



## BEHAVIOUR MANAGEMENT POLICY

### **PURPOSE:**

Box Hill North Primary School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values and positive peer relationships.

### **GUIDELINES:**

#### **Student Behaviour:**

Box Hill North 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. There are intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Box Hill North 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 role of house captains and the role of the school captains.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported across the school in individual classrooms as well as through the DEECD Psychologist and On Psych services.

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

#### **Rights and Responsibilities:**

It is the right of all members of the school community to experience a safe 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. All members have an obligation to ensure school property is appropriately used and maintained.

### **SHARED EXPECTATIONS**

#### **Engagement: (participation in the classroom and other school activities)**

Students:

- Demonstrate 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

Parents/ Carers:

- 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

Teachers/ school staff:

- 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

#### **Attendance:**

Students:

All students are expected to:

- attend and be punctual for school
- be prepared to participate fully in lessons

Parents/ Carers:

Parents/Carers are expected to:

- ensure that enrolment details are correct
- ensure their child attends regularly
- accompany their child to the school office if arriving late
- advise the school as soon as possible when a child is absent
- account for all student absences
- support their child's learning during absences and work with the school to reintegrate students after prolonged absences

Teachers/ school staff:

In accordance with DEECD procedures the school will:

- Proactively promote regular attendance
- mark rolls every morning and afternoon online
- Identify trends via data analysis
- Report attendance data

#### **Behaviour:**

Students:

All students are expected to:

- take responsibility for their learning and have high expectations that they can learn
- take responsibility for their behaviour and its impact on others

Parents/Carers:

Parents/Carers are expected to :

- 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

Teachers/ school staff:

The school will deliver :

- an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child
- the school will employ whole school and classroom practises to establish a climate in which appropriate behaviour is the norm for all students and focus on implementation of preventative and early intervention strategies to deal with attendance and behavioural issues

### **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.

- 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

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

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Assistant Principal who is the Director of Student Engagement and Well-Being,
- 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
- 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.

### **IMPLEMENTATION OF POLICY**

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.

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

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours to improve student behaviour management outcomes.
- 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.

#### **Attendance:**

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal informed on student management issues.

#### **Responsibilities of the Leading Teacher of Engagement and Well-Being:**

The Leading Teacher of Engagement and Well-Being is responsible for:

- developing, implementing and evaluating the Student Engagement Policy
- developing prevention and early intervention programs and strategies that contribute to a positive school culture
- develop a whole school approach to student attendance
- supporting teachers in the overall management of student behaviours

#### **School Action and Consequences:**

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 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

**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

**Broader support strategies will include:**

- Involving and supporting the parent/carer
- Involving the Leading teacher of Student Engagement and Well-Being and guidance officer where appropriate
- Mentoring and /or counselling
- Developing individualised learning, behaviour or attendance plans

**This policy was ratified by School Council: August 2014**

**Next policy review: 2018**