**Student Behaviour Management (discipline)**

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

* our commitment to providing a safe and supportive learning environment for students
* expectations for positive student behaviour
* support available to students and families
* our school’s policies and procedures for responding to inappropriate student behaviour.

Le Page Primary School is committed to providing a safe, secure, and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy, and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive, and inclusive school environment consistent with our school’s values.

**Scope**

This policy applies to all school activities, including camps and excursions.

**Contents**

1. School profile
2. School values, philosophy, and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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**Policy**

**School profile**

Established in 1995, Le Page is an attractive school on a vast property comprising green fields, adventure playgrounds and ball courts. Adjacent to the school is a football oval, netball courts and parkland. Located in Argus Street, Le Page is the hub of extra-curricular and sporting activities in Cheltenham. Weeknights and weekends are a buzz with several associations coming together for sporting competitions. The school grounds and facilities are open for local residents to enjoy out of school hours. The hall hosts martial arts, yoga and other community group activities, whilst the music room provides a base for our local and talented orchestra. The evening Spanish program caters for students of Spanish Nationals. The school community represents multiple different family backgrounds with many students speaking English as their second language.

**School Values Philosophy and Vision**

Leadership is the umbrella term to encompass the many character traits and basic life competencies that parents, business leaders, and educators are voicing as the desired skills necessary to thrive in the 21st century. Leadership is a concept we don’t normally consider when thinking of young children. However, young children are very capable of learning leadership skills and using them at home and at school. By developing well-rounded children who know their strengths, we help them to unleash their potential to lead their own lives and to influence others.

Through use of the 7 Habits, students begin to realise that they have control over much of what happens in their lives and can be true leaders. Their choices can affect their day, their relationships, and their future. The 7 Habits empowers even young students to stop and think about their choices and the different outcomes that may come with those choices. Based on timeless principles, the 7 Habits become the “hands-on” tools students can rely on while on their journey to becoming leaders – of themselves and of others.

**Vision**

There is a prosperous path for every child.

Each journey is theirs to lead.

There is a place, in which every child can shine.

**Mission**

Identify the talent, develop the confidence, and create the leader

Le Page Primary School has developed a range of strategies to promote engagement, positive behaviour, and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional, or educational support at school, and that the needs of students will change over time as they grow and learn.

**Engagement strategies used by our school:**

* High and consistent expectations of all staff, students and parents and carers
* Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
* Creating a culture that is inclusive, engaging, and supportive
* Welcoming all parents/carers and being responsive to them as partners in learning
* Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
* Teachers follow an instructional framework to ensure an explicit, common, and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
* Teachers at Le Page Primary adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
* Our school’s Statement of Values is incorporated into our curriculum and promoted to students, staff, and parents so that they are shared and celebrated as the foundation of our school community
* We carefully plan transition programs to support students moving into different stages of their schooling
* Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
* Monitor student attendance and implement attendance improvement strategies at a whole-school cohort and individual level
* Students have opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
* Create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
* All students are welcome to self-refer to the principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
* We engage in school wide positive behaviour support with our staff and students, which includes programs such as: 1, 2, 3 Magic; The Leader in Me; Bully Stoppers; Safe Schools; and Respectful Relationships
* Programs, incursions and excursions developed to address issue specific behaviour (i.e., anger management programs)
* Opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)
* Buddy programs, peers support programs
* Each year group has a coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
* Connect all Koorie students with a Koorie Engagement Support Officer
* All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
* Staff will apply a trauma-informed approach to working with students who have experienced trauma
* [Student Support Groups](https://www2.education.vic.gov.au/pal/student-support-groups/policy)
* [Individual Education Plans](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy)
* [Behaviour - Students](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [Behaviour Support Plans](https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans)
* [Student Support Services](https://www2.education.vic.gov.au/pal/student-support-services/policy)
* [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx)
* [Mental health toolkit](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mentalhealthtoolkit.aspx)
* [Headspace](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/headspace-counselling-secondary.aspx)
* [Navigator](https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/navigator.aspx)
* [LOOKOUT](https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx)

**Le Page Primary implements a range of strategies that support and promote individual engagement. These can include:**

* Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
* Meeting with student and their parent/carer to talk about how best to help the student engage with school
* Developing an Individual Learning Plan and/or a Behaviour Support Plan
* Considering if any environmental changes need to be made, for example changing the classroom set up
* Referring the student to:
  + School-based wellbeing supports
  + Student Support Services
  + Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  + Re-engagement programs such as Navigator

Where necessary the school will support the student’s family to engage by:

* being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
* collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
* monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
* running regular Student Support Group meetings for all students:
  + with a disability
  + in Out of Home Care
  + and with other complex needs that require ongoing support and monitoring.

**Identifying Students in Need of Support**

Le Page Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

* Personal, health and learning information gathered upon enrolment and while the student is enrolled
* Attendance records
* Academic performance
* Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
* Attendance, detention and suspension data
* Engagement with families
* Self-referrals or referrals from peers

**Student Rights and Responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school’s Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

* Participate fully in their education
* Feel safe, secure and happy at school
* Learn in an environment free from bullying, harassment, violence, discrimination or intimidation
* Express their ideas, feelings and concerns.

Students have the responsibility to:

* Participate fully in their educational program
* Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
* Respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

**Student Behavioural Expectations and Management**

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values. Student bullying behaviour will be responded to consistently with Le Page Primary School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Le Page Primary School will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines and Behaviour policy. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard. Disciplinary measures that may be applied include:

* Warning a student that their behaviour is inappropriate
* Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
* Withdrawal of privileges
* Referral to the Year Level Coordinator
* Restorative practices
* Behaviour support and intervention meetings
* Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:
* <https://www2.education.vic.gov.au/pal/suspensions/policy>
* <https://www2.education.vic.gov.au/pal/expulsions/policy>
* <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The principal of Le Page Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

**Corporal punishment is prohibited in our school and will not be used in any circumstance.**

**Engaging with families**

Le Page Primary School values the input of parents and carers, and we will strive to support families to engage in their child’s learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

* Ensuring that all parents have access to our school policies and procedures, available on our school website
* Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
* Providing parent volunteer opportunities so that families can contribute to school activities
* Involving families with homework and other curriculum-related activities
* Involving families in school decision making
* Coordinating resources and services from the community for families
* Including families in Student Support Groups and developing individual plans for students.

**Evaluation**

Le Page Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

* Student survey data
* Incident data
* School reports
* Parent survey
* Case management
* CASES21, including attendance and absence data
* SOCS

Le Page Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

**COMMUNICATION**

This policy will be communicated to our school community in the following ways:

* Available publicly on our school’s website
* Included in staff induction processes
* Included in transition and enrolment packs
* Included as annual reference in school newsletter
* Made available in hard copy from school administration upon request
* Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:
* [Suspension process](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

## **POLICY REVIEW AND APPROVAL**

This policy was last updated and endorsed by the Le Page Primary School Council on 03/08/21 and is scheduled for review in August 2025.