BEHAVIOUR MANAGEMENT POLICY

YARRA PRIMARY SCHOOL
Caring. Respect. Commitment.

Change History

Version	Issued	Key Changes	Review Cycle
2.0	2018	Updated to reflect changes	2021

1. Rationale

Yarra Primary School is committed to providing safe, secure and high quality learning and development opportunities for every student. Students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning.

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. In addition, we believe that shared values help people to live and work together in harmonious ways and can guide them throughout their lives. Appropriate behaviour promotes feelings of wellbeing and has a positive effect on the working environment of the school.

Inappropriate behaviour that puts children and staff members' health at risk is totally unacceptable. Any situation where a member of the school community feels unsafe at school due to any form of unacceptable behaviour such as harassment, discrimination or a threat or act of violence is not tolerated at Yarra Primary School.

2. Policy statement

Yarra Primary School will:

- work with parents and the community to support students with behaviour or attendance related issues;
- provide a safe and secure learning environment;
- ensure Yarra Primary School complies with DET policy and guidelines in regard to student engagement and wellbeing.

3. Implementation

Teachers and students
- Students will be supported by developing strong and respectful relationships with their

BEHAVIOUR MANAGEMENT POLICY

teachers and each other.

- From Prep – Year 6 all students have a clearly identified 'class teachers' with whom they will develop a significant relationship.

- Teachers have a collective responsibility for the health, safety and wellbeing of all students.

School Values Matrix

	Learning Spaces	**Yard/ During Breaks**	**Movement**
We value COMMITMENT	- Persistence is key - Present your work neatly - Strive for improvement - Focus on your Learning Goal - Sit where you will learn - Encourage and celebrate your peers' successes - Work collaboratively - Use learning time to learn - Be ready to learn - "See 3 before me"	- Clean up after yourself - Nude Food Only - Respect differences - Agree on the rules. Play by the rules. - Right words, right place - Play safe - Be mindful of those around you - Use equipment for its purpose - Borrow it, use it, return it	- Allow others to work and learn - Walking feet - Respect school resources - Respect other people's belongings - Follow instructions from all staff - My space, your space - Be aware of the people around you
We value RESPECT	- Hand up, wait, contribute - Track the speaker - One person speaking at a time - Whole body listening - My space, your space - Allow others to learn - Right words, right place - Right place, right time - Respect school resources - Respect other people's belongings - Do you need to ask permission?	- Clean up after yourself - Nude Food Only - Respect differences - Agree on the rules. Play by the rules. - Use your manners - Right words, right place - Play safe - Be mindful of those around you - Use equipment for its purpose - Borrow it, use it, return it	- Allow others to work and learn - Walking feet - Respect school resources - Respect other people's belongings - Do you need to ask permission? - Follow instructions from all staff - My space, your space - Be aware of the people around you
We value CARING	- Follow directions carefully - Use your manners - Keep areas organised and tidy - Share classroom resources - Support your peers	- Help others - Use your manners - Treat people the way you want to be treated - Be inclusive - Share equipment - Take care of school property - Be mindful where you play games - Breath, 1 2 3, Respond	- Use your manners - Keep areas organised and tidy - Wait your turn and be patient - Breath, 1 2 3, Respond

Developed through a collaborative process in 2017.

School Wide Positive Behaviours (SWPB)

- Our involvement in School Wide Positive Behaviours (SWPBS) emphasises that a punitive environment does nothing to build strong relationships between students and the school. We want students to feel that they are part of a community and therefore have a responsibility to ensure the safety and well-being of all members of that community.

- The key focus is on rewarding *effort* for students who demonstrate the school's **behaviour matrix**. Effort and sanctions are recorded on the Developmental

BEHAVIOUR MANAGEMENT POLICY

Management Chart (commonly known as the TICK and DOT chart) in all classrooms. The visual chart enables students to manage their behaviour and make appropriate choices with the help of their class teacher. The class tracking chart is also used in specialist programs.

- Yarra Primary School acknowledges that the key to effective learning is the relationship that students and the community develop with the school. SWPBS encourages students to take responsibility for their actions. Students are challenged to identify who they have harmed by their behaviour and what is required to repair the harm that their actions have caused. This does not mean students are not provided with consequences for their actions but the emphasis is on having the student take responsibility. As educators, we want to engage students in the curriculum and to develop the social skills necessary for students to be successful in all facets of their life.

- Yarra Primary School values its students and seeks to acknowledge those students who consistently demonstrate appropriate behaviours. Staff are expected to acknowledge those students acting appropriately using the tick/dot chart and awarding privileges.

Rights and responsibilities

- Members of our school community have the following rights and responsibilities
  - All students have the right to be safe, in a caring and purposeful learning environment that is free from all forms of intimidation, harassment and bullying.

  - All students have the right to work and play without interference.
  - All students will be encouraged to exhibit pride in their school.
  - Students are expected to attend school regularly and all absences must be explained. Prolonged absences should be approved by the school and students should be provided with work to ensure that they remain current with their learning.
  - Teachers should expect to be able to teach in an atmosphere of order and cooperation.
  - Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
  - Principal and staff have an obligation to implement the *Code of Conduct* fairly, reasonably and consistently.
  - All students should maintain good personal health and hygiene in a drug and alcohol free school environment.

- Students have a right to expect a safe learning environment and the ability to participate in all aspects of the school program. It is also their responsibility to follow

BEHAVIOUR MANAGEMENT POLICY

all school expectations and treat all members of the school community with respect. This includes demonstrating respect for themselves, their teachers, members of our school community and our environment. Student must also ensure that other students have a right to learn in a safe environment, and that their actions do not prevent this from occurring.

- Staff have a right to work in a safe and orderly environment. Teachers and all members of staff have a responsibility to implement school policy, to ensure that students are taught according to government guidelines, and know their content and the students that they teach. Teachers are expected to maintain a safe and orderly learning environment.

- Students are expected to demonstrate the six agreements and school values.

- Parents and carers have an expectation that their child will be educated in a safe and caring environment. There is a responsibility upon parents to support their child's education by ensuring regular attendance, with open communication with the school regarding the progress of their child and to support the school in maintaining a safe, caring and respectful learning environment.

- All members of the school community will be treated equally with dignity and respect. It is unlawful to discriminate against any individual on the basis of religion, race, age, gender, sexuality or impairments.

Managing incidents
- The school will use a staged response to managing incidents through the tick/dot chart
- Students will have school agreements clearly explained and demonstrated to them.
- Students will be made aware of the agreements and will be rewarded when demonstrating the appropriate behaviour. The class teacher will initially attempt to resolve any problem and will be responsible for allocating preliminary consequences through the tick/dot chart. Students may also attend the time out room during lunchtime.
- Teachers will use a graded set of consequences increasing in severity as needed with every dot given. If the undesirable behaviour persists students may be referred to a member of the leadership team for further discussion. Parents may be contacted to attend a formal interview. Other sanctions may include withdrawal from classes or suspension.
- Suspensions can only be determined by a member of the principal class after consultation with parents. DET policy will be followed regarding suspensions and

expulsions. If the issue is serious enough, the principal may intervene and bypass the above strategies.

- When determining consequences, **corporal punishment is expressly forbidden.**
- The school may use suspension, but only when all other measures have failed and only for the shortest possible time.
- Expulsion is a measure of last resort and DET guidelines must be followed to ensure ongoing schooling is provided. The right of appeal by parents is acknowledged.
- Ministerial Order 625 (Procedures for Suspension and Expulsion) took effect on 1 March 2014. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools.
- Only the Principal has authority to make the final decision to expel a student. This authority cannot be delegated.

Managing attendance *(Further information can be found in the Attendance Policy)*
- Other inappropriate behaviours such as poor attendance will be primarily addressed by class teachers. Parents are expected to contact the school if their child will be absent on a given day and extended absences must be communicated to the school to ensure that students do not fall behind with their work.
- Parents will be contacted if students are absent more than five days throughout a term or following a succession of unexplained absences. The school will take into consideration the personal circumstances of individual students to ensure that the student's background and needs are considered.

Bullying and cyber bullying
- Bullying including cyber bullying is not tolerated by the school and the school's response will be in accordance with DET guidelines. For more information please refer to the school's Anti-Bullying policy.

Student support group (SSG)
- Students who continue to participate in undesired behaviours will be managed through the establishment of a Student Support Group (SSG) including parents, relevant class teachers, SSSOs, other agencies and member of the leadership team. This will be in accordance with DET policy.
- The role of the SSG will be to better understand and provide for the student's needs including an Individual Learning Plan, Behaviour Management Plan or Absence Plan.

BEHAVIOUR MANAGEMENT POLICY

Documentation
- Staff are expected to keep records current to enable parents to be informed via Compass about students receiving privileges and other incidents that may have occurred.
- Staff are expected to use a consistent template when developing an Individual Learning Plan, Behaviour Management Plan or Absence Plan.
- This policy will be consistent with the *Engaging Schools are Effective Schools ---Student Engagement Policy Guidelines,* in line with the *Safe Schools are Effective Schools* anti-bullying policy and also in line with the *Building Respectful & Safe Schools: A Resource for School Communities*
- Please refer also to the school's Child Safe Policy, Anti-bullying policy, Attendance policy and Code of Conduct to inform the Student Engagement and Wellbeing guidelines.

Further Information - Suspension:
- Students will be suspended for the shortest time appropriate
- Students can be suspended internally or externally
- Students can be suspended immediately or after a student support group is convened
- Students can be suspended for inappropriate behaviour:
    a. While attending school
    b. Travelling to or from school or
    c. Engaging in an activity away from school
- To be considered for suspension the student's behaviour must meet one or more of the following conditions. He /she :
    a. Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
    b. Causes significant damage to or destruction of property;
    c. Commits or attempts to commit or is knowingly involved in the theft of property;
    d. Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
    e. Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
    f. Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of

BEHAVIOUR MANAGEMENT POLICY

the above attributes;

g. Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational
h. opportunities of any other student.
i. Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

- For further details see Suspension Considerations http://www.education.vic.gov.au/school/principals/participation/Pages/suspensionconsiderations.aspx

Expulsion:

Only the principal has the authority to expel a student from the school at which she/he is the Principal. Expulsion is the most serious consequence and this action will only be taken when all other measures consistent with the staged response, outlined above, have been tried and it is deemed the only appropriate measure.

The student's behaviour must meet one or more of the following conditions:
a. Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
b. Causes significant damage to or destruction of property;
c. Commits or attempts to commit or is knowingly involved in the theft of property;
d. Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
e. Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
f. Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race;

religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g. Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.

- Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the Charter of Human Rights and Responsibilities Act 2006. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.

- Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.

- School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.

- The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard.

Detailed 'Procedures for Expulsion' and 'Procedures following Expulsion' can be found at:

http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionconsiderations.aspx

For further details see

Expulsion Process Flow Chart
http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionprocess.asp

BEHAVIOUR MANAGEMENT POLICY

4.   Monitoring, Evaluation and Review

5. This policy will be reviewed as part of the school's review cycle and/or if guidelines change.

6.   Further Information and Resources

Related Policies

- Code of Conduct Policy
- Bullying Prevention Policy
- First Aid Policy
- Duty of Care Policy
- Student Engagement and Wellbeing Policy

For further resources (also see table below)

- Ministerial Order 625 (Procedures for Suspension and Expulsion)
- Engaging Schools are Effective Schools --- Student Engagement Policy Guidelines
- Building Respectful & Safe Schools: A Resource for School Communities

BEHAVIOUR MANAGEMENT POLICY

Effective Schools are Engaging Schools – Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/principals/participation/Pages/reengagewellbeing.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/school/principals/spag/governance/Pages/accountability.aspx
Effective Schools are Engaging Schools	https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	https://education.gov.au/disability-standards-education
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportzservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/legis/vic/consol_act/cohara2006433/
Equal Opportunity Act 2010	http://www.humanrightscommission.vic.gov.au/
Education and Training Reform Act 2006	D:\Users\01639535\Desktop\Education and Training Reform Act 2006.pdf
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
School Wide Positive Behaviour Support	https://www.pbis.org/research
Lewis, T. L and Sugai. G (1999)	Effective Behaviour Support: A systems Approach to proactive Schoolwide Management. Focus on Exceptional Children, Vol 31, No. 6