



Respect
Honesty
Responsibility
Co-operation
Care
Compassion

STUDENT MANAGEMENT & BEHAVIOUR POLICY

Rationale

- Positive and responsible behaviour is essential to the achievement of student learning. A co-operative partnership, which includes transparent, ongoing communication between home and school is vital. This includes the student, parents/carers and teachers.

Policy Statement

Purpose

- To build a school environment based on positive relationships, behaviours and values.
- To support students in making positive choices and to be accountable for their behaviour.
- To manage inappropriate behaviour in a positive, proactive manner with consistent and logical consequences for student behaviour.

Implementation

- The school will develop, recognise, model and reward positive behaviours and respectful relationships.
- Rewards and consequences will be fairly applied and appropriate to the behaviour.
- All grades will collaboratively establish, display and send home their classroom mission statements.
- Student behaviour will be managed by staff at four levels; Classroom Teacher, Team Leader, Leading Teacher or the Assistant Principal/ Principal.
- Teachers will use their discretion and professional knowledge to determine the management and consequences of student behaviour.
- Home/school communication will be maintained when necessary.
- Students will be referred to outside agencies where appropriate.

Sustaining a Positive School Culture

All children are expected to behave in a positive and safe manner which reflects the **Altona Primary School values**.

Respect, honesty, responsibility, co-operation, care and compassion are the values that are an integral part of school life. These values guide our school community on how we should behave and interact with each other, whilst at school and when representing our school in other situations. The **You Can Do It!** Program is also a fundamental component of what we do and how we do it.

The foundations of **persistence, confidence, getting along, organisation and resilience** are continually discussed and referred to in a variety of forums throughout the school.

Sustaining a positive school culture will be supported by

Student Management & Behaviour Ratified at School Council 15/6/16



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- Modelling of positive behaviours
- Verbal Praise
- Classroom reward systems
- Student Leadership
- Whole school 'You Can Do It Awards'
- Keys to Life Song
- Celebrating and sharing successes

School Expectations

Examples include: Students should not

- leave the school grounds once they arrive at school.
- enter classrooms unless under supervision
- run on the play equipment
- play football on the basketball courts
- tackle when playing ball games
- play ball games near windows
- throw items over the fence
- climb on walls, trees, cricket nets or fences
- steal, break or damage school property or other students' belongings
- Swear, fight, bully or exclude others.
- throw stones, sticks etc.
- squirt, spit or throw water
- use toilet areas inappropriately
- enter the teachers' car park
- Please refer also to the school's *Student Engagement Policy*, the *Wellbeing & Learning Policy* and the *Bullying Policy*.



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MANAGEMENT OF STUDENT BEHAVIOUR

The level of the behaviour will indicate the step at which it is dealt with. The following is a guide to managing student behaviour.

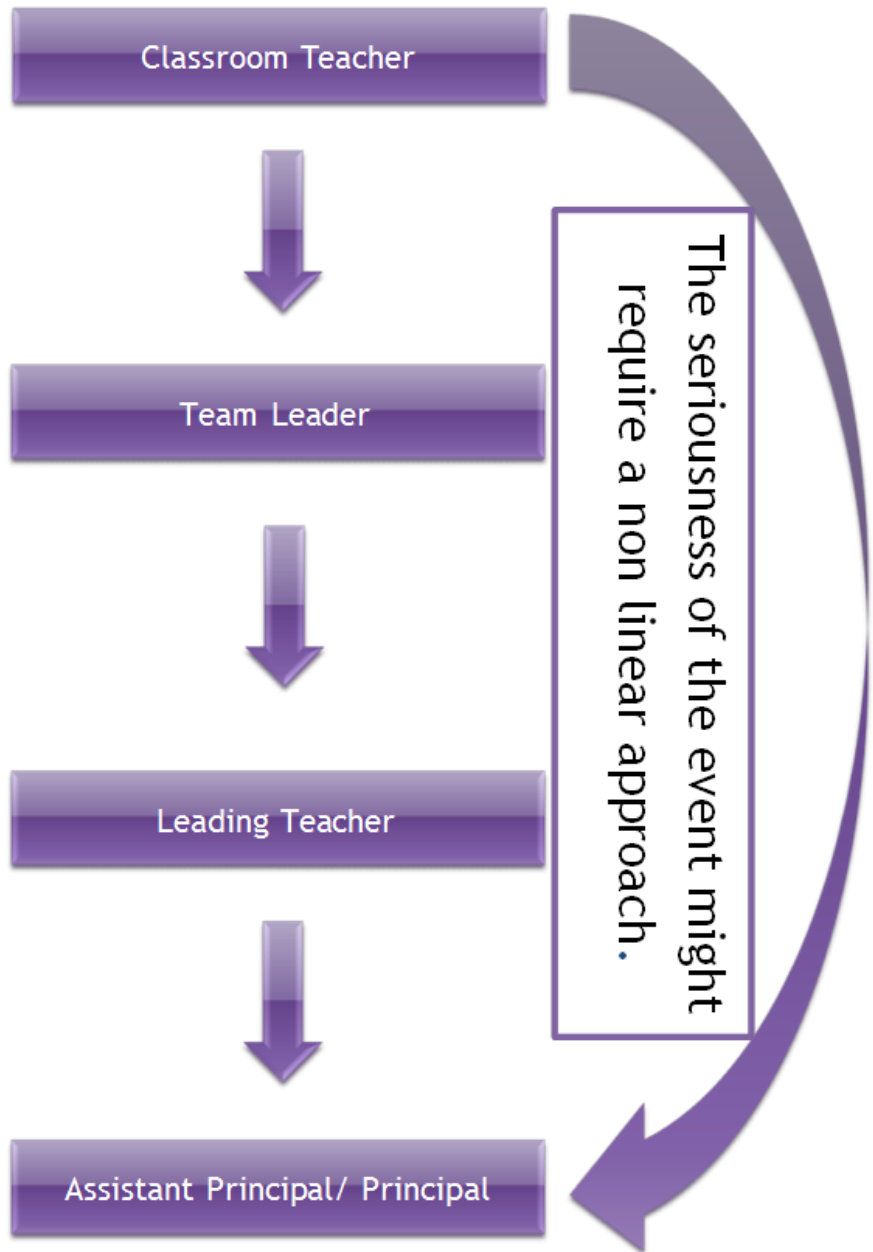
LEVEL OF BEHAVIOUR	CONSEQUENCE
<p><u>One: Low level</u> <u>Such as</u></p> <ul style="list-style-type: none"> - Inappropriate language or verbal response - Disruptive behaviour - Minor destruction of property - Lack of application to set work 	<p>May include:</p> <ul style="list-style-type: none"> - Discussion of classroom/school expectations with students - Verbal warning - Movement to another table - Isolation to another table - Time out in another classroom or with the team leader - Yard duty with a teacher - Loss of playtime/part of lunchtime
<p><u>Two: Medium Level</u> <u>Such as</u></p> <ul style="list-style-type: none"> - Behaviour that potentially could cause injury - Low level defiant behaviour - Offensive language or behaviour - Dishonesty <p>Repeated Level 1 behaviours</p>	<p>May include:</p> <ul style="list-style-type: none"> - A verbal warning - Time out in own classroom or another classroom - Yard duty with a teacher - Loss of playtime/part of lunchtime
<p><u>Three: High Level</u> <u>Such as</u></p> <ul style="list-style-type: none"> - Theft - Defiant behaviour - Reckless damage to school or personal property - Purposely harming another student - Highly offensive language or behaviours - Repeated Level 1 & 2 	<p>May include:</p> <ul style="list-style-type: none"> - Removal to a member of the Leadership Team - Detention or Suspension depending on the severity.
<p><u>Four: High Level</u> <u>Such as</u></p> <ul style="list-style-type: none"> - Bullying/Cyber-bullying/Harassment - Repetitive Level 3 behaviour 	<p>May include:</p> <ul style="list-style-type: none"> - Removal to a member of the Leadership Team - Detention or Suspension depending on the severity

Corporal punishment is not permitted



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Management of Student Behaviour





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Version Review Cycle

Control

September 2014 Three-year review cycle (therefore 2017)
or if guidelines change (latest DEECD update early April 2014).

Ratified Review 2019
15/6/16

References

DMA page 104, 147 & 149
APS School Values

DET Student Engagement & Wellbeing Policy Guidelines 2014