

SYNDAL SOUTH PRIMARY SCHOOL No. 4924

Behaviour Management Policy	
Policy Number: 2.4	Date Reviewed: August 2015
SYNDAL SOUTH PRIMARY SCHOOL No.4924	Date Ratified by Council: August 2015
	Date of Next Review: 2016

1. Student Behaviour

The 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. These prevention strategies assist our community to develop, maintain and enhance respectful 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 appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and extra-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our EAL, Reading Recovery and QuickSmart Numeracy programs provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our Restorative Practices and Student Welfare Worker programs are tailored to address students' personal and social learning at various stages of their primary education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the House System, the role of the school captains, leadership roles and buddy program. The school uses interpreters where appropriate to assist parents/ carers to engage in the learning and progress of their child both at interviews and parent forums

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET Psychologist and Social Worker.. External agencies such as Anglicare work with students and families on a more targeted and individualised level.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild relationships. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored each day, and student absences are followed up by our office staff. The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

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2. 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. (Refer to our Anti-Bullying Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

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 to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

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.

Teachers have a responsibility to demonstrate the standards set by the Australian Institute for Teaching, know students and how they learn; know the content and how to teach it, plan for and implement effective teaching and learning; create and maintain supportive and safe learning environments; assess, provide feedback and report on student learning; engage in professional learning; engage professionally with colleagues, parents/carers and the community. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

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

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate preparedness to engage in and take full advantage of the school program <i>effort</i> to do their very best <i>self-discipline</i> to ensure a cooperative learning environment and model the school values <i>respect</i> <i>resilience</i> <i>curiosity</i> <i>integrity</i> <i>care</i>	Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs Support their child in their preparedness for the school day and in the provision of a supportive home environment Monitor their child's school involvement and progress and communicate with the school when necessary Are informed and supportive of school programs and actively	The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

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		participate in school events/parent groups	
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> attend and be punctual for class every day that the school is open to students be prepared to participate fully in lessons 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> ensure that enrolment details are correct ensure their child attends regularly advise the school as soon as possible when a child is absent account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> In accordance with DETDET procedures the school will: Proactively promote regular attendance mark rolls accurately each day and follow up on absences Identify trends via data analysis Report attendance data in the school's Annual Report Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> take responsibility for their learning and have high expectations that they can learn take responsibility for their behaviour and its impact on others model the schools core values of respect, curiosity, resilience, integrity and 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> have high expectations of their child's behaviour and an understanding of the school's behavioural expectations Communicate with the school in regards to their child's circumstances Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and</p>

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	<ul style="list-style-type: none"> • care comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 		<p>focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Management Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- 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

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Inappropriate behaviours, including irregular attendance, will be supported through a staged 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
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Principal, Assistant Principal and Student Welfare Worker where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Time Out: teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to time out. / not completed work/
- Convening of a school support group.

When considering suspension or expulsion, the School follows the Department of Education and Training's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX A:

**OUR SCHOOL
MANAGING STUDENT BEHAVIOUR**

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- **Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.**
- **To be familiar with the School Behaviour Management Policy and be consistent in its implementation.**
- **Become practised in using Restorative Practices.**
- **When breaches of School Behaviour Management Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to the team leader.**
- ***In extreme circumstances the threat is to be referred immediately to the Principal Class.***

Responsibilities of Teaching Teams

A. Promotion of Positive Behaviours:

- 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.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Request admin staff to contact parents regarding absenteeism
- Admin staff will check and report on student absences each month at the Admin Meeting
- Staff will keep all staff and Principal Class informed on student management issues through our meeting schedules.

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Responsibilities of the Leading Teacher

The Leading Teacher is responsible for:

- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- To liaise and work with the Team Leaders in supporting “Students at risk”.
- To promote and assist all teachers in the use of Restorative Practices.

Responsibilities of the Assistant Principal

The Assistant Principal is responsible for:

- developing, implementing and evaluating the School’s Student Engagement Policy Guidelines
- assisting the principal to develop a whole school approach to student attendance.
- Supporting both classroom teachers and Team Leaders in the overall management of student behaviours.
- Induct new staff on the School’s Student Engagement guidelines.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood by the Team Leaders, and are adhered to.
- The Assistant Principal may also be the Principal’s representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The Principal is responsible for student attendances and expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

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Inappropriate behaviours, including irregular attendance, will be supported through a staged 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

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- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Leading Teacher, Assistant Principal, Principal and Student Welfare Worker where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies
- Contact with the Regional Office

Student Code of Conduct

Safety

You have a right to be safe

- Use school equipment safely.
- Move safely both inside and outside classrooms.
- Walk inside, using correct entrances and exits.
- Stay inside the school grounds and play in your area.

- **Treating others with Kindness and Respect** You have the right to be treated with kindness and respect. respect and accept each other's differences, opinions, cultures and beliefs.
- We talk politely to all people in our school.
- Always be friendly to each other and consider each other's feelings and needs.
- Be considerate and co-operative.
- Listen to and include others in games and activities.
- Be fair and listen to both sides of the story
- Try to solve problems together.

Bullying will not be tolerated

This means there will be NO:

Physical Bullying: including fighting, pushing, shoving, rude gestures, or invasion of personal space.

Verbal Bullying: including name calling, offensive language, rude words, putting people down behind their backs, picking on people because of their race, gender or religion.

Visual Bullying: Including hurtful or offensive notes or material, graffiti, or damaging other people's possessions.

Victimisation: Including stand-over tactics, picking on others, threats to 'get' people, or repeatedly leaving people out.

At our school it is your right and responsibility to report bullying, whether this happens to you or someone else.

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Learning

You have a right to learn

- Stay on task and participate in learning activities.
- Follow instructions and try to complete tasks.
- Cooperate with others and help them if they need it.
- Come to school and classes on time.
- Take it in turns to speak and listen to others.

School and Personal Property

Look after and use all belongings appropriately

- Your own property
- Other people's property
- School property

Classroom rules

Early each year teachers and students agree on a set of classroom rules to help create a positive learning environment.

Consequences

When relationships have been damaged between students or students and staff a Restorative Conference is used to rebuild and restore relationships.

For a serious incident the next step is to involve the parents/carers and Leading teacher or Principal class. Serious incidents can result in suspension or expulsion.

These measures will be used with discretion, depending on the nature of the problem.

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OUR APPROACH TO DISCIPLINE

SCHOOL RULES

Each year, teachers will establish a set of **classroom rules** for their own classes that are consistent with the whole school values and policies.

At Syndal South Primary School we have a consistent and positive approach to behavior that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:

- adherence to a whole school Restorative Practices Program.
- giving positive reinforcement to improve self-esteem, for example, student of the Week, Sandy Powell Environment Award, etc.
- acknowledging student achievements in the newsletter and at assemblies.
- encouraging friendships.
- requiring children to accept responsibility for their actions.
- providing adequate supervision in the school grounds.
- encouraging understanding and awareness of the school rules.
- encouraging active parent participation in student welfare.
- keeping anecdotal records of incidents by the classroom teacher

SANCTIONS

Breaches of classroom rules, school values or policies may incur some penalty or action. Penalties or actions will be a logical consequence of the misbehaviour.

For example, the consequences for inappropriate behaviour include:

A Restorative Chat- laminated cards with questions, are in the bum bags and should be used to assist students to move on from the problem.

Serious and continued breaches of rules may lead to suspension/expulsion procedures in line with Department of Education and Training guidelines.

Rights and Responsibilities of Students, Parents and Teachers

Students, parents and teachers have the right:	Students have a responsibility:	The Principal and the staff have a responsibility:	Parents and guardians have a responsibility:
<ul style="list-style-type: none">• To be accepted, valued and be treated positively and courteously.	<ul style="list-style-type: none">• To treat others in this way.	<ul style="list-style-type: none">• To treat others in this way.	<ul style="list-style-type: none">• To treat others in this way.
<ul style="list-style-type: none">• To learn and develop interests, abilities and ambitions in a secure environment without intimidation and to have support from the school	<ul style="list-style-type: none">• To come appropriately prepared• To work cooperatively in the group.• To be accountable for their	<ul style="list-style-type: none">• To attend all classes and school activities punctually.• To help all students develop their interests, abilities and ambitions with	<ul style="list-style-type: none">• To support students and the school in providing a quality education.• To support actions that are taken in accordance with the school discipline

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community to achieve this.	behaviour, both in and out of the class. <ul style="list-style-type: none"> To attend all classes and school activities punctually. 	effective, flexible and supportive teaching practices. <ul style="list-style-type: none"> To develop classroom management plans that are fair and consistent. 	policy. <ul style="list-style-type: none"> To regularly communicate with the school on the student's progress.
<ul style="list-style-type: none"> To equality and safety. 	<ul style="list-style-type: none"> To support the school in its efforts to maintain a safe, positive learning environment. To support school uniform policy. 	<ul style="list-style-type: none"> To ensure a safe, positive teaching and learning environment. To support school uniform policy. 	<ul style="list-style-type: none"> To support the school in its efforts to maintain a safe, positive teaching and learning environment. To support school uniform policy.
<ul style="list-style-type: none"> To have all property respected. 	<ul style="list-style-type: none"> To treat property respectfully. 	<ul style="list-style-type: none"> To promote responsible attitudes and behaviour towards school and personal property. To act as role models to the students in relation to positive personal attitudes and behaviour. 	<ul style="list-style-type: none"> To ensure that student property is clearly named. To support the school's endeavours to prevent interference with property.
<ul style="list-style-type: none"> To a clean, tidy and attractive school. 	<ul style="list-style-type: none"> To keep the playground free from rubbish and litter and to care for school facilities. 	<ul style="list-style-type: none"> To support and encourage practices that reflect the need to maintain and care for our school property and facilities. 	<ul style="list-style-type: none"> To support and encourage practices that reflect the need to maintain and care for our school property and facilities. To contribute to the maintenance and upkeep of the school environment through working bees or financial contributions.