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## **Behaviour Management Policy & Procedures**

### **1. Whole-School Prevention Statement**

Warrenheip 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. Our 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.

Our 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 programs provide assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Gr 6 School Leaders program and other leadership opportunities within the school.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our staff team which can seek the assistance of the DEECD Psychologist and School Welfare Officer.

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 maximum attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by the teaching staff and business manager.

Our 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.

### **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.

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.



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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 school policy statements.

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

### 3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate</p> <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual every day</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents / carers explaining an absence / lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> </ul>	<p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> <li>• proactively promote regular attendance</li> <li>• mark rolls accurately each day and monitor absences</li> <li>• Identify trends via data analysis</li> <li>• report attendance data in the school's Annual Report</li> <li>• support students whose attendance is problematic by working with families to implement individual strategies</li> </ul>

<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• take responsibility for their learning and have high expectations that they can learn</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• model core values of caring, personal best and inclusion</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• communicate with the school in regards to their child's circumstances</li> <li>• cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child.</li> <li>• 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.</li> <li>• The school will consistently apply its behaviour expectations through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>• 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</li> </ul>
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## 5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the 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
- Encouraging student participation in the development of classroom and whole school expectations
- Consistently acknowledging all students
- 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:

- Evaluating 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 may include:

- Involving and supporting the parent/carer
  - Convening student support group meetings
  - Developing individualised learning, behaviour or attendance plans
  - 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.
- Convening of a school support group.
- If considering suspension or expulsion, Warrenheip Primary School will follow DEECD procedures.

**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’.
- Become practised in using restorative practices.
- When breaches of behaviour expectations occur, classroom teachers must follow protocol.
- *In extreme circumstances the threat is to be referred immediately to the Principal.*

**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 patterns of problem behaviour, implement a targeted response to address the problem.

**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 business manager and principal informed on student management issues.

***Responsibilities of the Principal***

The Principal is responsible for convening staff meetings to:

- Develop, implement and evaluate the school’s Behaviour Management Guidelines
- Develop prevention and early intervention programs and strategies that contribute to a positive school culture.
- Develop a whole school approach to student attendance.
- Promote and assist all teachers in the use of restorative practices.
- Develop procedures to induct new staff on the School’s Behaviour Management guidelines.
- Support fellow classroom teachers in the overall management of student behaviours.
- Monitor the attendance strategy and behaviour expectations.
- Ensure the *Procedures for Suspension* and are adhered to.

The Principal is also 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. 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"
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**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 (camps, excursions, incursions)
- Involving community support agencies
- Contact with the Regional Office

<b>Objectives</b>	<b>Classroom Teacher Responsibility</b>	<b>Principal</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students should obey all reasonable requests of staff.</li> <li>• Students should never physically or verbally abuse others.</li> <li>• Students should always treat others with respect.</li> <li>• Students should respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students should respect the property of others.</li> <li>• Students should bring correct equipment to all classes</li> <li>• Students should work to the best of their ability.</li> </ul>	<p>Follow the “5 Steps to Classroom Control”:</p> <ol style="list-style-type: none"> <li>1. Remain calm</li> <li>2. Warn with rights based warning “Your behaviour is disturbing others, please stop”.</li> <li>3. Reassert “I understand and we can discuss this later. Right now please...</li> <li>4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</li> <li>5. Follow through with graded consequences: <ol style="list-style-type: none"> <li>a. Move student to another seat / isolated area of the classroom</li> <li>b. Remove to another classroom for time out</li> <li>c. Organise conference/restorative chat (may include Principal)</li> </ol> </li> </ol> <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> <li>a. Incident Report to Principal</li> <li>b. Contact with parent after consultation with Principal</li> </ol>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> <li>• Speak with the student prior to actioning</li> <li>• Teacher to ring and inform parent of misbehaviour.</li> <li>• Behaviour sheet</li> <li>• Attendance sheet</li> <li>• Restorative chat with affected parties</li> <li>• Behaviour Plans</li> <li>• Student Contract</li> <li>• Parent contact</li> <li>• Student support conference</li> <li>• Recommendation to externally suspend.</li> </ul>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students should be on time to all classes</li> <li>• Students who leave school early must have parental permission.</li> <li>• Students absent from school must ensure that a signed note, parental advice or medical certificate is presented upon returning to school. <ul style="list-style-type: none"> <li>• Notification from home must accompany all absences.</li> <li>• Students must not leave the school grounds without</li> </ul> </li> </ul>	<p>Adjust entry on roll to ‘Late’.</p> <p>Speak to student about lateness.</p> <p>Report to Principal if on-going.</p>	<p>Speak to student about lateness issues.</p> <p>Ongoing lateness: organise for parent conference to resolve issue.</p> <p>Follow through with student and /or parent/guardian/carer</p>

<p>permission.</p>		
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>Students should adhere to the school uniform requirements. This includes extremes in personal appearance.</li> </ul>	<p><i>Speak to student. Report extremes in appearance to Principal.</i></p>	<p><i>Speak to student, contact parents if necessary.</i></p>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li><b>Students should 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.</b></li> <li><b>Electronic devices must not be used without permission.</b></li> <li><b>Students must not use prohibited substances.</b></li> <li><b>Students must move around the school in an orderly fashion. All members of the school are required to promote a safe and healthy environment.</b></li> <li><b>In the interest of hygiene students must not spit.</b></li> <li><b>It is compulsory for all students to wear appropriate footwear at all times.</b></li> </ul>	<p><i>Challenge behaviours and make a report to Principal.</i></p> <p><i>Confiscate iPod or mobile phone and take to General office</i></p> <p><i>Report to Principal</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties. Refer ongoing misbehaviour to Principal</i></p> <p><i>Report to Principal</i></p>	<p><i>Contact parents and involve other staff. Refer to Anti- Bullying and Cyber –Bullying Policies and Guidelines Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to class, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Immediate suspension.</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. time out.</i></p>
<p><b>Property and security</b></p> <ul style="list-style-type: none"> <li><b>Students are to respect all school property.</b></li> <li><b>Students should not enter class/staff rooms or offices without permission.</b></li> <li><b>Students should bin all rubbish</b></li> <li><b>Students should return borrowed school material on time.</b></li> <li><b>Students should leave school bags in storage zones.</b></li> <li><b>Classrooms must be left neat and tidy</b></li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g clean up, time-out.</i></p> <p><i>For repeated offences, referral to Principal</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties, time-out.</i></p> <p><i>Parent notified. Community service.</i></p> <p><i>If extensive and persistent, parent meeting to review family responsibilities.</i></p> <p><i>Parent may be required to meet costs.</i></p>

**The Learning Environment: Rights and Responsibilities**

**The school is a workplace.** As soon as you enter into the building & grounds everyone must demonstrate appropriate behaviours:

- Walk through the buildings. Running is not part of any internal workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces without permission.
- iPods and mobile phones are not to be used. They must remain switched off.
- There is to be no graffiti

**In the classrooms:**

Students and teachers have the right to do as much work as possible, therefore:

- Punctuality - be on time
- Come equipped - bring all the necessary equipment to class
- Attention –listen when others are speaking
- Effort – attempt to complete all work

1. 1. Students and teachers have the right to feel comfortable and safe in the classroom, therefore:

- pass all objects carefully
- speak to others politely
- keep your hands to yourself
- do not help yourself to other students' belongings

**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 the Principal
- In extreme circumstances your teacher may ask you to leave the classroom and report to the principal without implementing any of the above steps. Contact with your parents may be necessary.

References:

Effective Schools are Engaging Schools Student Engagement Policy Guidelines	<a href="#">DEECD - Child Health and Wellbeing</a>
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>