

SCHOOL NO. 4401 - KATANDRA WEST

Policy Statement: **MANAGEMENT**

756 - BEHAVIOURAL MANAGEMENT

Responsibility: Principal

This Policy was last ratified by School Council in 2014.

1. Student Behaviour – School Context

Katandra West 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.

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

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. Attendance is monitored throughout the day, and student absences are followed up by our Sub school Managers. 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

At Katandra West Primary School all students have the right to learn in a positive and supportive learning environment, as well as a responsibility to promote all of the schools' values.

Value Student rights	Students have the responsibility to carry out the particular value by demonstrating the following behaviours:
Care and Compassion Students have a right to work, learn and play in a safe and secure environment.	<ul style="list-style-type: none">• Including others in games that they are playing• Helping others who are having trouble with a certain task• Actively listening to others and valuing their opinions• Caring for others who may be hurt or upset
Respect All students have the right to be valued and treated with respect.	<ul style="list-style-type: none">• Looking after students' property as well as school property• Using your manners• Speaking politely and respectfully• Listening attentively to others• Treating others as you would like to be treated• Moving quietly in the school buildings without disturbing others

<p>Doing Your Best</p> <p>Students have the right to be able to develop their talents, interests and ambitions without interference.</p>	<ul style="list-style-type: none"> • Actively participating in new activities • Trying your hardest across all subject areas • Helping other students to be their best through encouragement
<p>Honesty and Trust</p> <p>Students have the right to work in an honest and trustworthy environment where they are treated respectfully by teachers, students and parents.</p>	<ul style="list-style-type: none"> • Lending or sharing your property to other students • Telling the truth in all situations • Taking responsibility when something goes wrong • Caring for your own belongings • Looking after and returning property you have borrowed from others
<p>Responsibility</p> <p>Students have the right to be informed of expectations, responsibilities and consequences</p>	<ul style="list-style-type: none"> • Looking after property that doesn't belong to you • Staying on task even if you're working out of the classroom • Being a positive role model to others by demonstrating each of the school's student responsibilities • Looking after your own property • Thinking carefully before you act • Being positive about yourself, others and our school • Allowing others to learn and play without interference
<p>Understanding, Tolerance and Inclusion</p> <p>Students have the rights to ask questions, share ideas and be active participants in school activities.</p>	<ul style="list-style-type: none"> • Including everyone in games that you are playing which might mean that you may have to change the rules • Actively listening to others to make sure that their opinions are valued • Showing an interest in others' hobbies • Understanding that it is OK for others to have different opinions • Cooperating in group situations

3. Teachers Rights and Responsibilities

Rights	Responsibilities
<p>Teachers have the right to teach in an atmosphere of order and cooperation.</p>	<p>A responsibility to ensure that all students are safe and happy in their school environment. Discuss and reinforce school rules and high expectations. Contribute to the development of units of work through effective planning and sharing.</p>
<p>Teachers have the right to be treated with respect by students, parents and colleagues.</p>	<p>A responsibility to treat all children, parents and colleagues fairly and respectfully regardless of gender, race or religion. Provide opportunities for all students to experience personal success.</p>
<p>Teachers have the right to feel safe in the school environment.</p>	<p>A responsibility to promote an environment which maximises the opportunity of all students to strive for excellence.</p>

<p>Principal and Staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently.</p> <p>Teachers have the right to have access to quality teaching and learning programs, and appropriate facilities and resources that match individual student needs</p> <p>Teachers have the right to be rewarded and acknowledged for hard work, effort and success.</p>	<p>A responsibility to provide and promote positive role models for students at all times.</p> <p>A responsibility to inform parents of their child's performance at school.</p> <p>Display consistency when dealing with student management issues both in and out of the classroom.</p> <p>A responsibility to apply a range of teaching strategies that cater for the individual needs of their students.</p>
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4. Parents Rights and Responsibilities

Rights	Responsibilities
<p>Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</p> <p>Parents have a right to support the Principal and Staff in their efforts to maintain a productive teaching and learning environment.</p> <p>Parents have a right to be acknowledged as a partner, and therefore have involvement, in their child's education and school activities in general.</p> <p>Parents have a right to be informed of their children's progress academically and socially.</p>	<p>A responsibility to ensure your child attends school and is punctual.</p> <p>A responsibility to support the School Discipline and Uniform Policy.</p> <p>A responsibility to support the school in its efforts to maintain a positive teaching and learning environment.</p> <p>Ensuring your child has enough sleep at night and that they are provided with breakfast before attending school each day.</p> <p>Be aware of school rules and encourage acceptable social behaviour.</p> <p>Provide the school with current up to date contact information.</p> <p>Support the school's homework and reading at home philosophy.</p> <p>Ensure your child wears correct school uniform unless there is a valid reason.</p> <p>A responsibility to communicate all matters that may affect your child's learning.</p> <p>Provide your child with lunch (preferably healthy) and snack each day.</p> <p>Arrive at school on time, prepared for effective learning.</p> <p>To acknowledge that the education of your child is a partnership between teachers and parents.</p> <p>To acknowledge and appropriately act upon school information about their child.</p> <p>To provide a home environment that supports</p>

	your child's learning. To become familiar with, positively promote, and contribute to the school's academic and social programs.
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RESTORATIVE PRACTICE

Restorative Practice is a philosophy and a set of practices that endeavours to develop a balance between discipline that encompasses clear expectations, limits and consequences and support and nurturance for the student (Harrison, 2004). The research suggests that this balance tends to correlate with the best psychological and behavioural outcomes for students (Steinberg, 2001).

This "authoritative" approach is seen more far more effective than the "authoritarian" approach that is evident in some educational settings. The emphasis of Restorative Practices is to work with people rather than doing things to them or for them.

- To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.
- To build quality relationships built upon clear expectations and limits
- To manage conflict and make restitution
- To include those who are affected by the wrongdoing
- To teach important life skills such as social skills and problem solving skills
- To manage conflict in a way that restores relationships and finds real solutions to problems
- To contribute to providing a safe and supportive school environment

Restorative Practice Principles

The following are important principles which we at KWPS base our practices on:

- Awareness of the impact of behaviour on others
- Effectiveness of interpersonal communication
- Personal accountability
- The acceptance of ambiguity when necessary
- Separation of the deed from the doer
- Openness to learning from conflict and wrongdoing
- Satisfaction with the processes and outcomes
- Inclusive and fair processes

Restorative Practice Strategies

- When conflict arises in our school community we will use the following strategies:
- Affective questions and statements
- Inner/Outer Circle techniques
- Collaborative Problem Solving
- Processes for formal Restorative Meetings
- Restorative mediation
- Mini conferences
- Classroom conferences
- Community conferences
- Mediation
 - No blame approach to bullying
 - Student Leadership Training
 - Parent Education

All strategies are based on collaborative problem solving.

We will also further involve our community by running student leadership training and parent education forums.

Basic Restorative Discussion

What happened? — Without Blaming

Who has been hurt and how? (No Why questions)

What were you thinking when

What happened?

How did it happen?

How did you act in the situation?

If I was watching a DVD, what would I see and hear?

What did you do that made things worse?

Who was affected and how?

Who do you think was hurt?

How have they been hurt?

Was anyone else hurt?

How were they hurt?

Was it fair?

How can it be fixed? — Problem solving

What needs to happen to make things right?

Will this make things right?

Is that realistic?

What would be a fair agreement?

If the situation happened again, how could you behave differently?

How can I help you? Is there anything I can do?

Logical consequences if appropriate

Individual Conference

1. we need to talk about what happened before lunch.
2., what were you feeling or thinking about when you refused to clean up the mess you made with the paint?
3. What have you thought about since it happened?
4. Who was hurt by your behaviour?
5. When you made the mess and wouldn't clean it up, who was affected by it?

6. In what ways were other hurt by your behaviour?

7. How has this hurt you?

7. Attempt to reach out to the student to further restore the relationship. Provide some positive feedback.

EG

You're generally a terrific person and I really like having you in my group. Most of the time you are very helpful and often help others to clean up. That shows you care about our classroom and want it to look nice. It also shows that you are a good helper and friend to the others in the class.

8. What do you think you need to do to fix things?

9. What can I do to help you?

10. What do YOU THINK should happen if this happens again?

Mini Conference

Use when offender/s **have admitted** involvement.

Could involve two people or a small group of students.

To all

.....and, we need to sort out the incident regarding the

To the person who has caused harm

What happened? Tell me what happened?

What were you thinking about when you ?

What have you thought about since it happened?

Who has been hurt by what you did?

Who do you think got hurt?

In what way were they hurt?

Was that fair?

To the person harmed

How did you feel when it happened..... ?

Was any one else hurt? How?

What has been the hardest/worst thing for you?

To the person who has caused harm

What do you think needs to be done or said to fix things? (May need some suggestions)

To the person harmed

How do you feel/think about those suggestions?

Is there anything else you would like to see happen?

Is this fair, realistic and achievable?

(If appropriate, formally record an agreement.)

To both

Is there anything else you would like to say before we finish?

Restate agreements.

Follow up - Monitoring: If appropriate organise to meet again to check on how things are going.

Congratulate students for working through their issues.

This is what has happened to me.

How it has affected me. How it has made me feel.

2. This is what I have seen happen to others.

How it has affected them.

This is how I feel about it.

The method of shared concern

The Method of Shared Concern aims to change the behaviour of students involved in bullying incidents and improve the situation of the student being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each student involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the student(s) who bullied. Clearly defined steps are used to reach a point where the student/s bullying agree that the student being bullied is having a difficult time. The student is then encouraged to suggest and try out ways of helping to improve the situation for the student being bullied. The student being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which he/she can improve his/her own situation.

This method of managing bullying incidents is based on the following principles:

- Bullying occurs in a group context;
- Changing the social dynamics that maintain bullying will prevent further bullying incidents;
- Promoting a shift in behaviour by encouraging empathy and concern for others; and
- Punitive measures model and reinforce the use of power to meet needs and wants and put students at risk of revenge.

The method of shared concern was evaluated through a series of interviews with thirty students and six teachers participating in the Sheffield Anti-Bullying Project¹.

Three quarters of the students interviewed perceived the situation as improving in the short-term, that is, bullying decreased. They attributed this success to being provided the opportunity to express their feelings and perspectives on the situation individually and being encouraged to propose their own solutions rather than having one imposed by an adult. All but one of the teachers interviewed perceived the method to have reduced the frequency and severity of bullying behaviour. Both teachers and students saw the group meeting, at which the children who were bullied and who bullied come together, as important in providing a forum for long term maintenance of behaviour change.

Some teachers may face difficulty putting this method into practise. The Sheffield Anti-Bullying Project found that senior management needed to be committed to providing support structures that enabled staff to spend the time necessary to 'chat' with individual students. Where schools had integrated the method into their anti-bullying policy as one of a range of strategies to deal with bullying incidents, it was implemented more frequently and followed up more effectively.

While the Method of Shared Concern appears useful as an immediate action, to be successful in the longer term it is important that it be embedded within a whole school approach to bullying prevention^{1,2}.

A script that may be used to facilitate a Shared Concern Session follows.

Steps of 'Shared Concern'

Meeting with a child who has been bullying

Step 1

"I have asked you to come and speak with me because I have heard that some things have been happening to 'x' that are making him/her very unhappy at school."

- Wait for the child to respond.
- If the student doesn't respond ask "Do you know anything about this that might help me?"
- Do not try to force the child to 'own up' or admit to his/her involvement, simply to acknowledge that there is a situation which is making x unhappy.
- If the child complains about x don't question, just let the child explain their situation."

Step 2

"So it sounds like x is having a bit of a tough time."

- Wait for the child to respond.
- As soon as the child agrees and acknowledges that x is having a bad time and is unhappy move to Step 3.
- If the child says that x is to blame, accept the point but suggest that x is still having a bad time and is unhappy.

Step 3

"Well I was wondering what you could do to help to improve the situation for x to help him/her to become happier at school."

- Accept any suggestions with positive feedback.
- Don't question their suggestions if they are positive.
- If the suggestions are negative, ask the student whether they think this would help x to feel happier.
- If the student can't think of anything to do or is resistant to the idea ask him/her to take some time to think about something they could do to help make x feel happier then move to Step 4.

Step 4

"O.K. I'll see you next week to find out how you are getting on."

- If the child had an idea then you will say you will see them to “discuss how their idea went when they tried it.”
- If they didn’t have an idea then say you will see them to “discuss the idea they have come up with.”

Steps of ‘Shared Concern’
Meeting with the child who has been bullied

Step 1

“I have asked you to come and speak with me because I have heard that some things have been happening to you that are making you very unhappy at school.”

- Wait for the child to respond.
- Let the child explain their situation. Then simply acknowledge that there is a situation, which is making him/her unhappy.

Step 2

“So it sounds like you are having a bit of a tough time.”

- Wait for the child to respond.
- As soon as the child agrees and acknowledges go to Step 3.

Step 3 (a)

“I have spoken to a few students about your situation and they have made a few good suggestions to help you to feel happier and safer at school.”

- If the student is concerned about this reassure him/her that you will be keeping a close eye on what is happening.
- Let the student know that there may be a few changes in some of the children’s behavior towards him/her.
- If you feel the child could help the situation by changing some of his/her behaviors go to Step 3(b).

Step 3 (b)

“I was wondering what you could do to help to improve the situation for yourself to help you to become happier at school.”

- Accept any suggestions with positive feedback.
- Don’t question their suggestions if they are positive.
- If the suggestions are negative, ask the student whether they think this would help him/her to feel happier.
- If the student can’t think of anything to do or is resistant to the idea ask him/her to take some time to think about something he/she could do to help to feel happier then move to Step 4.

Step 4

“O.K. I’ll see you next week to find out how you are getting on.”

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5. Shared Expectations

Katandra West Primary School's shared expectations are linked to our School Values.

1. Sharing
2. Persistent
3. Outgoing
4. Respectful
5. Truthful
6. Successful

We have an expectation that students, staff and parents show respect for themselves and the school community. We expect that parents, students and staff act in a trustworthy and fair manner.

Student Expectations

Katandra West Primary School provides a safe and inclusive learning environment where students are expected to display positive behaviours and take responsibility for their learning and actions.

We expect that students will be safe at school and demonstrate consistent and positive behaviour in and out of the classroom and have a positive approach to their learning. They should attend school on a regular basis and always be punctual. We expect that students show an awareness of personal hygiene. They can expect to be engaged in their learning and receive support for managing their learning in school and at home. Students at the school should also have respect for themselves, the community and the rights of others and they should be acknowledged and praised for their efforts at school. Students can expect the school not to tolerate bullying behaviour, with education and support an important part of our curriculum.

We also expect that:

- Books, desks, classrooms and our school yard are kept tidy.
- No child is to leave the school ground without permission.
- Students remain outside school buildings before and after school and during recess, unless a teacher is present and has given permission.
- Noise is kept to a minimum inside and classrooms are walked in and between..
- Sticks, stones, bark, sand and any other objects are not to be thrown.
- Children are not to climb on roofs, trees, fences or parts of the school buildings.
- Rubbish is to be put into bins provided. Chewing gum is not allowed.
- Children riding bicycles or scooters to and from school must wear a helmet and will walk while in the school grounds.
- Children walking to school will use the school crossing, if crossing in Union Rd.
- Bringing expensive articles and toys to school is not encouraged e.g. iPods. The Education Department's insurance policy does not cover students' personal belongings.
- Children must adhere to school dress code including a wide brimmed school hat to be worn outside during Terms 1 and 4.
- Bringing or using drugs, alcohol or cigarettes within school grounds and within the general school area is strictly forbidden.
- Damage to school property and surrounds will not be tolerated e.g. vandalism of any form.

- Fighting, bullying, swearing, teasing or any other form of aggressive or harassing behaviour is not permitted and will not be tolerated.
- Bus travellers will make their way to the bus in an orderly manner and will strictly adhere to the Bus Travellers Code of Conduct.
- Children are not to eat food on the oval or play areas. All eating is to be finished before play begins. Children are to finish eating food in permitted areas only.
- Mobile phones must not be brought to school unless there is a specific agreement with the principal.

Teacher and Principal Expectations

Staff at school support students to effectively engage in their learning by providing a number of experiences which are relevant to the interests and backgrounds of the children. We put students at the centre and make sure every student has every opportunity. Inclusive practices occur in class and children are able to focus on areas of strength when completing set work. Teachers are beginning to have a common language in class and pedagogy focuses on e5. We ensure that students regularly experience success and this is celebrated along with diversity.

Roles of Principal

- Ensure the delivery of a comprehensive, high quality education program to all students.
- Continually be involved with classroom activities.
- Provide staff with support on all school issues.
- Be executive officer of the school council.
- Implement decisions of the school council.
- Establish and manage financial systems in accordance with the Department and school council requirements.
- Represent the Department in the school and the local community.
- Contribute to system-wide activities, including policy and strategic planning and development.
- Effectively manage and integrate the resources available to the school.
- Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations.
- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate.
- Comply with regulations.

Roles of Teachers

- Provide excellent learning opportunities for students.
- Work in partnership with staff, students, parents and the wider community.
- Engage in ongoing professional learning to improve their practice.
- Draw on resources and frameworks provided by the system to inform their work and classroom practice.
- Work collaboratively with professional colleagues to improve teaching and learning within the school.
- Use multiple sources of feedback on their classroom practice to inform their professional learning goals.

Roles of Parent

Parents support the school by modelling positive behaviours in and out of the school environment. We expect that all parents and carers promote the schools' values of care and compassion, respect, doing your best, honesty and trust, responsibility and understanding, tolerance and inclusion.

We expect that parents ensure that regular attendance and punctuality occurs and that the school is informed as to the reason for non – attendance or late arrival. We expect that parents have an active role in their child's education, assisting and supporting students at home with any school work. We expect that they communicate with teachers and students in an orderly and respectful manner and that parents show respect for the learning environment at school and support schools policies.

6. 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
- 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.

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- **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: KATANDRA WEST PRIMARY SCHOOL 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 Principal

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.
-
- 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.

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
- Supporting classroom teachers in the overall management of student behaviours.
- 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
- 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

School Rules

At Katandra West Primary School we have four main school rules.

1. We act in a safe and responsible manner.
2. We respect all students, teachers and visitors.
3. We respect our property, the property of others and that of our school.
4. We behave in a courteous and cooperative manner, striving to be our best at all times.

Consequences are what happens as a result of inappropriate behaviour. At KWPS we ensure consequences are fair, predictable and related to the student's behaviour.

When a staff member finds that a student has behaved inappropriately we will work through the stages of the student engagement plan (if possible).

Inside the classroom

1. **Verbal reminder/s of appropriate behaviours and consequences if the behaviour continues.**
2. **Time-in the classroom during recess or lunch. Sent to School Office/Principal**

School yard

1. **Verbal reminder of appropriate behaviours and consequences if the behaviour continues.**
2. **Will accompany the yard duty teacher.**
3. **Removed from yard to School Office/Principal.** (will result in detention during recess or lunch)
 - Severe behaviour will result in children being exited from the room or yard immediately.
 - Parents will be notified through either a phone call (priority) or letter if their child has been removed from class or the yard and any incident that warrants parent notification.
 - Detention should be used when all natural consequential discipline methods have been exhausted or are not appropriate.
 - Students will be supervised at all times.
 - Detention should only last for half of the lunchtime or recess.
 - Students may be asked to complete work that has been unfinished due to their behaviour and depending on the student's age or skill; a Behaviour Improvement Plan may be established.

At Katandra West Primary School we work closely with students in a positive and supportive manner. Staff use strategies in a staged response, however, in certain circumstances a suspension or expulsion may be required.

Please refer to our Suspension & Expulsion

Policies for further information.

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 _____

This document is to be placed in your Homework Planner

Policy Statement:	<u>BEHAVIOUR MANAGEMENT</u>
Responsibility:	Principal, Staff & School Council
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The Principal, in consultation with School Council, may vary this Policy if circumstances require it.

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/