

# BEHAVIOUR MANAGEMENT POLICY

## School Context

At Goornong Primary School we are committed to providing a safe and happy environment for all students who attend our school. Offering a safe, secure and engaging environment in which to learn ensures that every student has the opportunity to succeed and reach their full potential.

Our school works collaboratively with students to promote fair and respectful behaviours based on the school's values of respect, honesty, teamwork and care; as well as social expectations and positive peer relationships.

## Rights

All members of the Goornong Primary School community have the right to experience a safe, pleasant and supportive teaching and learning environment.

- All students, parents and teachers have the right to be valued and treated with respect.
- Students have a right to work, learn and play in a secure environment where they are able to reach their full academic and social potential.
- Teachers have the right to teach in an atmosphere of order and cooperation.
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

## Responsibilities

All students, parents and teachers of Goornong Primary school have a responsibility to uphold the rights of others.

### ***Students have a responsibility to;***

- Allow others to work without being bothered.
- Participate in and complete classroom activities.
- Respect others.
- Take care of all property, including property belonging to the school and others.
- Come to school and arrive to class on time.
- Obey school rules.
- Take messages home.
- Practise good personal cleanliness.
- Be cooperative and fair at sport and play.
- When on outside school activities continue to obey school rules.
- Be courteous and respectful to all people involved in school programs, including all visitors to our school.
- Act honestly and accept the consequences of their actions.

### ***Teachers have a responsibility to;***

- Implement the *Behaviour Management Policy* fairly, reasonably and consistently.
- Ensure that all students are safe and happy in their school environment.
- Consider the needs of all students and treat them respectfully.

- Provide a tidy and engaging learning environment for all students.
- Promote an environment, which maximises the opportunity of all students to strive for excellence.
- Provide and promote positive role models for students at all times.
- Inform parents of their child's performance at school.
- Treat all children equally, regardless of gender, race or religion.
- Promote positive relationships amongst all students.

***Parents have a responsibility to;***

- Ensure their child attends school.
- Take an interest in their child's education.
- Ensure their child arrives at school well-rested and ready for the day ahead.
- Support the *Behaviour Management, Student Engagement and Wellbeing* and *Uniform* policies.
- Support the principal and staff in their efforts to maintain a positive teaching and learning environment.
- Communicate all matters that may affect their child's learning.
- Clarify matters involving student discipline with the school when receiving a report from their child.
- Notify the school with a reason when their child is absent.

**Actions**

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment IS NOT used at Goornong Primary 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. Whole school actions 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 and recognising the achievements of 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.
- 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 SSSO support services.
- Mentoring and /or counselling.
- Convening Student Support Group meetings.
- Developing individual learning, behaviour or attendance plans.
- Involving community support agencies.
- Contact with the DEECD Regional Office.
- Implementing DEECD discipline procedures, including those for 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 or wellbeing of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges (playtime and lunchtime).
- Withdrawal from classroom (in-school suspension).
- Withdrawal from special activities such as camps, excursions, incursions or special events.
- Implementation of a Behaviour Management Plan to monitor behaviour.
- Convening of a Student Support Group.

When considering suspension or expulsion, the school follows the Department of Early Childhood and Development's procedures.

**Evaluation:**

<b>Date Reviewed</b>	17.02.2020
<b>Approved By</b>	School Council
<b>Approval Authority (Signature &amp; Date)</b>	
<b>Communication Procedures</b>	<ul style="list-style-type: none"><li>▪ Parents –Via school website. Mentioned in newsletter.</li><li>▪ Staff – Via Induction pack.</li></ul>
<b>Next Review Date</b>	Feb 2023 or as necessary.

**APPENDIX A:**  
**GOORNONG PRIMARY SCHOOL**  
**MANAGING STUDENT BEHAVIOUR**

At Goornong Primary School we are committed to providing a safe and happy environment for all students who attend our school. Offering a safe, secure and engaging environment in which to learn ensures that every student has the opportunity to succeed and reach their full potential.

A well-organised classroom with clear expectations and approaches to student behaviour is the cornerstone to effective student management.

**Responsibilities of classroom teachers**

- Involve and engage all students in the establishment of democratic classrooms.
- Ensure that classroom rules are designed to ensure a safe and secure learning environment which promotes learning as the key focus.
- To be familiar with the school's Behaviour Management Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- Implement the Staged Response to student misbehaviour.
- When serious breaches of the school's Behaviour Management Policy occur, to maintain detailed records of the incident and to report the incident to the Principal.
- Participate in review of the school's *Student Engagement and Wellbeing* policy.

**Responsibilities of the Principal**

- 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 parent/carers.
- Articulate high expectations of attendance to all members of the school community
- Implement DEECD procedures for attendance issues.
- Developing, implement and evaluate the school's Student Engagement and Wellbeing policy in conjunction with staff.
- Developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- Supporting both classroom teachers in the overall management of student behaviours.
- Monitor attendance and behaviour across the school.
- The Principal is responsible for student suspensions and expulsions, and to ensure that DEECD procedures are adhered to.

## Staged Response to Dealing with Student Behaviour

### *“Behaviour we ignore is behaviour we accept!”*

<p><b>1<sup>st</sup></b> – a friendly verbal reminder that the student is engaging in negative behaviour.</p>	<ol style="list-style-type: none"> <li>1. Remain calm and be pleasant.</li> <li>2. Give rights based warning, <i>“Billy, your talking is disrupting other students. Please be quiet.”</i></li> <li>3. Allow take-up time.</li> </ol>
<p><b>2<sup>nd</sup></b> – a second verbal reminder that the student has continued to engage in the negative behaviour and that if the behaviour continues there will be a consequence (such as removal to a quiet space, name on board or missing out on a portion of playtime).</p>	<ol style="list-style-type: none"> <li>1. Remain calm but more assertive.</li> <li>2. Reassert, <i>““Billy, your talking is disrupting other students.”</i></li> <li>3. Give choice, <i>“If I have to speak to you again you will have to...”</i></li> </ol>
<p><b>3<sup>rd</sup></b> – verbally identifying the behaviour for a third time and enforcing the consequence.</p>	<ol style="list-style-type: none"> <li>4. Follow through with graded consequences:             <ol style="list-style-type: none"> <li>a. Move student to another seat or quiet space.</li> <li>b. Remove student from learning space for time out.</li> <li>c. Arrange restorative discussion between Principal and student.</li> </ol> </li> </ol>

Level	Student behaviour	Consequences of behaviour
1	<p><b><i>The student...</i></b></p> <ul style="list-style-type: none"> <li>• Disrupts other students in the classroom.</li> <li>• Is uncooperative.</li> <li>• Is disrespectful.</li> <li>• Cheats, or plays in a way that is uncooperative.</li> <li>• Engages in unsafe play.</li> <li>• Unintentionally hurts others due to careless behaviour.</li> <li>• Does not produce their best work or apply themselves to a learning task.</li> <li>• Teases others.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming of negative behaviour and how it is affecting others / self.</li> <li>• Remind student of the expectations regarding their behaviour at this school.</li> <li>• Playtime or lunchtime detention to complete unfinished learning tasks.</li> <li>• Redirection to task or game.</li> <li>• Sitting out within classroom or yard.</li> <li>• Monitor behaviour.</li> </ul>

Level	Student behaviour	Consequences of behaviour
2	<p><b><i>The student...</i></b></p> <ul style="list-style-type: none"> <li>• Continually breaches Level 1 behaviours.</li> <li>• Continually disrupts / harms other students.</li> <li>• Is disruptive, rude or insolent.</li> </ul>	<ul style="list-style-type: none"> <li>• Time out of classroom or playground.</li> <li>• Discussion with principal regarding the behaviour and why it is unacceptable.</li> <li>• Record of behaviour kept in school</li> </ul>

	<ul style="list-style-type: none"> <li>• Shows poor attitude.</li> <li>• Refuses to follow instructions.</li> <li>• Behaves in a manner that infringes upon the rights of others.</li> <li>• Leaves the classroom without permission.</li> <li>• Swears, fights or bullies (including cyber-bullying).</li> <li>• Damages school property.</li> </ul>	<p>discipline book by principal.</p> <ul style="list-style-type: none"> <li>• Parent contacted and informed.</li> </ul>
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Level	Student Behaviour	Consequences of Behaviour
3	<p><b><i>The student...</i></b></p> <ul style="list-style-type: none"> <li>• Continues to breach Level 2 behaviours.</li> <li>• Demonstrates behaviour which may endanger the safety of staff or other students.</li> <li>• Makes no effort to improve / address Level 2 behaviours.</li> <li>• Continues to demonstrate behaviours that ignore the rights of others.</li> <li>• Demonstrates serious or dangerous violation of the code of conduct.</li> <li>• Repeated bullying (including cyber-bullying).</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meeting / discussion regarding school expectations.</li> <li>• Establishment of behaviour management plan between principal, parents and student.</li> <li>• Exclusion from playground for extended period of time until principal is satisfied that student is able to meet expectations for appropriate behaviour.</li> <li>• Suspension of the student from school as per Department of Education and Early Childhood Development guidelines. Period of suspension to be decided by the principal.</li> <li>• Record of behaviour kept in school discipline book by principal.</li> </ul>

Level	Student behaviour	Consequences of behaviour
4	<p><b><i>The student...</i></b></p> <ul style="list-style-type: none"> <li>• Fails to adjust behaviours displayed at Level 3.</li> <li>• Is behaving totally unacceptably and is making no effort to improve.</li> <li>• Presence at the school is detrimental to the education or wellbeing of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with Department of Education and early Childhood Development regarding options.</li> <li>• Parent meeting.</li> <li>• Expulsion from Goornong Primary School.</li> </ul>

## APPENDIX C:

### GENERAL LEARNING ENVIRONMENT RULES AND RESPONSIBILITIES

- Use school equipment safely.
- Walk rather than run.
- Keep our school tidy.
- Ask before borrowing other peoples' belongings.
- Sit properly on your chair.
- Listen when others are speaking.
- Act in a way that does not disrupt others.
- Follow all instructions given by teachers.
- Eat and drink away from computers.
- Raise your hand if you wish to speak.
- Act in a way that does not endanger the safety or wellbeing of others.
- Ask before leaving your learning space.

#### Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="#">DEECD - Child Health and Wellbeing</a>
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>