



# STUDENT BEHAVIOUR MANAGEMENT POLICY & PROCEDURES



## 1. Student Behaviour – School Context

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. [Link to Student Code of Conduct and Appendix A](#)

Foster 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.

Foster Primary School proactively develops positive relationships through the SWPB, Kismatter, RRRR and Restorative Practises\*. (See [Students Wellbeing and Engagement Policy](#))

Students receive additional support via differentiated curricula, intervention programs and through the Student Support Services and our Welfare Officer. (See Appendix A: Foster Primary School Support Plan).

\*Restorative Practices are guided conversations led by teachers between pupils to resolve issues between students

## 2. Rights and Responsibilities:

It is the right of all members of the Foster 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. (Refer to our [Bullying & Harassment Policy](#), [eSmart Policy](#), [Acceptable Use of Technology 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 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 and Wellbeing Policy and Behaviour Management Policy.

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.

### 3. Shared expectations:

|  | Students   | Parents/Carers  | Principals/Teachers & Staff   |
|--|--|---|---|
| <b>Engagement (participation in the classroom and other school activities)</b> | Demonstrate:-<br><b>Preparedness</b> to Learn to Learn, engage in and take full advantage of the School program.<br><b>Effort</b> to do their very best<br><b>Self-discipline</b> to ensure a cooperative learning environment and model the school values: Be Respectful, Be Safe, Be a Learner, Be Caring                      | Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.<br>Support their child in their preparedness for the school day and in the provision of a supportive home environment.<br>Monitor their child's school involvement and progress and communicate with the school when necessary.<br>Are informed and supportive of school programs and actively participate in school events/parent groups. | The school will comply with its <a href="#">duty of care</a> (link) obligations and have a responsibility to provide an educational environment that can effectively engage all students.<br>The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.   |
| <b>Behaviour</b>   | Students are expected to:<br>Take responsibility for their learning and have high expectations that they can learn to learn.<br>Take responsibility for their behaviour and its impact on others.<br>Comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes. | Parents/Carers are expected to :<br>Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations.<br>Communicate with the school in regards to their child's circumstances.<br>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.<br><br><a href="#">Link to Student Code of Conduct (our norms)</a> and <a href="#">Expectations Appendix A.</a>     | 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<br><a href="#">Link to SWBB</a> and <a href="#">RRRR</a> (link to department document)<br><br>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.<br><br>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. |

### 4. Inappropriate Behaviour

Details of inappropriate minor and major behaviours both in and beyond the classroom are documented in detail in our [Schoolwide Positive Behaviours Matrix](#)

## 5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment is NOT used at this 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 practices include:-

- Promotion of positive behaviours through SWPB and RRRR.
- Predictable, fair and democratic classrooms and school environments.
- Student participation in the development of classroom and whole school expectations.
- Personalised learning programs provided where appropriate for individual students
- Consistently acknowledging all students.
- Multiple opportunities for students to take responsibility and be involved in decision-making.
- Physical environments conducive to positive behaviours and effective engagement in learning.
- Familiarisation with the School's Behaviour Policy and being consistent in its implementation.
- Use of restorative practices.
- Use of behaviour logs to monitor behaviour
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Broader support strategies include:

- Involvement and support of the parent/carer
- Involvement of the Student Welfare Officer and Student Support Services
- Mentoring and /or counselling
- Student support group meetings
- Individualised learning, and/ or behaviour plans
- Broad educational programs ( e.g Kitchen Garden, camps)
- Community support agencies
- Contact with the Regional Office

When breaches of the School's Behaviour Policy occur, classroom teachers must follow protocol.

Inappropriate behaviours are supported through a staged response, including:

- Use of the [Teacher Response to Behaviours Flowchart](#)

If a student fails to respect the classroom environment then the teacher may implement the following actions:

- Change of seating position in the classroom
- Direct student to work away from the classroom
- Direct student to work from another teacher's class for the duration of the lesson and inform parents as necessary
- Yard Duty
- Withdrawal of privileges

- Behaviour Form – contact with parents
- Red Card – removal to another classroom to complete a Behaviour Form
- Referral to Principal and contact with parents.
- **Extreme circumstances of threat must be referred immediately to the Principal.**
- Incidents are documented which relate to the management of student behaviours and inform decision making. When concerns arise about a student’s on-going behaviour or when a student is displaying chronic patterns of problem behaviour, a targeted response is implemented to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator. [Student Support Plan](#) clearly outlines this process.

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.

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).

Principal must ensure the *Procedures for Suspension and Expulsion* are adhered to and well documented.

Key References

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

## Appendix A

### Classroom Behaviour – Our Expectations

At Foster Primary School we have high expectations around children's behaviour and we are very proud of the way our children behave.



#### We believe that:-

- The children should always do and be their best and be proud of this
- Children should respect themselves and each other
- Children should be responsible for theirs and others' behaviour and learning
- We must develop as resilient learners, demonstrating reciprocity
- Teachers and students should model appropriate behaviours
- Teachers maintain a safe and nurturing environment using restorative practices
- Positive behaviours should be reinforced, the language of learning and doing our best should be promoted constantly
- Consistent boundaries across the school around good behaviour are in place and consequences followed through

Sometimes children do the wrong thing. We all make mistakes. However, doing the wrong thing deliberately will not be tolerated, neither will disrespect for self or others.

#### In our classrooms we:-

- Ensure expectations around behaviours are explicit – we have classroom rules and each child (and their parent) signs the [Student Code of Conduct](#)
- Use the language of Learning to remind students when their behaviour is inappropriate
- Have a warning system ie: use the [Negative Consequences Chart](#)
- Use restorative practice when there is conflict between peers as the first step
- Ensure consequences are followed though and are appropriate for that child in that instance
- Use [behaviour forms](#) when a child swears offensively, is aggressive, fights and hurts others, threatens or intimidates others, disobeys a teacher, wilfully damages property, leaves school grounds without permission, steals or uses technology inappropriately
- Use the 'red card' if a child needs to be removed from a classroom or immediate assistance is required
- Seek assistance from the Principal when none of the above have worked