

2.21 STUDENT BEHAVIOUR MANAGEMENT

Rationale

1. Student Behaviour – School Context

Roberts McCubbin 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.

Roberts McCubbin Primary School's *Safe & Happy Book* is an integral component of the schools' Student Health & Wellbeing Program.

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 ESL and LOTE 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 education. Our PSD (Program for Students with Disability) provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Junior School Councillors, the House Captains, Specialist Captains and our peer support mentors.

2. Rights and Responsibilities:

It is the right of all members of the Roberts McCubbin Primary School community to experience a safe, happy 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 cyberbullying), harassment, violence, discrimination or intimidation.

Teachers also have a right 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 and Wellbeing Policy and Behaviour Management Policy*.

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

3. Shared expectations:

	Students	Parents/Carers	Principal Class/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate</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> – work collaboratively with other students and teachers. 	<p>Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</p> <p>Support their child in their preparedness for the school day and in the provision of a supportive home environment</p> <p>Monitor their child’s school involvement and progress and communicate with the school when necessary</p> <p>Are informed and supportive of school programs and actively participate in school events/parent groups</p>	<p>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</p> <p>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>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual • participate fully in lessons 	<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 through COMPASS • account for all student absences • keep family holidays within scheduled school holidays • support their child’s learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls daily • identify absence trends via data analysis • report attendance data in the school’s Annual Report • support students whose attendance is problematic by working with families to implement individual strategies • school to notify parents if a child is absent

<p>Behaviour</p>	<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 <p>model the school's values of : <i>creativity, endeavour, respect honesty & friendliness</i></p> <ul style="list-style-type: none"> • comply with the school's <i>Student Behaviour Management Policy</i> 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 school's behavioural expectations • communicate with the school regarding 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 <i>Student Behaviour Management Policy</i> through a shared collegiate understanding and only exclude students in 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 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. 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
- Engaging in Restorative Practices

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:

- Providing and implementing student programs
- Involving and supporting the parent/carer
- Involving the Student Well-Being leader and the PSD leader where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (excursions, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures –

A student may be excluded from school in situations where all other measures have been implemented without success, where the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

School Actions

In line with Roberts McCubbin Primary School's *Safe and Happy Book* these actions may include:

- Engaging in Restorative Practices
- Implementing strategies to support positive behaviour
- Implementing a Positive Behaviour Plan
- Playground supervision
- Participating in lunchtime clubs
- Teachers may require a student to complete school work during half of recess or lunch
- Convening of a school support group

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

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