



Behaviour Management Policy and Procedures

1. Student Behaviour **a. School Context**

St Albans Heights Primary School is situated in the city of Brimbank in the western suburbs of Melbourne. It has a rich history and tradition of welcoming and providing education to many students who have come from all over the world. Our students and their families represent over 30 different nationalities, including a substantial number of refugee students, a large Vietnamese population and growing Pasifika community.

We employ a Speech Pathologist, Student Wellbeing Officer, Community Hub Coordinator and a Multi-Cultural Aide and a number of Integration Aides to complement our teaching workforce. This holistic approach to wellbeing provides our students with a number of opportunities to learn positive social skills and to improve their learning potential.

The school has embedded four values across the school – Honesty, Teamwork, Respect and Belonging. These four values underpin the school Citizen of the Week awards and Credit Points. Students are acknowledged for demonstrating the school values.

The school works towards a school wide positive behavior approach to discipline and appreciates the complexities of the students, families and the social issues of the diverse community. Students demonstrating *challenging behaviours* are provided with Behavior Support Plans, which are prepared by key staff in the school and the families.

b. Defining challenging behaviour

As schools have the ability to define their own set of behavioural expectations, there is no common set of behaviours that can be universally regarded as challenging (note this relates to individual school's behavioural expectations and not the grounds for suspension and expulsion which are set and common to all government schools).

In most schools and for most teachers, challenging behaviour can generally be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff.

Examples of challenging behaviour include:

- Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching

Influences on student behavior

There are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with. These include:

- Biophysical factors, such as medical conditions or disabilities
- Psychological factors, including emotional trauma or lack of social skills

- Behavioural/social factors, including where a student’s problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- Historical community factors, including for Koorie students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- Cultural factors, for example Koorie community ‘Sorry Business’
- Student group dynamics, such as bullying and teasing, cliques or student apathy or hostility
- Environmental factors, for example the level of classroom noise or classroom seating arrangements
- Classroom organisation issues, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- Teacher behaviour, for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment

In many cases, there is no single “cause” of challenging behaviour, but it is the result of several factors operating in combination.

Behavioural triggers

When seeking to understand challenging behaviour, it is important to understand the role of behavioural triggers. Triggers are actions or events that play a role in prompting particular behaviours. Triggers can be used deliberately by teachers to elicit correct student behaviour. For example, if a teacher wants students to listen, he or she will generally call for their attention (sometimes using a signal) and wait for them to be quiet, thereby triggering the desired attentive behaviour.

Sometimes actions or events in the classroom may be a trigger for some students to exhibit challenging behaviour. For instance, a teacher’s instruction to students such as “*put your books away and take out a piece of paper so we can start writing*” might act as a trigger for a student with learning difficulties, who may exhibit challenging behaviour in order to avoid completing the work, which could potentially reveal that they are struggling.

Whether or not a particular action or event is a trigger for challenging behaviour will depend on the individual student and the environment or setting in which it takes place. The instruction above might produce very different behaviour if it is shouted in a large, noisy classroom rather than made in calm voice to a small, attentive and quiet group of students.

A crucial element of any response to a student's challenging behaviours is identifying the triggers for that particular student. When triggers are identified, teachers and other school staff are then able to more easily avoid these and also can start to develop and use other triggers to elicit positive behaviour.

2. Rights and Responsibilities:

All members of our school community have the right to feel safe, valued and welcomed in our school.

Students	
<u>Rights</u> <ul style="list-style-type: none"> • to learn and experience success. • to be safe and secure at school. • to be heard and express an opinion. • to be valued and treated with respect, fairness and courtesy by all members of the school community. • to know what is expected of them academically and socially. • to be supported in challenging situations. • to be free of harassment and bullying, including cyber bullying. 	<u>Responsibilities</u> <ul style="list-style-type: none"> • to engage in learning and allow others to learn. • to display positive behaviours that demonstrate respect for self, peers, teachers and all other school community members. • to respect, value and learn from the differences of others. • to be a positive role model. • to communicate problems and participate positively in discussions • to resolve conflict. • to be responsible for own behaviour. • to comply with all school policies.
Staff	

Rights	
<u>Rights</u> <ul style="list-style-type: none"> ● to teach and experience success. ● to be safe and secure at school. ● to be heard and express an opinion. ● to be valued and treated with respect, fairness and courtesy ● by all members of the school community. ● to know what is expected of them in terms of role and responsibility. ● to be supported in challenging situations. ● to be free of harassment and bullying, including cyber bullying. 	<u>Responsibilities</u> <ul style="list-style-type: none"> ● to have high expectations of all students, recognising and developing each student's abilities, skills and talents. ● to develop a positive and inclusive classroom environment, and clearly communicate expectations. ● to provide an engaging, inclusive and differentiated curriculum. ● to communicate problems, seek support and resolve conflict in a timely manner. ● to be a positive role model. ● to attend meetings, share ideas and support others. ● to work in partnership with families and communities. ● to comply with all school policies.
Parents / Carers	
<u>Rights</u> <ul style="list-style-type: none"> ● to be involved in students' learning. ● to be included in decision-making. ● the right to expect student safety in a supportive environment. ● to access information and communication (access to interpreters). ● to be heard and express an opinion. ● to be treated with respect, fairness and courtesy by all ● members of the school community. ● to be free of harassment and bullying, including cyber bullying. 	<u>Responsibilities</u> <ul style="list-style-type: none"> ● to maintain high expectations of children's learning. ● to ensure regular student attendance and actively support engagement in the school. ● to ensure regular and constructive communication with the school ● regarding learning and wellbeing. ● to work collaboratively with the school to maintain a safe and respectful learning environment for all students. ● to support students to develop and maintain positive study habits. ● to attend information sessions, social activities, and student support groups. ● to support school programs and comply with all school policies.

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate <ul style="list-style-type: none"> ● Honesty ● Respect ● Teamwork ● Belonging 	<ul style="list-style-type: none"> ● Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs ● Support their child in their preparedness for the school day and in the provision of 	<ul style="list-style-type: none"> ● 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 ● The school will provide appropriate,

		<p>a supportive home environment</p> <ul style="list-style-type: none"> • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<p>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 for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note for absences 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays, except under exceptional circumstances • 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 accurately and follow up on absences • Identify 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
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with 	<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</p>

	<p>core values of honesty, respect, teamwork and belonging</p> <ul style="list-style-type: none"> • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>the school in regards to their child's circumstances</p> <ul style="list-style-type: none"> • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in 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 – determined by the student support group.
- 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 (e.g.; keeping rooms uncluttered and having areas carefully defined)

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Seeking understanding of 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 Student Wellbeing Officer, Teacher and Leadership Member where appropriate
- Mentoring and /or counselling
- Convening student support group meetings during agreed times
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (buddy program, social skills groups, camps)
- Involving community support agencies
- Contact with the Regional Office and Student Support Service Officers (SSSO) – by leadership team

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.
- Suspension link
<http://www.education.vic.gov.au/school/principals/participation/Pages/suspensionconsiderations.aspx>
- Expulsion link
<http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionprocess.aspx>
- An in-house suspension will only be organized in agreement with parents and leadership, subject to duty of care arrangements (i.e.; if there is suitable availability of staff).
- A teacher may need to evacuate the class when a student is at risk of hurting others.

Consequences which may be used prior to suspension include:

- Use of behaviour and attendance tools (such as Compass) to monitor behaviour
- Withdrawal from activities or events that could be deemed unsafe with the current behaviour
- Withdrawal from the classroom or yard if the behaviour is deemed unsafe or excessively disruptive
- Detention: teachers may require a student to complete schoolwork or additional work or duties at recess or lunch break. No more than half the break time may be given to detention.
- Alternative activity to the rest of the class
- Restorative practices with other students and/or adults affected
- Convening of a school support group.

When considering suspension or expulsion, the school follows the Department of Education and Training procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students
- To be familiar with the SAHPS Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices, and engage in professional learning provided at the school.
- When breaches of the SAHPS 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 to the leadership team.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Leading Teachers

A. Promotion of Positive Behaviours:

- Establish consistent schoolwide 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 patterns 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
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.
- Participate in team and leadership meetings to update the Student Mapping Tool.

Responsibilities of the Assistant Principal

- Supporting both classroom teachers and Leading Teachers in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* is understood by staff, 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.
- The Principal is responsible for authorizing student suspensions after liaising with key staff and the student when necessary.
- Overseeing the implementation of the policy and ensuring the structures and frameworks can operate within the school
- Provide relevant professional learning to be able to enact the strategies and processes across the school.
- Provide relevant support for staff experiencing difficulties as a result of ongoing or high need student management.

<i>School guidelines</i>	<i>Classroom Teacher Responsibility</i>	<i>Leadership Team (Prin, AP, LTs)</i>
Overall behaviour <ul style="list-style-type: none"> ● Students must follow all reasonable requests of staff. ● Students must never physically or verbally abuse others. ● Students must always treat others with respect. ● Students must respect the rights of others to learn. ● Students must respect the property of others. ● Students must bring correct equipment to all 	Follow the "5 Steps to Classroom Control": <ol style="list-style-type: none"> 1. Remain calm 2. Warn with rights based warning "Your behaviour is disturbing others, please stop". 3. Reassert "I understand and we can discuss this later. Right now please... 4. Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc 	<ul style="list-style-type: none"> ● Contact parents or carer ● Hold a student support meeting to discuss the behavior, plan or contract ● Conduct restorative practice with affected parties ● Suspend if warranted

<p>classes</p> <ul style="list-style-type: none"> Students must work to the best of their ability. 	<p>5. Follow through with graded consequences:</p> <ol style="list-style-type: none"> Move student to another seat / isolated area of the classroom Remove to another classroom for time out Organise conference/restorative chat to include Leadership member 	
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> Students must be on time to all classes Students who are late to school must report to the admin office to get a late pass. Students who leave school early must be collected by their parent/guardian Notification from home must accompany all absences. Students must not leave the school grounds without permission. 	<ul style="list-style-type: none"> Check late pass. Adjust entry on eCASES to Late Follow up on the lateness to seek understanding and help to modify behavior Report to leadership team or wellbeing officer if lateness is an ongoing matter Call parents/carers after two days absence Report to the leadership team / wellbeing officer about ongoing absences 	<ul style="list-style-type: none"> On going lateness or absence - organise for parent/carer conference to resolve issue (inc. SWO)
<p>Uniform</p> <ul style="list-style-type: none"> Students must wear the correct school uniform. 	<ul style="list-style-type: none"> Encourage and promote correct school uniform use. Provide a borrowed item from the spares cupboard Request return of borrowed items Follow up with the student if repeated issues. Report to the leadership team if the issue continues 	<ul style="list-style-type: none"> Seek agency support for family needing help with uniforms (inc. SWO)
<p>Health and Safety</p> <ul style="list-style-type: none"> Students must not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person(see harassment/anti bullying policy). Personal electronic devices need to be kept at the office Students must move around the school in an orderly fashion. All 	<ul style="list-style-type: none"> Become familiar with and follow the Anti-Bullying and Harassment Policy. Include lessons in class to teach appropriate behaviours, cyber safety and cyber awareness. Remind students to hand in their ipods and mobile phones to the admin office and confiscate if not handed in Remind students to walk through the building at all times. Supervise transition between classes 	<ul style="list-style-type: none"> Follow up with bullying or harassment reports Contact parents and conduct a student support meeting Suspend a child if warranted Seek agency support for footwear if necessary

<p>members of the school are required to promote a safe and healthy environment.</p> <ul style="list-style-type: none"> • It is compulsory for all students to wear appropriate footwear at all times. 	<ul style="list-style-type: none"> • Check student footwear and follow up with parents if incorrect footwear is being worn (e.g.; slip on shoes, thongs) 	
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff room, offices or out of bounds areas unless supervised. • Students must bin all rubbish • Students must return borrowed school material on time. • Classrooms must be left neat and tidy. 	<ul style="list-style-type: none"> • Teach and encourage students to respect property • Provide positive reinforcement for respectful behaviour towards property • Encourage cleanliness in the yard and reward house teams with points 	<ul style="list-style-type: none"> • Model expected values and behaviors • Contact parents if property has been stolen or vandalized • Suspend a student if warranted

This policy was ratified by School Council on

Principal:

President:

This policy will be reviewed in 2021

APPENDIX A: The learning environment: rights and responsibilities

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

- Only ever walk through the school buildings. Running is not part of any workplace.
- Keep noise to a minimum and be aware of the learning that is happening across the school.
- Only enter learning areas when you have permission from your teacher.
- iPods and mobile phones need to be handed into the office at the beginning of the day and collected at the end of the day.

In the classrooms:

You and the teacher have the right to do as much work as possible, therefore:

- You need to be on time in the morning and for all classes.
- You must bring all the necessary equipment to class.
- You need to listen when others are speaking and be respectful towards others.
- You should attempt to do your best with all tasks.

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 and respectfully.
- You should keep your hands and feet to yourself.
- You should not help yourself to other students' belongings.

If you fail to respect the learning environments, your teachers may implement the following actions:

- You may need to make up the time to you have lost in being late, disruptive or unprepared.
- You may miss out on activities if you have been unsafe or disrespectful.
- You will be asked to apologize for any disrespectful or disruptive behavior.
- You will be asked to return or replace other student's belongings if you have taken or ruined them.
- Your parents / carers may be asked to contact the school to discuss the inappropriate behavior in the learning environment.
- You may be asked to provide the principal or other staff member with a letter of apology which will be kept on your file.

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