**PURPOSE**

Our aim is to provide a learning environment that enables all members of our community to achieve their best. We want to have positive people who are able to go about their task of learning and growing together. Consistent application of school rules and expectations together with a range of supportive strategies including positive and negative consequences will help us to achieve this goal

**SCOPE**

At Mount Dandenong Primary School we look to provide guidance and advice to our students throughout the day. This happens in a variety of ways:

* In the classroom teachers look to provide students with the necessary skills to work their way through problems rather than get frustrated and despondent. This could involve one on one counselling, class circle time to discuss issues, revisiting agreed classroom norms, common rules, personal goal setting and the use of Restorative Justice Principles
* Teachers provide clear instructions to students for and during learning sessions with expectations for the session clearly outlined
* Teachers recognise students demonstrating appropriate behaviour and provide positive feedback and reinforcement
* Appropriate warnings are given to a student who is behaving inappropriately
* We make clear to students that everyone makes mistakes but when a warning is given they must stop and change their behaviour
* Teachers on yard duty play an active role with students, supporting them with their problem solving skills and helping them to set rules for games

Parents will be kept informed if there is any concern with a student’s behaviour. On occasion the school will develop an individual behavioural support plan or behaviour and learning contract.

**POLICY**

**Positive Strategies**

**Affirmative Discipline**

Affirmative discipline is the means of establishing secure parameters for students’ behaviour in classrooms and in the playground. This will ensure that the classroom is an optimal learning environment for every student and the playground is a safe and happy environment for every student.

The focus of affirmative discipline is positive. Appropriate behaviour is rewarded. Students are encouraged to realise that they are responsible for their own behaviour. Affirmative discipline determines expectations for students. The consequences that the students receive for inappropriate behaviour are consistent throughout the school.

**Restorative Justice**

Mount Dandenong Primary School uses Restorative Justice counselling as an additional strategy to assist students to deal with disputes, bullying and unacceptable behaviours.

Students who have behaved inappropriately are asked to consider how their behaviour has impacted on others. They are asked to think about how they were feeling when they behaved inappropriately. Next they are asked to identify the harm they caused, especially to their relationships to other students. They are also asked how they can fix the harm that they have done. Those students affected are asked for their advice about this and agreements are made for the future.

The Principal or teacher will follow up on these issues over a number of weeks to ensure that the agreements are being appropriately adhered to.

**Buddies**

Students build relationships in a class setting and at break times. The Grade 6 and Prep students participate in a Buddy program. Each Prep student is matched to a buddy and they work together in a variety of activities. Participation in buddy programs enhances the Prep student’s cooperative learning behaviours such as taking turns, listening, sharing, praising one another’s effort and completing tasks.

**Circle Time**

‘Circle time’ describes a time when a large group such as a whole class or a smaller cohort meets together to develop a wide range of skills and strategies such as confidence, self-esteem, listening and problem solving. It is particularly useful for:

* Developing trust
* Supporting a class to develop cohesive relationships
* Discussing the school values, RICH (Respect, Independence, Community, Honesty)
* Working on problems such as setting game rules, bullying
* Developing students’ awareness of their responsibilities towards others and towards themselves
* Exploring new ideas
* Developing moral values
* Helping students to feel they ‘belong’
* Making students feel ‘special’
* Having fun

Circle time can help students to enjoy learning. It also helps students with their friendships and strengthens the relationship between the teacher and the class. This in turn improves everyone’s experience of school and helps students to get the most out of their school day.

**School Action and Consequences – 3 Stage Behaviour Management Process**

Student misbehaviour is classified under three different categories:

* Inappropriate behaviours
* Behaviours which affect others negatively
* Extreme Behaviours

The following table sets out the types of behaviour that fall within each category and the likely consequences.

**Note – Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

|  |  |  |
| --- | --- | --- |
| **Inappropriate Behaviours** | | |
|  | **Examples** | **Possible Consequences** |
| Managed by the classroom teacher with support from team members | Negative attitude to learning  Back chatting in class  Choosing not to listen to instructions  Task avoidance  Deliberately wasting time  Teasing | One verbal reminder or warning  5 mins time out  10 mins time out (Middle and Senior School) – recess or lunchtime  (Restorative chat if required)  Removal from classroom – student to complete behaviour reflection sheet, classroom work and 10/20 minutes time out of lunchtime play  Teacher to notify parent |
| **Behaviours Which Affect Others Negatively** | | |
| Managed by the classroom teacher with support from the team members and Principal/Leadership team | Disrupting others  Continually calling out  Lack of respect for staff  Refusing to follow instructions from staff  Verbal or emotional bullying | One verbal warning removal from classroom for 25 minutes. Student to complete reflection sheet and class work.  Restorative Justices counselling session  Teacher to notify parent  If this is repeated then further consequences apply  Removal from yard for further 25 minute period. |
| **Extreme Behaviours** | | |
| Managed by Principal & Leading Teacher | Stealing  Leaving grounds without permission  Endangering self or others  Physical bullying or fighting  Swearing  Deliberately damaging property or hurting others | Immediate removal from classroom and sent to a senior staff member  Notify parents and consequences (reflection, time out  Restorative Justices counselling session  Suspension if required following appropriate procedures as outlined by Student Engagement and Wellbeing Policy and D.E.T. (Vic.) Department guidelines.  Follow up process |

**Individual Behaviour Support Plans and Contracts**

A Behaviour Support Plan (BSP) is a school based document designed to assist individual students who have caused harm to others or who have difficulty monitoring their own behaviours. It is designed to encourage the student to make positive choices about their behaviour and their learning responsibilities.

The plans are developed in consultation with the teacher, parents, Student Welfare Coordinator and student. The plans are carefully monitored by both the student and classroom parents. The classroom teacher will keep the parents informed of any serious breaches of the student’s behaviour support plan.

**Suspensions and Expulsions**

Ministerial Order 1125 (Procedures for Suspension and Expulsion of Students in Government Schools) took effect on 16 July 2018. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. The Order and other laws must be interpreted and applied under the Charter of Human Rights and Responsibilities. This means that the Order must be complied with in a manner which is consistent with the Charter.

Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential. At Mount Dandenong Primary School we see suspension and expulsion as a last resort and any decision to use these practices will be taken in accordance with DET’s guidelines and policies.

**Other Policies**

The Victorian Government requirements for behaviour management are included as part of this policy. These requirements can be found at:

<https://www.education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/default.aspx> and form part of this policy.

## **Review cycle**

This policy was last updated on 3/9/19 and is scheduled for review in August 2020.