



BALWYN PRIMARY SCHOOL

STUDENT MANAGEMENT POLICY

1. Student Behaviour – Balwyn Primary School Context

Balwyn 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. Balwyn Primary School works collaboratively with students and parents/guardians 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.

Balwyn Primary 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. Our Learning Enhancement and Enrichment Program and English as an Additional Language (EAL) classes and Reading Recovery Intervention provide support to ensure student literacy and numeracy needs are being addressed. Our mentoring programs are tailored to address students' personal and social learning at various stages of their education. Student leadership capacity is fostered through the Junior School Council, Sports Counsellors and specialist leaders.

Balwyn Primary School uses interpreters where appropriate to assist parents/guardians to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Student Support Team which includes the DEECD Psychologist and Speech Pathologist.

External agencies such as Camcare work with students and families on a more targeted and individualised level if required.

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 attendance targets in place. Attendance is monitored throughout the day, and student absences are followed up by school management.

Balwyn Primary School values parent input 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 learning and teaching environment. Staff, students and parents/guardians have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural Policy).

Teachers also have the right to be informed, **while respecting** 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/guardians have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours to 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 (VIT). 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 Policy.

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

3. 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 classrooms and school environments – refer to school Code of Conduct
- 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 opportunities to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Promoting a strong student voice.

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/guardian
- Involving the Student Support and Wellbeing Leader 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
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to detention.
- Convening of a school support group.

When considering suspension or expulsion, the school follows the Department of Education and Early Childhood and Development's procedures.

APPENDIX A: 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 Policy and be consistent in its implementation.
- Become practised in using restorative practices
- When breaches of the Behaviour Management Policy occur, classroom teachers must follow protocol. Classroom teachers must provide *written* documentation including strategies taken to deal with the problem, for these reasons before the matter is referred on to Assistant Principal
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of Leading Teachers

A. Promotion of Positive Behaviours:

- Establish consistent whole school and classroom expectations and 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/guardians/wellbeing coordinator.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up on long term absences and leadership on ongoing student management issues
- Organise Attendance Conferences if required.

Responsibilities of the Wellbeing Committee

The Leading Teacher of Engagement and Well-Being are responsible for:

- Developing, implementing and evaluating the School Student Engagement Policy
- 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 school management when required
- To liaise and work with the Pathways and Transitions Leader in supporting “Students at risk”
- To promote and assist all teachers in the use of restorative practices
- Induct new staff on the school’s Student Engagement policies.

Responsibilities of the Assistant Principal

The Assistant Principal is responsible for:

- Supporting both classroom teachers and Leading Teacher in the overall management of student behaviours

- Monitoring the attendance strategy and Behaviour Policy
- Ensuring the *Procedures for Suspension* are understood by the Leading Teachers, 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.

APPENDIX B: School Action and Consequences Table

Rules	Classroom Teacher Responsibility	Leading Teachers (or class teacher if required)
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must obey 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. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. 	<p>Follow the “5 Steps to Classroom Control”:</p> <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. 5. Follow through with graded consequences: <ol style="list-style-type: none"> a. Move student to another seat / isolated area of the classroom b. Remove to another classroom for time out c. Organise conference/restorative chat to include Leading Teacher/ Level Leader/AP <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> a. Incident Report to Leading Teacher. b. Contact with parent after consultation with Leading Teacher/AP. 	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning • Ring and inform parent of misbehaviour • Restorative chat with affected parties • Behaviour Plans • Student Contract • Parent contact • Student support conference • In house suspension • Recommendation to referral and externally suspend to AP.
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late must report to the general office. • Students who leave school early must sign out at the office. • Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. • Notification from home must accompany all absences. • Students must not leave the school grounds without permission. 	<p>Check late notes. Adjust entry on eCASES Report to leaders if on-going.</p>	<p>Speak to student about lateness issues.</p> <p>Ongoing lateness: Follow through with student and / or parent/guardian/carer</p> <p>After three days absence: Organise for attendance conference or follow up phone call. Inform relevant leaders if applicable.</p> <p>Organise for community service that day or next day and link to a specific area or teacher in the yard.</p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school 	<p>Check uniform, inform student’s their name will be given to the Principal Class if uniform is repeatedly not worn.</p>	<p>Notify Admin if a note is to be sent home to notify parents / carer on uniform issues.</p>

uniform requirements. This includes sun protection.	Report extremes in appearance to Principal Class.	
<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). • Electronic devices must not be used without permission. • Students must not use prohibited substances. • Students must move around the school in an orderly fashion. All members of the school are required to promote a safe and healthy environment. • In the interest of hygiene students must not spit. • It is compulsory for all students to wear appropriate footwear at all times. 	<p>Challenge behaviours and make a report to Leading Teachers.</p> <p>Confiscate certain items if applicable</p> <p>Report to Principal Class</p> <p>Challenge behaviours around rights and responsibilities and impose consequence e.g. community service Refer ongoing misbehaviour to Leading Teacher/ AP</p>	<p>Contact parents and involve Leading Teachers.</p> <p>Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, and/or counselling.</p> <p>Suspension. Referral to AP.</p> <p>Inform Principal Class. Student removed from classroom and parent contacted to collect students. Immediate suspension.</p> <p>Challenge behaviours around rights and responsibilities and impose consequence e.g. community service.</p>
<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 and storerooms unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, markers. • Students must return borrowed school material on time. • Students must leave school bags in lockers. The school will not be responsible for loss of valuables. • Classrooms must be left neat and tidy. • If a student is suspected of engaging in graffiti 	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. community service, confiscation etc.</p> <p>Report ongoing issues to Principal Class</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. community service etc.</p> <p>Parent notified. Community service. Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.</p>

APPENDIX C: 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. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces unless requested
- iPods and mobile phones are not to be used. They must remain switched off.
- 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 the following actions may/will be implemented by your teachers:

- Confiscation of your iPods or mobile phone or other devices
- Lunchtime community service
- Reflection time
- Teacher will follow the Student Code of Conduct

If you fail to respect the classroom environment then your teacher may implement the following actions:

- Student Code of Conduct
- Request that student seating position is temporarily moved in the classroom
- Direct student to work from another class (buddy class) for reflection for the duration of the lesson
- Make a referral to the Level Leader or AP
- In extreme circumstances teacher may ask students to report to Leadership without implementing any of the above steps. The matter will be followed through by all parties. Contact with parents may be necessary.

I have read the document and understand my responsibilities and rights as a member of the Balwyn Primary School.

Name: **Teacher:**

Date:

Signature:

This document is to be placed in your Diary or Communication Folder

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/

<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Approved by School Council:</td> <td>May 2014</td> </tr> <tr> <td>Review Date:</td> <td>May 2018</td> </tr> </table>	Approved by School Council:	May 2014	Review Date:	May 2018
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