



### Help for non-English speakers

If you need help to understand the information in this policy please contact Rosebud Primary School office on 5986 8274.

### Student Behaviour

Rosebud 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.

Rosebud 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 are important in engaging all students in their academic learning. Our pastoral and mentoring programs are tailored to address students' personal and social learning at various stages of their primary education. Our PSD program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Junior School Council, the future leader's program, the house system and the role of the school captains.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the school's Welfare Officer. External agencies are also used to work with students and families on a more targeted and individualised level.

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 in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by the Welfare Officer and Assistant Principal.

Rosebud Primary School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council and the Parents' Association. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

### Rights and Responsibilities:

It is the right of all members of the Rosebud Primary School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents / carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

Teachers also have the rights to be informed, within 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 / carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and 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. 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 have an obligation to ensure school property is appropriately used and maintained.

**Shared expectations:**

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate;</p> <p><i>preparedness</i> to engage in and take full advantage of the school program</p> <p><i>effort</i> to do their very best</p> <p><i>self-discipline</i> to ensure a cooperative learning environment and model the school values</p> <p><i>team work</i></p>	<p><b>Promote positive</b> outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</p> <p><b>Support their child in</b> their preparedness for the school day and in the provision of a supportive home environment</p> <p><b>Monitor their child’s</b> school involvement and progress and communicate with the school when necessary</p> <p><b>Are informed and</b> supportive of school programs and actively participate in school events/parent groups</p>	<p><b>The school will comply</b> with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</p> <p><b>The school will provide</b> appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</p>
<b>Attendance</b>	<p>All students are expected to: attend and be punctual for all timetabled classes every day that the school is open to students</p>	<p>Parents/Carers are expected to:</p> <p><b>ensure that enrolment</b> details are correct</p> <p><b>ensure their child</b> attends regularly</p>	<p><b>In accordance with</b> DEECD procedures the school will:</p> <p><b>Proactively promote</b> regular attendance</p> <p><b>mark rolls accurately</b> each lesson and follow up on absences</p>

	<p><b>be prepared to</b> participate fully in lessons</p> <p><b>bring a note from</b> their parents/carers explaining an absence/lateness</p>	<p><b>advise the school as</b> soon as possible when a child is absent</p> <p><b>account for all student</b> absences</p> <p><b>keep family holidays</b> within scheduled school holidays</p> <p><b>Support their child's</b> learning during absences and work with the school to reintegrate students after prolonged absences</p>	<p><b>Identify trends via data</b> analysis</p> <p><b>Report attendance</b> data in the school's Annual Report</p> <p><b>Support students</b> whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</p>
<b>Behaviour</b>	<p><b>Students are</b> expected to:</p> <p><b>take responsibility</b> for their learning and have high expectations that they can learn</p> <p><b>take responsibility</b> for their behavior and its impact on others</p> <p><b>model the schools</b> core values of honesty, effort, attitude, respect and team-work.</p> <p><b>comply with the</b> schools Behavioral Policy / Steps and work with teachers and parents in developing strategies to improve outcomes</p>	<p><b>Parents/Carers are</b> expected to:</p> <p><b>have high expectations</b> of their child's behavior and an understanding of the school's behavioral expectations</p> <p><b>Communicate with the</b> school in regards to their child's circumstances</p> <p><b>Cooperate with the</b> school by assisting in the development and enforcement of strategies to address individual needs</p>	<p><b>The school will deliver</b> an inclusive and comprehensive curriculum which promotes positive behaviors and emphasizes the wellbeing of every child focusing on pro-social behaviors in curriculum content</p> <p><b>The school will</b> employ whole school and classroom practices to establish a climate in which appropriate behavior is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioral issues</p> <p><b>The school will</b> consistently apply its Behavioral Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p><b>The school recognises</b> that for some students additional support may</p>

			be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion
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## School Action and Consequences

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this 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. (Please refer to our Attendance Policy and Behaviour Policy). Whole school practices include:

- 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 multiple opportunities to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

**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/carer
- 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 of such withdrawals
- Convening of a school support group.

When considering suspension or expulsion, the College follows the Department of Early Childhood and Development’s procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

## Behaviour unchallenged is behaviour condoned

### *Responsibilities of the Classroom Teacher:*

- Prominent display of the Steps of Behaviour / Rosebud Rising documents
- 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 Rosebud Primary School Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices
- When breaches of School Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to School Welfare Officer
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

### **Attendance:**

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.

### **Responsibilities of the Assistant Principal**

#### **The Assistant Principal is responsible for:**

- Supporting both classroom teachers in the overall management of student behaviours
- Monitoring the attendance strategy and Behaviour Policy
- Ensuring the *Procedures for Suspension* are understood by the Sub school Managers, 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.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). 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 personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- 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

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- Involving community support agencies
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#### POLICY REVIEW AND APPROVAL

Policy last reviewed	12/2022
Consultation	DET
Approved by	Principal
Next scheduled review date	12/2026