



# Dinjerra Primary School

## BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE

### 1. Student Behaviour – School Context

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. The school has been involved in the School Wide-Positive Behaviour for Student Engagement and Learning (SW-PBSEL). There are also intervention strategies in place to address inappropriate behaviours that 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 co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning to ensure student literacy and numeracy needs are being addressed. Our pastoral and leadership 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 funded students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, leadership camps and activities and through the role of the school, class and sport's captains.

Students receive added support in their learning through our community networks. These networks include School Focus Youth Services, Maribyrnong City Council and the Ardoch Foundation and CASEA program.

The school uses interpreters where appropriate to assist parents/carers to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team that includes the DEECD Psychologist, Social worker, Speech Therapist and the Primary Welfare Officer. External agencies work with students and families on a more targeted and individualised level.

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 throughout the day, and student absences are followed up firstly by the classroom teacher and if persistent, by our Primary Welfare Officer. Attendance conferences are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy.

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. Teachers also have the right 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 consistently implement the Dinjerra SW-PBSEL policies and practices.

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

## 3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate <ul style="list-style-type: none"> <li>● <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>● <b>effort</b> to do their very best</li> <li>● <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>● <b>team work</b></li> </ul> <i>In keeping with the school's values, it is expected that students will work together in an harmonious and supportive manner.</i>	<ul style="list-style-type: none"> <li>● Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>● Support their child in being prepared for the school day by providing them with breakfast, a packed lunch and by ensuring that they are dressed in a clean school uniform. A supportive home environment is crucial in a child achieving their full potential in school.</li> <li>● Monitor their child's school involvement and</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>



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		<p>progress and communicate with the school when necessary</p> <ul style="list-style-type: none"> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled school holidays</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• Mark rolls accurately each lesson and follow up on absences</li> <li>• Identify trends via data analysis</li> <li>• Report attendance data in the school's Annual Report</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• take responsibility for their learning and have high expectations that they can learn</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• model the schools core values of 'We are Learners', 'We are Thoughtful' and 'We are Safe'.</li> <li>• comply with the school's Behaviour Policy and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• communicate with the school in regards to their child's circumstances</li> <li>• cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<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 focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues, based on the School Wide Positive Behaviours model adopted by the school.</p>



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			<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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## 4. 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 relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms 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 and positively 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 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 school policies as developed by the SW-PBSEL team.



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Broader support strategies may include:

- Involving and supporting the parent/carer
- Involving the Assistant Principal, the Primary Welfare Officer and SSSO
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (camps, excursions and incursions)
- 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 that 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
- 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 after school 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, the school follows the Department of Education & Early Childhood and Development procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

## **APPENDIX B: DINJERRA PRIMARY SCHOOL MANAGING STUDENT BEHAVIOUR**

Effective schools are engaging schools that 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, use the SW-PBSEL 5 positive statements to one negative statement model, 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 school's SW-PBSEL Policy and be consistent in its implementation.
- Become practised in using restorative practices.



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- When breaches of a school's SW-PBSEL policies occur, classroom teachers must follow protocol. Classroom teachers must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to the Assistant Principal.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

## **Attendance:**

- Articulate high expectations of attendance to your students and their parents
- Follow up absences on a daily basis and keep the Primary Welfare Officer, the Office Administration and the Assistant Principal informed on student management issues.
- Organise Attendance Conferences where relevant.

## **Responsibilities of the Primary Welfare Officer**

- Being a member of the school's SW-PBSEL team
- Provide advice and support to classroom teachers and the principal class about student welfare and discipline issues.
- To liaise and work with the classroom teachers in supporting "Students at risk".
- To promote and assist all teachers in the use of SW-PBSEL processes & restorative practices.
- Induct new staff on the school's SW-PBSEL guidelines and behavior policies.
- To provide support and advice to families of students who are experiencing significant welfare issues that are impacting on their children's learning.

## **Responsibilities of the Assistant Principal:**

### **Promotion of Positive Behaviours:**

- Be a member of the SW-PBSEL team
- 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/Primary Welfare Officers.
- Implementing and evaluating the School's Student Engagement Policy Guidelines
- 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.
- Monitoring the attendance strategy and Behaviour Policy.
- 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 suspensions and expulsions, and to ensure the Procedures for Expulsion are adhered to.

## **School Action and Consequences**

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- Providing physical environments conducive to positive behaviours and effective engagement in learning

**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
- Explicitly teaching the school's 3 key SW-PBSEL values.
- Engaging in "Restorative Practices"

**Broader support strategies may include:**

- Involving and supporting the parent/carer
- Involving the Principal, Assistant Principal, Classroom Teacher, Primary Welfare Officer and DEECD Guidance Officer where appropriate
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (camps, excursions & incursions)
- Involving community support agencies
- Contact with the Regional Office

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>AP &amp; PWO</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>● Students must obey all reasonable requests of staff.</li> <li>● Students must never physically or verbally abuse others.</li> <li>● Students must always treat others with respect.</li> <li>● Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>● Students must respect the property of others.</li> <li>● Students must bring correct equipment to all classes</li> <li>● Students must work to the best of their ability.</li> </ul>	<p>Follow the "5 Steps to Classroom Control":</p> <ol style="list-style-type: none"> <li>1. Remain calm</li> <li>2. Warn with rights based warning "Your behaviour is disturbing others, please stop".</li> <li>3. Reassert "I understand and we can discuss this later. Right now please..."</li> <li>4. Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, after school etc</li> <li>5. Follow through with graded consequences:               <ol style="list-style-type: none"> <li>a. Move student to another seat / isolated area of the classroom</li> <li>b. Seat student outside of classroom on chair</li> </ol> </li> </ol>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> <li>● Speak with the student prior to actioning</li> <li>● Behaviour sheet</li> <li>● Attendance sheet</li> <li>● Restorative chat with affected parties</li> <li>● Behaviour Plans</li> <li>● Student Contract</li> <li>● Parent contact</li> <li>● Student support conference</li> <li>● Detention</li> <li>● In house suspension</li> <li>● Recommendation to externally suspend and referral to AP/Prin</li> </ul>



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	<p>for 10 minutes with a task and organise for conference after class(restorative chat)</p> <p>c. Remove to another classroom for time out</p> <p>d. Organise conference / restorative chat to include AP &amp; PWO.</p> <p>Continued misbehaviour warrants:</p> <p>a. Incident Report to AP</p> <p>b. Contact with parent after consultation with AP</p>	
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>Students must be on time to all classes</li> <li>Students who are late to period one must report to the general office to get a late pass.</li> <li>Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. Notification from home must accompany all absences.</li> </ul>	<p>Speak to students about lateness and report to AP if on-going.</p>	<p>Speak to students about lateness issues. Organise a parent conference to resolve the issue.</p> <p>Follow through with student and/or parent/guardian/carer After three days' absence, inform the AP who will get the PWO to ring home to see if there is a problem.</p>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>Students must adhere to the school uniform requirements.</li> </ul>	<p>Speak to students about any uniform issues and if possible, speak to their parents. If the problem is of a welfare nature, speak with the PWO who can contact the parents to see what support the school can provide.</p>	<p>If a problem persists, inform the AP.</p>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>Students must not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person(see harassment/anti bullying policy).</li> <li>Electronic devices must not be used without permission.</li> <li>Students must not use prohibited substances.</li> <li>Students must move around the school in an orderly fashion. All members of the school are required to promote</li> </ul>	<p>Challenge behaviours and where relevant, inform classroom teachers, PWO or AP.</p> <p>Confiscate mobile phones and take them to the General office for pick up by parents. Report to Principal Class</p> <p>Challenge behaviours referring to school's SW-PBSEL Values – especially 'We are Safe'.</p> <p>Challenge Behaviours referring to school's SW-PBSEL Values –</p>	<p>Inform classroom teachers, PWO and AP who will most likely choose to contact parents. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to school assembly, referral to Guidance Officer and/or counselling.</p> <p>Some cases may warrant immediate suspension. Referral to AP</p> <p>Inform Principal Class. Students were removed from the classroom and parents contacted to collect students. May warrant immediate suspension.</p>





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<p>a safe and healthy environment.</p> <ul style="list-style-type: none"> <li>● In the interest of hygiene students must not spit.</li> <li>● It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<p>especially 'We are Safe' and 'We are Thoughtful'</p>	<p>If no positive response from students impose consequences e.g. clean up duties.</p> <p>If no positive response from students impose consequences e.g. clean up duties.</p>
<p>Property and security</p> <ul style="list-style-type: none"> <li>● Students are to respect all school property.</li> <li>● Students must return borrowed school material on time.</li> <li>● Classrooms must be left neat and tidy.</li> <li>● The yard must be kept clean and all rubbish must be binned.</li> </ul>	<p>Challenge behaviours referring to the school's SW-PBSEL Values of 'We are Safe' and 'We are Thoughtful'.</p> <p>If appropriate, impose consequences e.g. clean up duties or detentions.</p> <p>For repeated offences, referral to AP.</p>	<p>Challenge behaviours referring to the school's SW-PBSEL Values of 'We are Safe' and 'We are Thoughtful'.</p> <p>If appropriate, impose consequences e.g. clean up duties or detentions.</p> <p>For repeat offenders, referral to AP.</p>

## REVIEW CYCLE

### POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2021
Approved by	School Council
Next scheduled review date	August 2023