff meetings to ensure a consistent approach is adopted
7. Information regarding students that is deemed to be of value with regard to improving student's outcomes, be passed on to staff
8. Adherence to Department of Education and Training (DET) regulations regarding suspension and expulsion to be followed if other strategies have been unsuccessful in modifying student behaviour
9. School Council should ensure that the policy is reviewed regularly and that the processes used involve the greatest possible number of parents, teachers and students.

## Implementation

For the Behaviour Management Policy to be effective all parties involved need to be aware of the rights and responsibilities that they have within the policy. (See Appendix 1)

The Principal will provide leadership within the school to foster a cohesive and effective approach to wellbeing and behaviour management.

In this role they should:

- Support classroom teachers in the overall management of student behaviours
- Deal with the various legal aspects of wellbeing, which may include custody restrictions, police matters, DHS
- Communicate with parents and outside agencies in the areas of wellbeing and behaviour management as they affect students
- Take responsibility for overseeing appropriate support for members of the school community in the event of a crisis situation
- When requested, mediate disputes, assist with parent interviews and, in consultation, decide on appropriate action to deal with serious and/or persistent wellbeing or behaviour management matters
- Be responsible for student expulsions, and to ensure the *Procedures for Expulsion* are adhered to.
- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes
- Assist individual teachers in implementing positive behaviour support and restorative practices
- Document incidents relating to the management of student behaviours to inform decision making
- When concerns arise about a student's on-going behaviour, or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a Student Support Group involving parents/carers/wellbeing coordinator/classroom teacher/Principal

- Be responsible for disseminating information concerning student wellbeing and behaviour management to parents and/or teachers
  - When counselling students, parents and teachers on matters of wellbeing and behaviour management, staff should work in a team with appropriate school personnel such as the Student Welfare Coordinator and/or the Principal
    - Promote and organise wellbeing programs for the whole school
    - Forward information on students as they move through the school
    - Liaise with previous schools of students, where relevant
    - Monitor attendance and academic progress of students with the view to recognising students at risk
      - Where students interfere with their own or others' learning through misbehaviour on a regular basis, they will be referred to the Principal, so that appropriate action may be taken in accordance with the school behaviour management approach.
      - Coordinate student support structures that ensure the provision of wellbeing for students at the school. This necessitates liaison with and between students, staff, parents, Educational Psychologist, Speech Pathologist, Social Worker, and community support agencies.
        - Promote and assist all teachers in the use of restorative practices
        - Liaise and work with staff in supporting students at risk
        - Develop a positive school culture
        - Be familiar with the Behaviour Management Policy and be consistent in its implementation
        - Teachers must endeavour to implement a positive whole school approach to behaviour management and wellbeing within their classroom
          - Teachers will display positive behaviour statements in classrooms
          - Teachers ensure that each child is safe, valued and recognised within his or her classroom.
          - Teachers ensure that each child learns in their classroom
          - Teachers monitor student behaviour and attitude changes with the view to recognising students at risk. Concerns for students should be communicated to the Principal
            - Teachers use restorative practices to manage student issues
            - When breaches of the *Behaviour Management Policy* occur, classroom teachers must provide written documentation including strategies taken to deal with the problem before the matter is referred to the Principal
              - When repeated breaches of the *Behaviour Management Policy* occur, classroom teachers will communicate with parents
              - In extreme circumstances the threat is to be referred immediately to the Principal.
              - It is expected that students will develop responsibility for their own actions and an understanding of how their action may help or hinder the wellbeing of others
                - Students should be aware of their rights and responsibilities under the Student Code of Conduct and Behaviour Management Policy.

Yering Primary School will apply a range of consequences to address inappropriate student behaviour. Where a student acts in breach of the behaviour guidelines of our school community, we will institute a response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (*see <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>*).

Student engagement, regular attendance and positive behaviours will be supported through

relationship based whole school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- Establishing a predictable, fair and democratic classroom and school environment
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs, where appropriate, for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be supported through a response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Supporting the student's learning program
- Engaging in Restorative Practices.

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Principal, Student Welfare Officer, School Psychologist, etc

where appropriate

- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (sport, the arts, camps)
- Involving community support agencies
- Contact with the Regional Office

Disciplinary measures may be used as part of a response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals
- Contracts for conduct/attendance/bullying
- Detention
- Convening of a support group
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment will NOT be used at Yering Primary School under any circumstances.**

Suspension and expulsion are measures of last resort and are only applied when the grounds for

suspension and expulsion set out in the DET Guidelines have been met.

The school will follow the procedures listed in *Ministerial Order 625: Suspensions and Expulsions*.

Suspension and expulsion can only be approved by the Principal. Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### **School and Classroom Behaviour Management**

The success of the School and Classroom Behaviour Management Plan relies on its implementation by ALL staff on a consistent basis.

Expectations for students are:

1. Adhere to staff instructions promptly and respectfully
2. Respect the rights of others to:
  - Learn without disruption
  - Be free of physical and verbal abuse
  - Feel safe
  - Have property respected
3. Be punctual to class
4. Adhere to the School Uniform Policy
5. Stay within the school boundaries
6. Respect and care for school property

## **APPENDIX 1**

### **Rights and Responsibilities**

It is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

#### **Expectations and responsibilities of students:**

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program and extra curricula program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

#### **Expectations and responsibilities of parents/carers:**

Parents/ carers have a responsibility to:

- take an active interest in their child's educational progress;
- model and reinforce positive behaviours; and
- ensure their child's regular attendance.

They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

#### **Expectations and responsibilities of teachers:**

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching.

They are:

- to know how students learn and how to teach them effectively;
- know the content they teach;
- know their students;
- plan and assess for effective learning;
- create and maintain safe and challenging learning environments; and
- use a range of strategies to engage students in effective learning.

Teachers also have a responsibility to fairly, reasonably and consistently implement the *Student Engagement Policy and Behaviour Management Policy*.

All members have an obligation to ensure school property is appropriately used and maintained.

## **APPENDIX 2**

**Parent Code of Conduct**

**Student Code of Conduct**

**Staff Code of Conduct**