

Behaviour Management Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 03 5973 9100.

Rationale

Benton Junior College is committed to providing a safe and secure learning environment for all students. Students can only reach their full potential when they are happy, healthy and feel safe. Benton Junior College promotes a positive school culture that aligns with the school values of safe, respectful, resilient and learning which helps students to engage in learning.

Appropriate behaviour is learned through explicit teaching of the Benton Junior College Essential Agreement and encouraged through consistent positive reinforcement. School Wide Positive Behaviour Support underpins our understanding of what we define as appropriate, positive behaviour.

Inappropriate behaviour that puts children and staff members' health and/or safety at risk is unacceptable. Any situation where a member of the school community feels unsafe at Benton Junior College due to any form of unacceptable behaviour such as harassment, discrimination or a threat or act of violence is not tolerated.

Aims

- School leadership and staff promote a culture of respect, fairness and equality, and foster respectful relationships
- Provide social/emotional and educational support for at risk and vulnerable students
- Promote clear, school-wide and classroom expectations, responsibilities and consequences for challenging behaviour to the entire school community
- Develop school environments that are conducive to positive behaviours and effective engagement in learning
- Implement the strategies that have been thoroughly reviewed and are backed by evidence and current research

Implementation

Classroom Teachers

- Teachers will develop strong, respectful relationships with students
- Teachers will explicitly teach classroom expectations in accordance with the Benton Junior College Essential Agreement (Appendix 1)

- Teachers will follow the Benton Junior College Response to Behaviour (Appendix 2) when responding to negative behaviours in the classroom and yard
- Teachers will have collective responsibility for the health, safety and wellbeing of all students

Students

- Students will be supported to develop strong, respectful relationships with staff
- Students will model expected behaviours in accordance with the Benton Junior College Essential Agreement

Parents

- Parents will be supported to develop strong, respectful relationships with staff
- Parents will model and reinforce expected behaviours in accordance with the Benton Junior College Essential Agreement
- Parents have a responsibility to support Benton Junior College to maintain a safe and respectful learning environment for all students and staff
- Parents will engage in regular, constructive communication with school staff regarding concerns relating to their child's behaviour and/or learning

Rights and Responsibilities

It is the right of all members of the school community to experience a safe and supportive teaching and learning 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 have a responsibility to follow the School Wide Positive Behaviour Support framework. As part of this framework, teachers are responsible for explicitly teaching the expected behaviours outlined in the Benton Junior College Essential Agreement and teachers have a responsibility to follow the Benton Junior College Response to Behaviour when supporting students who have displayed minor or major behaviours in the classroom or yard.

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 align with the Benton Junior College Essential Agreement.

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.

Managing Incidents

Teachers will follow the Benton Junior College Response to Behaviour (Appendix 2) which is a staged response when responding to/managing behaviour incidents/concerns. Where a student has an individual Behaviour Support Plan, teachers will respond/manage behaviour incidents/concerns in accordance with the student's individual plan. Students who continue to display undesired behaviours will be supported through the establishment of a Student Support Group including the classroom teacher, parents and a member of the principal team.

Bullying including cyber bullying is not tolerated at Benton Junior College and the school's response will be in accordance with Department of Education guidelines. For more information please refer to the school's Anti-Bullying policy.

Ministerial Order 625 (Procedures for Suspension and Expulsion) took effect on 1 March 2014. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. Suspensions will be determined by a member of the principal team. Expulsions will be determined by the principal, this decision cannot be delegated. Department of Education policies will be followed regarding suspensions and expulsions.

Date created	May 2025
Date ratified by College Council	May 2025
Date to review policy	May 2028

Appendix 1

BENTON JUNIOR COLLEGE ESSENTIAL AGREEMENT

	We are RESPECTFUL	We are LEARNERS	We are SAFE	We are RESILIENT
As a member of our school community, we ALWAYS	<ul style="list-style-type: none"> We use our manners We use kind words We wear our school uniform correctly We help others We give others personal space 	<ul style="list-style-type: none"> We try our best We have a positive attitude towards our learning 	<ul style="list-style-type: none"> We follow instructions We keep our body (hands, feet) to ourselves We share our problems and concerns with an adult 	<ul style="list-style-type: none"> We reflect on our effort and behaviour We celebrate others people's successes We try new things, even when they are hard
When working in the CLASSROOM	<ul style="list-style-type: none"> We listen to our teachers and classmates We put our hands up when we wish to speak We collaborate with others by sharing ideas and resources We allow others to learn 	<ul style="list-style-type: none"> We stay on task We reflect on feedback We communicate if we need help We are prepared to join in class discussions 	<ul style="list-style-type: none"> We sit on our chair or on furniture properly We walk when moving around inside 	<ul style="list-style-type: none"> We speak kindly to ourselves when we make mistakes We bounce back from challenges We take risks and challenge ourselves We can learn new things even when they are hard
Out in the YARD	<ul style="list-style-type: none"> We look after the environment We listen to the yard duty teacher We share equipment with others We include others We let others have a turn 	<ul style="list-style-type: none"> We learn from mistakes we make in the yard We return to class from the yard on time 	<ul style="list-style-type: none"> We wear our hats in Term 1 and Term 4 We use play equipment with care We communicate with the yard duty teacher if we need help or have a problem 	<ul style="list-style-type: none"> We accept and follow rules of games even when it doesn't go our way We understand that sometimes we win and sometimes we lose when playing games
When using the TOILET	<ul style="list-style-type: none"> We give others privacy We use the toilets appropriately 	<ul style="list-style-type: none"> We remember to use the toilets during recess and lunch breaks 	<ul style="list-style-type: none"> We wash our hands with soap and water 	
When using TECHNOLOGY	<ul style="list-style-type: none"> We only take photos and videos of people with their consent We create our own content and understand copyright laws 	<ul style="list-style-type: none"> We make sure our devices are charged We make sure our mobile phones are switched off We place our mobile phones in the storage box at the beginning of each day 	<ul style="list-style-type: none"> We use appropriate apps and websites We only use our devices inside We carry our devices with two hands We communicate with a teacher if we are unsure about something on our devices 	



Appendix 2

Benton Junior College

Response to Behaviour - Classroom



<p>Prevention</p> <p>Develop relationships with all students in the class</p> <p>Develop relationships with families and regularly communicate positive behaviours</p> <p>Be organised and well planned for activities</p> <p>Explicitly teach and regularly revise whole-school behaviour expectations</p> <p>Establish classroom Essential Agreement</p> <p>Regularly refer to the and remind students of the Essential Agreements</p> <p>Provide regular, consistent positive reinforcement when students are displaying expected behaviours</p> <p>Recognise when there has been a positive change in behaviour and provide positive feedback regarding the change</p> <p>Provide regular evidence-based brain breaks</p> <p>Have regular check-ins with students</p> <p>Provide learning adjustments to support the range of abilities in the classroom</p> <p>Use a 'roving eye' during small group instruction</p> <p>Roam the classroom providing support and positively reinforce expected behaviours</p>	<p>REMINDER</p> <p>Minor</p> <p>First example of mismanaged behaviour</p>																	
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<p>PRINCIPAL TEAM SUPPORT</p> <p>Major</p> <p>Posing a physical or emotional threat to the safety of others.</p> <p>Consistently mismanaging independent behaviour impacting the learning of the class (all above steps have not helped the student or the student did not engage in the above steps after several attempts)</p>																		
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Benton Junior College

Response to Behaviour - Yard



<p>Prevention</p> <p>Develop relationships with students in the yard</p> <p>Constantly move around the designated yard duty area</p> <p>Explicitly teach and regularly revise whole-school behaviour expectations</p> <p>Regularly refer to and remind students of the Essential Agreement</p> <p>Provide regular, consistent positive reinforcement when students are displaying expected behaviours</p> <p>Recognise when there has been a positive change in behaviour and provide positive feedback regarding the change</p> <p>Have regular check-ins with students</p>	<p>REMINDER</p> <p>Minor</p> <p>First example of mismanaged behaviour</p>	<p>Response</p> <p>Remind student of expected behaviours referring to the whole school Essential Agreement (displayed in outward facing windows and attached to bum bags)</p> <p>When behaviour changes, provide positive feedback and reinforcement</p>	<p>Documentation</p> <p>Not required</p>	<p>People Involved</p> <p>Student Yard Duty Teacher</p>
	<p>WARNING</p> <p>Minor</p> <p>Repeated mismanaged behaviour, student did not change behaviour after first reminder.</p>	<p>Response</p> <p>Remind student of expected behaviours referring to the whole school Essential Agreement (displayed in outward facing windows and attached to bum bags)</p> <p>Provide student with a verbal warning 'if you continue to ____ then you will need to move to the designated area or walk with myself and reflect on your choices' (When choosing a designated area in the yard, ensure that it is within sight and away from play areas eg. a bench, near a wall (do not make students face the wall), on a step etc)</p> <p>When behaviour changes, provide positive feedback and reinforcement</p>	<p>Documentation</p> <p>Not required</p>	<p>People Involved</p> <p>Student Yard Duty Teacher</p>
	<p>REMOVAL TOMINS</p> <p>Minor</p> <p>Repeated mismanaged behaviour, student did not change behaviour after warning</p>	<p>Response</p> <p>Remind student of expected behaviours referring to the whole school Essential Agreement (displayed in outward facing windows and attached to bum bags)</p> <p>Student is asked to move to designated spot or walk with the yard duty teacher dealing with the incident for no longer than 10 minutes. During this time, the student is asked to reflect on their behaviour - this is not to be done in writing.</p> <p>Student provided opportunity to apologise for behaviour and return to activity.</p> <p>When behaviour changes, provide positive feedback and reinforcement</p> <p>Inform classroom teacher. Classroom Teacher to add to Chronicles.</p>	<p>Documentation</p> <p>Chronicle entry - not shared with parents/guardians</p>	<p>People Involved</p> <p>Student Yard Duty Teacher Classroom Teacher</p>
	<p>REMOVAL REMAINDER OF BREAK</p> <p>Major</p> <p>Continued mismanaged behaviour. The above steps have have been followed, student has not changed their behaviour.</p>	<p>Response</p> <p>Remind student of expected behaviours referring to the whole school Essential Agreement (displayed in outward facing windows and attached to bum bags)</p> <p>Student is directed to the Reflection Room (NEST) for the remainder of the break or for the following break time if the incident occurred at the end of a break. During this time, the student is asked to reflect on their behaviour using the Reflection Template. Leadership staff member on duty in the Reflection Room to have a conversation with the student using the questions on the Reflection Template.</p> <p>Student provided opportunity to apologise for behaviour.</p> <p>Leadership staff member to complete a chronicle entry notifying the classroom teacher documenting the student's attendance to the Reflection Room.</p> <p>Yard duty teacher to complete chronicle entry regarding behaviours displayed.</p>	<p>Documentation</p> <p>Chronicle entry from yard duty teacher - not shared with parents</p> <p>Chronicle entry documenting attendance to Reflection Room by Leadership - not shared with parents</p> <p>Phone call or email to parents/guardians to discuss behaviour from the classroom teacher</p>	<p>People Involved</p> <p>Student Yard Duty Teacher Classroom Teacher Leadership Parents/guardians</p>
	<p>PRINCIPAL TEAM SUPPORT</p> <p>Major</p> <p>Posing a physical or emotional threat to the safety of others. Consistently mismanaging independent behaviour in the yard (all above steps have not helped the student or the student did not engage in the above steps after several attempts)</p>	<p>Response</p> <p>Remind student of expected behaviours referring to whole school and class Essential Agreements</p> <p>Request support from the Principal Team by calling the office or Principal Team mobile phones</p> <p>Student to attend the Reflection Room for the remainder of the break and consequential breaks as determined by the principal team. Principal team to determine further response/action if required as outlined in the BJC Behaviour Management Policy</p>	<p>Documentation</p> <p>Chronicle entry - not shared with parents.</p> <p>Phone call to parents from the Principal Team and/or meeting with classroom teacher and a member of the Principal Team</p>	<p>People Involved</p> <p>Student Yard Duty Teacher Classroom Teacher Principal Team Parents/guardians</p>