

Student Behaviour Management Policy

1. Student Behaviour – Concongella Context

Concongella 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. Concongella Primary 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.

Concongella Primary 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 co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Student leadership capacity is fostered through the Junior School Council, the groups system and the role of the school leadership team..

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. 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. Attendance is monitored throughout the day, and student absences are followed up by the Principal.

Concongella Primary 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. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

2. Rights and Responsibilities:

It is the right of all members of Concongella Primary 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.

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 Victorian Institute of Teaching. That is, 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 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 | Demonstrate <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work | <ul style="list-style-type: none"> • 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 participate in school events/parent groups | <ul style="list-style-type: none"> • 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 |

| | | | |
|--|--|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Attendance</p> | <p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness | <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 | <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson 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 support, encouragement and achievement • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes | <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 schools 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 wellbeing 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 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> |
|------------------|---|--|--|

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

5. School Action and Consequences

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

Student engagement, regular attendance and positive behaviours will be supported through positive behaviour model based on whole-school classroom practices, including targeted and individualised support when required. 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 for all 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
- Utilising ClassDojo as our recording method
- Including the ClassDojo donut graphic in our mid and end or term reports.

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” where appropriate

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs
- 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 contracts to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

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

APPENDIX A:
CLASS DOJO MODEL

CLASS DOJO



Positi

Need

ves:

s

DOUBLE
STICKERS

10 MINS
TIME OUT



Points

3 in a

10 MINS
FREE TIME

15 MINS
REFLECTION

points

5 in a

PRICE BOX

AT ANY TIME:
-5 = BEHAVIOUR CONTRACT

LETTER TO
PARENTS

points

10 in

STAFF
MORNING

a day



points

APPENDIX B: 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 and implement the following two documents: “Protocols for Maintaining an Orderly Learning Environment” and “Learning Environment: Rights and Responsibilities”.
- To be familiar with the College Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of College Behaviour 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 Sub School Manager.
- In extreme circumstances the threat is to be referred immediately to the Principal Class.

Responsibilities of the Principal:

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 patters 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
- Follow up absences on a daily basis
- Organise Attendance meetings where appropriate
- Develop the Student Mapping Tool.

Key Reference

| | |
|---|---|
| Effective Schools are Engaging Schools - Student Engagement Policy Guidelines | DEECD - Child Health and Wellbeing |
| Charter of Human Rights | http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/ |