



BENTON JUNIOR COLLEGE

BEHAVIOUR MANAGEMENT POLICY

Rationale

Appropriate behaviour is learned, and encouraged through modelling and positive recognition of pro-social behaviours. This strategy is the most effective way to create and maintain a positive learning environment. Each member of staff has a responsibility to promote good behaviour by developing a fair and consistent approach to classroom management. At Benton Junior College, "The Learning Deal" underpins our understanding of what we define as appropriate behaviour.

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 will be responsible for establishing their classroom rules (Please refer to the School's Learning Deal when establishing your class' Essential Agreement; The Learning Deal is available on Google Drive). Teachers will model and encourage children to use classroom rules to establish a respectful and productive learning environment.

In general, if a range of interventions have been attempted to address a problem without success, the problem is then taken to the next step in the sequence of support (refer Appendix 1). It is important that child circumstances and the seriousness of the behaviour be taken into consideration when choosing the appropriate action.

1. Student Behaviour – School Context

The 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 College 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. Teachers and support staff provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. The Program for Students with Disabilities (PSD) program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through a senior Leadership Program, Years 3-6 Benton Voice Representatives and a 'house' system.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET Psychologist, the Principal Team, Student Welfare Leading Teacher and the Health Nurse. External agencies such as local Youth Services, the Salvation Army and

OzChild work with students and families on a more targeted and individualised level. 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 office staff, classroom teachers, Welfare Leading Teacher and the Principal team.

The College 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:

It is the right of all members of the school community to experience a safe, pleasant 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 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.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Management Policy.

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

3. 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. (See Appendix 2)

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

Strategies to support the child:

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Classroom Teacher, Parents, Welfare Leading Teacher or member of the Principal Team where appropriate
- 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
- Convening of a school support group

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

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 the School Behaviour Management Policy and be consistent in its implementation
- Follow the "Classroom Behaviour Management Model" (See Appendix 3.)
- *In extreme circumstances the challenging behaviour is to be referred immediately to the Principal Class.*

Responsibilities of the Welfare Leading Teacher

- Supporting both classroom teachers and Team Leaders in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Management Policy.
- The Welfare Leading Teacher may also be the Principal's representative at Student Support Group meetings.

Responsibilities of the Principal Team:

- Ensuring the *Procedures for Suspension* are understood and are adhered to.
- The Principal is responsible for student expulsions, and to ensure the *Procedures for Expulsion* are adhered to
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings and during pre and post suspension conferences.

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

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

This policy was last updated on July 2018 and is scheduled for review on July 2020.

Appendix 1.

| Level | Level of Management | Examples of Inappropriate Behaviour | Interventions or Actions |
|-------|--|--|---|
| 1. | Staff Member ↓ | <ul style="list-style-type: none"> ▪ Lateness to class ▪ Failure to complete set tasks ▪ Disrupting class ▪ Showing disrespect to others and/or their property ▪ Failure to bring appropriate requisites to class ▪ Failure to follow a clear and reasonable instruction. ▪ Incomplete class/homework | <ul style="list-style-type: none"> ▪ Tactical ignoring ▪ Identification of inappropriate behaviour ▪ Request apology ▪ Warning of possible consequences ▪ Follow Steps in the Behaviour Management flow chart ▪ Discussion with child ▪ Completion of the Behaviour Reflection for follow up at home ▪ Making up time ▪ Consider a behavioural plan to record and recognise appropriate behaviours ▪ Detain at recess, lunch or after college (If latter, inform Principal Team, Welfare LT and Parents) |
| | Teacher Buddy ↓ | | |
| | Year Level Team ↓ | | |
| 2. | Principal Team Welfare Leading Teacher ↓ | <ul style="list-style-type: none"> ▪ Regular Absences ▪ Bullying ▪ Fighting ▪ Consistently fails to follow instructions ▪ Consistently disruptive in class | <ul style="list-style-type: none"> ▪ Contact parent ▪ Daily behaviour report ▪ Withdrawal of privilege ▪ Formal Detention ▪ Formal behaviour / learning contract ▪ Withdrawal from class / yard ▪ Individualised program ▪ Pre-suspension conference |
| 3. | Child Support | <ul style="list-style-type: none"> ▪ Behavioural/wellbeing concerns ▪ Learning difficulties | <ul style="list-style-type: none"> ▪ Parent meeting / case conference ▪ Counselling ▪ Professional Assistance / Assessment ▪ Formation of Child Support Group involving parent/s, teacher, A.P. ▪ Suspension |

Appendix 2. Shared Responsibility

| | Students | Parents/Carers | Principals/Teachers & Staff |
|--|--|---|--|
| Engagement (participation in the classroom and other school activities) | <p>Students are expected to demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work | <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 a supportive home environment • 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 | <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, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success |
| 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 from their parents/carers explaining an absence/lateness | <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 • support their child's learning during absences and work with the school to reintegrate students after prolonged absences | <p>In accordance with DET guidelines:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • Mark rolls accurately each lesson 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 developing 'Return to School' plans and 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 core values of diversity, achievement, responsibility and endeavour • comply with the schools Behaviour Management Policy and work with teachers and parents in | <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 the school in regards to their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs | <ul style="list-style-type: none"> • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours in curriculum content • 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 |

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| | <p>developing strategies to improve outcomes</p> | | <p>with attendance and behavioural issues</p> <ul style="list-style-type: none"> • The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • 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 |
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