



# BEHAVIOUR MANAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

To be read in conjunction with the Diamond Creek Primary School Student Engagement Policy

## Rationale

Every member of the Diamond Creek Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect.

## Whole-school prevention statement

At Diamond Creek Primary School our aim is to develop a robust learning community with positive management and engagement strategies that enable the highest-level student learning outcomes. Under no circumstances will corporal punishment be used by any adult including staff, CRTs, parents or visitors, as a disciplinary measure.

## Student engagement and wellbeing

In terms of student engagement and wellbeing, we strive to:

- Build a positive and consistent learning environment with clear student routines and high expectations for behaviour and uniform;
- Build positive and professional staff-student relationships;
- Communicate clear expectations about attendance, participation and positive social behaviours; and
- Maintain effective partnerships with key agencies and student support services.

## Rights and responsibilities

### **Equal Opportunity**

We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

### **The Charter of Human Rights and Responsibilities**

We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a concomitant responsibility to respect the human rights of others.

### **Students with Disabilities**

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

## **Bullying and Harassment**

See separate Positive Relationships/ Anti Bullying Policy.

## **Rights and Responsibilities of the School Community**

Our school rules, values, rights and responsibilities are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.

### **Rights and Responsibilities of Students**

<b>Rights</b>	<b>Responsibilities</b>
Students have a right to: <ul style="list-style-type: none"><li>• Learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyberbullying.</li><li>• Participate fully in the school's educational program.</li><li>• Receive reasonable assistance to resolve school-related problems.</li><li>• Receive ongoing communication and feedback about their progress</li></ul>	Students have a responsibility to: <ul style="list-style-type: none"><li>• Follow the school rules for class behaviour and in the yard, staff instructions and uniform requirements.</li><li>• Take responsibility for their own and others' behaviour and learning.</li><li>• Display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community.</li><li>• Care for the school environment.</li><li>• Attend school regularly and participate fully in learning programs.</li><li>• Develop into independent learners who set and achieve learning goals and manage resources effectively.</li></ul>

### **Rights and Responsibilities of Parents and Carers**

<b>Rights</b>	<b>Responsibilities</b>
Parents and carers have a right to expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.	Parents and carers have a responsibility to: <ul style="list-style-type: none"><li>• Ensure their child's prompt arrival and regular attendance at school.</li><li>• Show an active interest in their child's schooling and progress.</li><li>• Initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible.</li><li>• Display and model positive behaviours and values.</li></ul>

### **Rights and Responsibilities of Staff (Teachers and School Leadership Team)**

<b>Rights</b>	<b>Responsibilities</b>
Staff have a right to: <ul style="list-style-type: none"><li>• Teach in an orderly and collaborative environment.</li><li>• Be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students.</li></ul>	Staff have a responsibility to: <ul style="list-style-type: none"><li>• Follow the Victorian Institute of Teaching's Teacher Code of Conduct, Professional Standards, and uphold an active, professional and positive presence, including Professional Learning.</li><li>• Consistently and fairly implement the Code of Conduct.</li><li>• Display, model and teach the school values and positive social behaviours.</li><li>• Acknowledge student efforts and results in both curriculum and behaviour.</li><li>• Set the scene at lesson commencement and clearly communicate expectations.</li><li>• Implement effective teaching strategies and use assessment data to drive teaching and learning.</li><li>• Create and maintain safe and stimulating learning environments.</li><li>• Initiate and maintain regular and constructive communication with students and parents about</li></ul>

learning, engagement and wellbeing.

- Organise connections for students with appropriate student services.

### **Shared Expectations**

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education.

As a high priority, we will progressively develop a core set of school values – respect, cooperation, persistence and (striving for) excellence. These values will be aligned with the human rights listed above: freedom, respect, equality and dignity.

We bring our school values to life through our behaviours and interactions with each other.

We will display and model our school values through behaviours such as the following:

- Attending school on time and arriving promptly to each lesson;
- Preparing properly for school and for each lesson;
- Meeting appearance, dress and uniform standards;
- Moving safely through the school environment;
- Participating fully in learning activities;
- Attentively following instructions;
- Listening to each other;
- Treating each other with respect, courtesy and fairness;
- Valuing the particular individual strengths and differences of others;
- Demonstrating and monitoring our own learning progress;
- Attempting learning tasks to the best of our ability;
- Making appropriate choices, even without supervision; and
- Inclusive teaching and learning practices.

### **School Actions and Consequences**

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment;
- Developing, modelling, teaching and encouraging a set of core school-wide values, rights and responsibilities and shared expectations;
- Acknowledging positive behaviours and celebrating effort and achievement;
- Discouraging inappropriate behaviours;
- Empowering students to be involved in school decision-making and leadership activities;
- Applying professional judgment to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs;
- Identifying students at risk of disengagement from learning in a timely manner;
- Monitoring, measuring and communicating progress with students and parents in a timely manner;
- Rigorously monitoring, recording and following up student absence in a timely and rigorous manner;
- Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance;
- Using out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, the Principal, counsellors, psychologists and youth workers;
- Connecting to external student support services as appropriate;
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship – for example by apologising, completing a reflection form and catching up on missed work; and
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school.

## **Discipline procedures – suspension and expulsion**

We will only exclude a student 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.

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges;
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals; or
- Detention: a student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than 45 minutes. Students will be fully supervised during detentions. Parents or carers will be informed at 1 the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship, we will endeavour to negotiate alternative disciplinary measures with parents or carers.

## **Suspensions - guiding principles**

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post-suspension Student Support Group meeting will also be scheduled.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.

## **Expulsions – guiding principles**

The Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student.

## **EVALUATION**

This policy will be reviewed according to the school's review schedule.