

PHILOSOPHICAL BASIS:

All members of the Glen Katherine Primary School community have a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect. The School's Behaviour Management process is designed to reflect this through a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. (See also: Duty of Care Policy and In-School Supervision Policy)

GUIDELINES

1. This policy will be viewed in conjunction with the Child Safe Policy and Code of Conduct.
2. A positive and orderly learning environment with clear student routines and high expectations for behaviour is expected and will be promoted through our policies and curriculum.
3. Positive and professional staff-student relationships will be expected, modelled and encouraged within the educational program and incidentally throughout the school day.
4. Clear expectations about school and classroom behaviour will be clearly communicated in the classroom, at assemblies, in the Linkletter, in year level parent information, school website and during one-on-one parent meetings where appropriate.
5. The rights and responsibilities of students, parents and teachers will be displayed in the **Glen Katherine 'Student Engagement and Wellbeing Policy', 2014-2016.**
6. Equality and care for all students regardless of their race or religious convictions, their impairments or their age will be respected. Under the Equal Opportunity Act, it is unlawful to discriminate against age, gender, impairments, parental status, physical features, race, religious beliefs or personal associations.
7. Our school rules, values, rights and responsibilities are clearly stated so that students;
 - can enjoy a safe learning environment.
 - can actively pursue high levels of academic achievement.
 - can develop socially and emotionally.
8. We are committed to building and maintaining cooperative and supportive partnerships between home and school to achieve positive outcomes for all students.
9. The school values are RESPECT: Resilience, Excellence, Safety, Persistence, Encouragement, Creativity and Tolerance, which guide and develop our school culture.
10. The 'Steps to Learning' model supports students in learning how to be responsible for their own learning and behaviour.
11. Positive student social and academic behaviour will be recognised and reinforced through the presentation of the school's Value Awards at Assembly, in the school Linkletter and by the 'Do Right Detective' program as well as the provision of incidental rewards and praise.
12. Students in leadership roles should play an active part in promoting positive behaviour and act as role models.
13. The use of out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour will be included in our school approach.
14. In Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principals, counsellors, psychologists and youth workers, while connecting to external student support services as appropriate.
15. A restorative approach will be used with students who have displayed unacceptable behaviours towards others so that relationships may be repaired – for example by apologising, completing a reflection form and catching up on missed work.
16. In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to enable all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions

17. A student will only 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.
18. All processes in regard to possible suspension and expulsion will be in accordance with Ministerial Order 625, 'Procedures for Suspension and Expulsion, March 1 2014.' See also, '**Student Engagement and Wellbeing Policy**', 2014-2016.
19. Parents will be consulted where necessary in support of school processes and as an integral part of the partnership between parents, teachers and students.

Reviewed: June 2014

School Council: September 2014

Responsibility: Principal Class Team