

Behaviour Management

POLICY

1. Student Behaviour – College Context

Mooroopna 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. 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.

Mooroopna 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.

Our Skills Enhancement Program and provision of ESL and Language Centre classes provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our pastoral and mentoring programs (including peer support) are tailored to address students' personal and social learning at various stages of their secondary education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, the role of the school captains and our peer support mentors.

The employment of multicultural aides is important in communicating effectively with our Chinese and Vietnamese families, many of whom reside overseas. The College also 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 which includes the DEECD Psychologist, the Director of Student Well-Being and the Adolescent Health Nurse and School Chaplain.

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.

The school places an emphasis on 100% attendance, and has in place attendance targets.

The College 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.

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. (Refer to our Anti-Bullying Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural 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 Policy and Behaviour Policy.

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

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement	Demonstrate	• Promote positive	• The school will

<p>(participation in the classroom and other school activities)</p>	<ul style="list-style-type: none"> • <i>preparedness</i> to engage in and take full advantage of the school program • <i>effort</i> to do their very best • <i>self-discipline</i> to ensure a cooperative learning environment and model the school values • <i>team work</i> 	<p>outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</p> <ul style="list-style-type: none"> • 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 and actively participate in school events/parent groups 	<p>comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</p> <ul style="list-style-type: none"> • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
<p>Attendance</p>	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning 	<p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance

		during absences and work with the school to reintegrate students after prolonged absences	is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values of diversity, achievement, responsibility and endeavour • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • 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 	<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</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in</p>

			<p>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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5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the 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. (Please refer to our Attendance Policy and Behaviour Policy). 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
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- 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
- 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 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.

When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX B:

MANAGING STUDENT BEHAVIOUR

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.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- **Involve and engage all students, set high expectations, seek feedback from students 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 College Behaviour Policy and be consistent in its implementation.**
- **Become practised in using restorative practices.**
- **When breaches of College Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to Sub School Manager.**
- ***In extreme circumstances the threat is to be referred immediately to the Principal Class.***

Responsibilities of the Subschool Managers

A. Promotion of Positive Behaviours:

- 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 patters 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.

B. 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 Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.
- Participate in transition team meetings to develop the Student Mapping Tool.

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 College's Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To liaise and work with the Pathways and Transitions Manager in supporting "Students at risk".
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the College's Student Engagement guidelines.

Responsibilities of the Assistant Principal

The Assistant Principal is responsible for:

- Supporting both classroom teachers and Sub school Managers in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood by the Sub school Managers, and are adhered to.
- 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 expulsions, and to ensure the Procedures for Expulsion are adhered to.

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. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
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- 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
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

<i>Rules</i>	<i>Classroom Teacher Responsibility</i>	<i>Subschool Managers</i>
Overall behaviour <ul style="list-style-type: none">• Students must obey all reasonable requests of staff.	<i>Follow the “5 Steps to Classroom Control”:</i> <ol style="list-style-type: none">1. <i>Remain calm</i>2. <i>Warn with rights based warning “Your</i>	<i>Implement a staged response:</i> <ul style="list-style-type: none">• <i>Speak with the student prior to actioning</i>• <i>Student to ring and inform parent of</i>

<ul style="list-style-type: none"> • Students must never physically or verbally abuse others. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. 	<p><i>behaviour is disturbing others, please stop”.</i></p> <ol style="list-style-type: none"> 3. <i>Reassert “I understand and we can discuss this later. Right now please...</i> 4. <i>Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</i> 5. <i>Follow through with graded consequences:</i> <ol style="list-style-type: none"> a. <i>Move student to another seat / isolated area of the classroom</i> b. <i>Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i> c. <i>Remove to another classroom for time out</i> d. <i>Organise conference/restorative chat to include Subschoo Manager /AP</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> a. <i>Incident Report to Sub School Manager.</i> b. <i>Contact with parent after consultation with Sub school Manager</i> 	<p><i>misbehaviour in presence of Subschoo Manager</i></p> <ul style="list-style-type: none"> • <i>Behaviour sheet</i> • <i>Attendance sheet</i> • <i>Placement into VCE class</i> • <i>Restorative chat with affected parties</i> • <i>Behaviour Plans</i> • <i>Student Contract</i> • <i>Parent contact</i> • <i>Student support conference</i> • <i>Friday afternoon detention</i> • <i>In house suspension</i> • <i>Recommendation to externally suspend and referral to AP</i>
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to period one 	<p><i>Check late pass. Adjust entry</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>On going lateness: Friday afterschool detention and/ or organise for parent conference to resolve issue.</i></p>

<p>must report to the general office to get a late pass.</p> <ul style="list-style-type: none"> • Students who leave school early must have a note from home signed by their sub school manager prior to signing out at the office. • Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. (see attendance policy) • Notification from home must accompany all absences. • Students must not leave the school grounds without permission. 	<p><i>on eCASES to Late</i></p> <p><i>Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Sub School Manager if on-going.</i></p> <p><i>Report to sub school/admin</i></p>	<p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Leading teacher of Engagement and Well-Being. Inform the Principal Class via distribution list.</i></p> <p><i>Organise for environment duty that day or next day and link to Area A or B teacher.</i></p> <p><i>Repeated offences: as above and limit the student to Area A.</i></p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. This includes extremes in personal appearance. 	<p><i>Check uniform pass. If no pass, inform student's their name will be given to the Principal Class. Report extremes in appearance to Principal Class.</i></p>	<p><i>Check uniform pass .If no pass, confiscate the item of clothing and impose a Friday afternoon detention.</i></p> <p><i>Notify Admin if student should be sent home over uniform</i></p>

		<i>issues.</i>
<p>Health and Safety</p> <ul style="list-style-type: none"> • 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). • Electronic devices must not be used without permission. • Students must not use prohibited substances. • Students must move around the school in an orderly fashion. All members of the college are required to promote a safe and healthy environment. • In the interest of 	<p><i>Challenge behaviours and make a report to Subschoo Manager</i></p> <p><i>Confiscate ipod or mobile phone and take to General office</i></p> <p><i>Report to Principal Class</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10 Centre, ADEC or grounds. Refer ongoing misbehaviour to Subschoo Manager</i></p>	<p><i>Contact parents and involve Leading Teacher of Engagement and Well-Being. Refer to Anti- Bullying and Cyber –Bullying Policies and Guidelines Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. Referral to AP</i></p> <p><i>Inform Principal Class. Student removed from classroom and parent contacted to collect students. Immediate suspension.</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10 Centre, ADEC or grounds.</i></p> <p><i>For repeat offenders, place in</i></p>

<p>hygiene students must not spit.</p> <ul style="list-style-type: none"> • It is compulsory for all students to wear appropriate footwear at all times. 	<p><i>Report to Subschoool Manager</i></p>	<p><i>the Friday afterschool detention class.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all college property. • Students must not enter staff room, offices or lifts unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Classrooms must be left neat and tidy. • If a student is suspected of engaging in 	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, and Year 10 Centre, ADEC or grounds.</i></p> <p><i>Gum: scrape gum from tables</i></p> <p><i>For repeated offences, referral to Subschoool Manager</i></p> <p><i>Confiscate the bag. If period 4 class, detain students for 5 minutes.</i></p> <p><i>Organise for students to</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10 Centre, ADEC or grounds.</i></p> <p><i>For repeat offenders, place in the Friday afterschool detention class.</i></p>

graffiti	<i>remain behind and tidy the room or area.</i> <i>Retain any evidence of tag and report to Principal Class</i>	<i>Parent notified. Community service. Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.</i>
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APPENDIX C:

THE LEARNING ENVIRONMENT : RIGHTS AND RESPONSIBILITIES

The College is a workplace. As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces
- iPods and mobile phones are not to be used. They must remain switched off.
- There is no eating in the Centres or those areas throughout the school that are zoned food free
- There is to be no graffiti

In the classrooms:

1. You and the teacher have the right to do as much work as possible, therefore:
 - Punctuality - You need to be on time
 - Come equipped - You must bring all the necessary equipment to class
 - Attention – you need to listen when others are speaking
 - Effort – you should attempt to do all work
2. You and the teacher have the right to feel comfortable and safe in the classroom, therefore:
 - You should pass all objects by hand
 - You need to speak to others politely
 - You should keep your hands to yourself
 - You should not help yourself to other students' belongings

If you fail to respect the learning environments : ECA Centre, MYLC, ADEC, Science Centre, Year 10 Learning Centre, Performing Arts Centres and VCE Learning Common the following actions may/will be implemented by your teachers:

- Confiscation of your iPods or mobile phone
- Lunchtime clean up duties
- Entry to a centre only with a teacher

If you fail to respect the classroom environment then your teacher may implement the following actions:

- Change your seating position in the classroom
- Direct you to work away from the classroom
- Direct you to work from another teacher's class for the duration of the lesson
- Detention
- Referral to your Sub School Manager
- In extreme circumstances your teacher may ask you to leave the classroom and report to Administration without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

I have read the document and understand my responsibilities and rights as a member of the Secondary College Learning Community.

Name _____

Pastoral/Mentor Teacher
Date _____

Signature _____

Homework Planner

This document is to be placed in your

Key Reference

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