

## RATIONALE

Barton 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. The school 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.

Barton 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 pedagogical beliefs support all students in actively engaging in their academic learning.

Barton Primary School recognises that students come to school with different backgrounds, attitudes and values and mature at different rates. We also recognise rules and consequences based on fairness, equality and consistency. We promote positive interaction between all school community members whilst encouraging an atmosphere of respect that promotes learning, personal growth and positive self-esteem.

## AIMS

- The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establish a learning community that provides multiple and diverse opportunities for students to experience success
- The school will collaboratively develop and implement a fair and respectful whole school behaviour management approach
- The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skill

## IMPLEMENTATION

At Barton Primary School student engagement 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 learning opportunities at each student's point of need
- Consistently acknowledging all students

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- 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

Barton Primary School will develop and implement a whole school behaviour management process that includes agreed school rules and a clearly stepped process for managing challenging behaviours in the classroom, out in the yard and when students are participating in any school related activity. When we create our agreed management process we will:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for inappropriate behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Utilise evidence-based interventions, monitored regularly

The agreed **school rules** are as follows:

<b>SAFETY</b>	We will act safely towards ourselves and others
<b>LEARNING</b>	We will allow ourselves and others to enjoy school and learn
<b>RESPECT</b>	We will be respectful of our school, ourselves and each other
<b>SUCCESS</b>	We will have a growth mindset and encourage others to do the same
<b>RESPONSIBILITY</b>	We will be honest and accept responsibility for our actions

The agreed **stepped process**:

<b>STEP 1</b>	Identify negative choice student is making – provide warning and guidance to redirect negative choice. If behaviour continues...
<b>STEP 2</b>	Quiet 1:1 discussion with student identifying how to turn the negative choice into a positive. If behaviour continues...
<b>STEP 3</b>	Move student within the classroom/playground to focus independently Restorative discussion to occur. Teacher logs behaviour/incident on SENTRAL If behaviour continues...
<b>STEP 4</b>	Remove student from the classroom/playground to a buddy class/safe space Restorative discussion to occur. Teacher logs behaviour/incident on SENTRAL. If behaviour continues...

<b>STEP 5</b>	Request assistance from Leadership team – child removed from classroom area/playground. Restorative discussion to occur. Teacher logs behaviour/incident on SENTRAL. If behaviour continues...
<b>STEP 6</b>	Leadership team intervention with class teacher involved– family discussion/detention/suspension. Restorative discussion to occur. Leadership logs behaviour/incident on SENTRAL

Inappropriate behaviours that do not comply with the agreed school rules will be managed through the stepped process and further to this, when required, 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/carer
- Involving the Principal and Assistant Principal
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning and/or behaviour plans
- Providing broader educational programs
- 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 schoolwork 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

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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, Barton Primary School will follow the DET procedures <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

## Related Policies

- Student Engagement and Inclusion Policy

## Approved

Ratified by school council 15<sup>th</sup> March 2017



## EVALUATION

- This policy will be reviewed in 2020 as part of the school's three-year review cycle.



**Barton**  
PRIMARY SCHOOL