



BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

1. Student Behaviour – School Context

Guthrie Street 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.

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. Our EQ programs is 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 students in and out of the classroom. Student leadership capacity is fostered through the Junior School Council, the house captains and the role of the school leaders.

Guthrie St also uses interpreters and teachers of the deaf where appropriate to assist hearing impaired students to engage in the learning. 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 SSSO's, the Principal class members and the School Health Nurse. External agencies may be used to further support where needed.

When relationships break down between members of the school community, we use our Emotional Intelligence and our Social Emotional Wellbeing Manual 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. Attendance is monitored throughout the day, and student absences are followed up by our teachers, office admin team and the Principal class members. Attendance conferences are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

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.

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.

Guthrie Street Primary School

Student Rights & Responsibilities

Through consultation with staff, students and parents, we believe that:

<i>Students have the right:</i>	<i>Students are responsible for:</i>
To learn and achieve to their individual potential.	Allowing others to learn and play without interference.
To be rewarded for hard work and effort.	Contributing to the best of their ability in all school activities.
To be accepted as an individual.	Accepting others as individuals with differing backgrounds, personalities and interests.
To be treated and spoken to fairly and respectfully by teachers, students and parents.	Treating and speaking to teachers, students and parents in a fair and respectful manner.
To learn and play in a clean and tidy environment.	Keeping our school clean by eating food in the designated areas and putting all rubbish in the bin.
To ask questions and share ideas.	Listening to and valuing others opinions and ideas.
To have appropriate access to school facilities and equipment.	Careful and acceptable use of school facilities and equipment.
To feel safe in the school environment.	Contributing to the physical and emotional safety of people in our school.
	Playing safely within the designated areas around the school.
	Being in control of their own thoughts and feelings, and making strong choices.
	Coming into class at the beginning of the day and after each break on time.

Guthrie Street Primary School

Teacher Rights & Responsibilities

In consultation with staff, students and parents, we believe that:

Teachers have the right to:	Teachers are responsible for:
To be treated with respect by students, parents and colleagues.	Treating students, parents and colleagues how they would like to be treated.
To feel safe in the school environment.	Maintaining a school environment where all children have the opportunity to learn and play happily without interference from others.
	Discussing and reinforcing school rules and expectations.
	Displaying consistency in student management dealings.
	Providing appropriate levels of supervision for children both inside and outside the classroom.
To teach without disruption, in a clean and tidy environment.	Providing opportunities for all children to experience personal success.
	Contributing to development of quality units of work through team planning sessions.
	Coming to school on time and prepared for effective teaching.

Guthrie Street Primary School

Parent Rights & Responsibilities

In consultation with staff, students and parents, we believe that:

<i>Parents have the right:</i>	<i>Parents are responsible for:</i>
To know their child is safe.	Being aware of school rules and encouraging acceptable social behaviour.
To be kept informed of their child's learning progress and behaviour at school.	Following children's progress with interest and enthusiasm by participating in scheduled learning and behaviour meetings.
To know where their child is at all times.	Providing the school with up to date contact information.
To know their child is getting an excellent education.	Ensuring children attend school regularly and punctually and to provide explanations for all school absences.
	Ensuring their child has enough sleep at night and is provided with breakfast before starting school each day.
	Providing their child with a healthy lunch and snack everyday.
	Supporting the schools homework and reading at home philosophy.
	Sending their child to school in correct school uniform.

3. 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. (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 Principal class members
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (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 school 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 A:

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.

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 Social Emotional Wellbeing Manual strategies.**
- **To be familiar with the School Behaviour Policy and be consistent in its implementation.**
- **Become practised in using Emotional Intelligence.**
- **When breaches of School 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 Assistant Principal.**
- ***In extreme circumstances the threat is to be referred immediately to the Principal Class.***

The Assistant Principal is responsible for:

- Supporting classroom teachers 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
- 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

APPENDIX B: OUTSIDE Rules

Rights	Rules	Negative Consequences	Positive Consequences
<p>Students, Teachers and Visitors have the Right to learn and play in a clean environment.</p>	<p>Food must be eaten in the classroom.</p> <p>All rubbish is put in the bin.</p> <p>Chewing gum is not permitted at school.</p>	<p>Child is directed back to their classroom.</p> <p>Child picks up their rubbish and places it in the bin.</p> <p>Child places their chewy in the bin.</p> <p><u>Repeat Offenders</u> Yard duty picking up rubbish. (Plastic bags located in backpack)</p>	<p>Verbal praise Public recognition Award/Certificate</p>
<p>Students, Teachers and Visitors have the Right to be safe in the playground.</p>	<p>We play in the designated play areas. We do not play along the front of the school or near the Gourlay Street entrance</p> <p>We do not play in the toilets, on the verandas or ramps near 5/6 area or the Library. We must have a pass to come inside.</p> <p>We play all kicking games on the oval and other ball games on the courts.</p> <p>We play cooperatively and by the rules of the games we play.</p> <p>We wear a hat in Terms 1 & 4</p>	<p>Child is directed to appropriate playing area.</p> <p><u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher</p> <p>Child is directed to appropriate area.</p> <p><u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher</p> <p>Child is directed to appropriate area.</p> <p><u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher</p> <p>Child is encouraged to play cooperatively and by the rules.</p> <p><u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher</p> <p>No Hat-No Play. Children play in designated shade area.</p>	<p>Verbal praise Public recognition Award/Certificate</p>

Rights	Rules	Negative Consequences	Positive Consequences
	<p>We do not throw sand, rocks or sticks.</p> <p>We walk our bikes / scooters in and out of school. We must obey all lawful requirements for our chosen method of transport (including wearing of helmets)</p>	<p>Withdrawal from the yard / Re-Think</p> <p>Children are asked to return to their entry or exit point and exhibit the appropriate behaviour. <u>Repeat Offenders</u> Will lose the privilege of riding to school.</p>	
<p>Students, Teachers and Visitors have the Right to be treated with respect by all members of the school community.</p> <p><i>This means we treat others as we would like to be treated</i></p>	<p>We do not take equipment / property from another student.</p> <p>We do not swear at another student.</p> <p>Pushing and shoving is not tolerated.</p> <p>We do not hit others.</p> <p>We do not tease, bully or harass another student.</p> <p>Overt refusal to follow teacher instructions is not permitted.</p> <p>Swearing directed at a teacher will not be tolerated.</p>	<p>10 minutes time- out on the seats</p> <p>10 minutes time- out on the seats / Withdrawal from the yard for Re-Think.</p> <p>Withdrawal from the yard / Re-Think</p> <p>Withdrawal from the yard for Re-Think or Suspension</p>	<p>Verbal praise Public recognition Award/Certificate</p>

NOTE:

- 1) The Principal will determine whether Re-Think or Suspension is used as a consequence. The Principal will take into account –
 - i) the severity of the incident
 - ii) whether the behaviour has been addressed previously.
- 2) If a child is removed from the yard three times within a term, a meeting with the child and his/her parents will be organised. The meeting will discuss the child's ongoing involvement in the yard and extra curricula activities.
- 3) If a child is removed from the yard parents will be informed in writing, by phone or in person.

INSIDE Rules

Rights	Rules	Negative Consequences	Positive Consequences
Students have the Right to learn and achieve.	<p>We do not distract other students or classes.</p> <p>We respect each other's property.</p> <p>We complete our work quietly and to the best of our ability.</p>	<p><u>4 STEP PROCESS</u></p> <ul style="list-style-type: none"> • Verbal/non verbal reminder • Time-out in classroom • Removal to another class • Exit to office 	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Teachers have the Right to teach without interruptions	<p>We follow all teacher instructions.</p> <p>We are punctual, we enter the room in an orderly way and we are organised and ready for work at the appropriate times.</p> <p>We use manners- please, thank you, excuse me etc.</p>	<p><u>4 STEP PROCESS</u></p> <ul style="list-style-type: none"> • Verbal/non verbal reminder • Time-out in classroom • Removal to another class • Exit to office 	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Students and Teachers have the Right to feel safe- emotionally and physically	<p>We do not hurt another student or teacher, physically or emotionally.</p> <p>We do not use behaviour that is offensive, degrading or insulting to others.</p> <p>Dangerous items must never be brought to school.</p>	<p>Removal to another class / Exit to office /Suspension</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Students have the Right to be part of the Guthrie Street community.	<p>We must respect and take care of all school property. Vandalism or theft will not be tolerated.</p>	<p>Removal to another class / Exit to office /Suspension <u>Note</u> - Intentional damage must be made good or replaced.</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>

Rights	Rules	Negative Consequences	Positive Consequences
Students have the Right to be part of the Guthrie Street community.	<p>We wear tidy and correct school uniform every day.</p> <p>We do not wear any jewellery, other than: watch, sleepers/studs.</p> <p>We do not wear colored nail polish or tattoos.</p>	<p>A note home explaining school policy.</p> <p>A note home explaining school policy.</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>

NOTE:

- 1) If a child is removed to the office the Principal will decide whether it is also appropriate to organise a meeting with the classroom teacher, the child and his/her parents to discuss their classroom behaviour.
- 2) When determining whether Suspension will be used as a consequence for a child removed to the office, the Principal will take into account –
 - i. the severity of the incident
 - ii. whether the behaviour has been addressed previously.
- 3) If a child is removed to another classroom or the office parents will be informed in writing, by phone or in person.

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/cohra2006433/

This policy was last ratified by School Council on....	12th August 2014	
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This policy is due for review in 2017