

Behaviour Management Policy

Dandenong South Primary School is committed to child safety. We have a zero tolerance to child abuse. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards.

Rationale

At Dandenong South Primary School, we want to foster a positive environment where students are able to learn and grow together. The school has adopted Restorative Practices and School Wide Positive Behaviour Support (SWPBS) framework approaches to provide focus for developing positive relationships within the classroom, within the school and between the school and the community.

SWPBS involves the establishment of a continuum of behaviour support that emphasises prevention. We follow a proactive approach which teaches students agreed expected behaviours. All staff are expected to model appropriate behaviours as set out in the school's behaviour matrix. The school's behaviour matrix outlines clear and positively stated behaviours of how students must demonstrate the school expectations/values of being Safe, Respectful and Responsible within all school settings, including classrooms, the playground, online and on excursions.

As part of our School Wide Positive Behaviour Support framework, Dandenong South Primary School has a focus on teaching appropriate behaviours to all students and developing a consistent approach to managing inappropriate behaviours. The behaviour matrix poster is displayed in each classroom and throughout the main areas of the school.

Aims

- To provide a positive culture in the school, as we know that student engagement is the basis for student learning
- To provide a learning environment that enables all members of our community to achieve their best
- Embed Restorative Practices in the school, as we know that it assists in building capacity to enable students to self-regulate behaviour and contribute to the improvement of their learning outcomes
- Embed School Wide Positive Behaviour Support (SWPBS) in the school to assist students to improve their social, emotional, behavioural and academic outcomes

Implementation

In the classroom:

- Teachers provide students with the necessary skills to work their way through problems rather than getting angry and confrontational. This includes using Restorative Practices strategies, class Circle Time, personal goal setting and programs such as 'Resilience, Rights and Respectful Relationships' (RRRR) and the SWPBS framework

- Teachers provide clear instructions to children with expectations clearly described
- Teachers teach and acknowledge positive behaviours
- Student work and achievements will be regularly showcased and publicly recognised
- Warnings will be given to a child who is misbehaving. Teachers make it clear to children that everyone makes mistakes, but when warnings are given, the student must stop and change their behaviour
- The classroom teacher may require further assistance with the support of the Sub School Team Leader/Assistant Principals/Principal/Wellbeing Officer. Parents will be called for a follow up meeting as required. Records of the incident and meeting will be kept on SENTRAL
- The Wellbeing Officer takes small group sessions each week, with students identified by the Sub School Leader that focus on social skills development and self-regulation
- Education Support Officers may also take small groups with students identified by the Sub School Leader that focus on social skills development
- Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues

Yard Duty:

- Teachers on yard duty play an active role, talking with children, helping them solve problems and set fair rules for games
- A variety of lunchtime clubs operate each day to develop student's interests across a range of different activities as well as provide positive social interactions
- The yard duty teacher uses restorative dialogue to deal with incidents. If an incident requires further follow up, it is directed to the Sub School Team Leader for further consideration. Incidents requiring SSTL involvement will have notes recorded on SENTRAL

Parents:

- Parents will be engaged in developing Behaviour Management plans for students who require extra support. Parents are kept informed of any concerns the school has in regards to their child's behaviour
- The school will provide a trained student welfare counsellor, and will access Department of Education regional and network staff with wellbeing and/or welfare expertise as required

Ongoing Behavioural Issues:

- Discussing the behaviour problems using the restorative dialogue and reaching an agreement for the future behaviour.
- Using 'Circle Time' or class meetings in the grade in which students share their feelings, ideas and concerns and problem solve together on a regular basis
- Explicit teaching of appropriate behaviours using the SWPBS frameworks
- Monitoring and providing feedback. This may be in a parent communication book or a student diary
- Recording inappropriate behaviors on SENTRAL
- Providing 'time out' allowing students to have a 'cooling off' period

- Withdrawing a student from an activity, class, incursion or excursion due to inappropriate behaviour
- Providing an alternative educational setting within the school
- Student Support meetings which may involve parents, the school's Wellbeing Officer, relevant DET staff or outside agencies
- In school suspensions for serious and/or continual misconduct. This will be implemented after parents have been notified
- Suspension and Expulsion. For serious disciplinary measures the school follows the DET Student Engagement and Inclusion Guidance, developed in response to Ministerial Order No. 625

<https://www2.education.vic.gov.au/pal/expulsions/policy>

<https://www2.education.vic.gov.au/pal/suspensions/policy>

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/home.aspx>

Corporal Punishment is prohibited in all Victorian school. Corporal punishment must NOT be used at the School under any circumstances.

Review cycle and evaluation

This policy was last updated on 4th June and is scheduled for review as required.