

# Student Behaviour Management Policy

## Rationale

ProEd Global School must be a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach must be supported. We also recognise the need to develop and nurture a culture which promotes respect and positive relationships within (and beyond) the school community.

## Purpose

This policy sets the framework through which ProEd Global School manages student behaviour. It is based on the principles of procedural fairness and does not permit corporal punishment of students.

## Guidelines

1. Every student has the right to access education free from impediments caused by inappropriate behaviour by others.
2. Teachers have the right to teach. Our teachers plan and implement a classroom management plan, which outlines consequences for inappropriate behaviour as well as reinforcing appropriate behaviour.
3. Students should accept responsibility for their own behaviour. Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need. In our classrooms, we display behaviour expectations and students will be helped to meet these through consistent approaches.
4. Good behaviour management is based on rules that are maintained consistently. Every classroom should have a set of classroom rules or expectations that apply to all students and operate fairly and predictably for them.
5. All behaviour has consequences, which affect future opportunities. Good behaviour management provides students with a choice by making clear the consequences that result from particular behaviours.

Students need opportunities to alter inappropriate behaviour. Classroom management plans are discussed with students at the commencement of each academic year and will be reviewed if and when necessary throughout the year. A “step” warning system is used, when appropriate so that students can exercise a choice about continuing inappropriate behaviour before a consequence occurs.

6. Inappropriate behaviour requires a response which protects the rights of students who want to learn, supports the rights of teachers to teach, and offers the students involved a chance to learn how to make a more appropriate choice in the future. To support students, teachers will consistently refer to classroom rules or expectations and the Student Code of Conduct, provide students with the opportunity to behave appropriately, use consequences that are previously understood by students, apply consequences firmly but without the use of physical or verbal aggression, use the Head of School or Counsellor to remove an unwilling student from a class.
7. The relationship between the student and the teacher is at the heart of learning and disciplining and confronting disruptive behaviour is initially the teacher’s responsibility. Other staff will not become involved unless requested or the Head of School or Counsellor deems it necessary.
8. Students should not be allowed to engage in behaviour that is not in the best interest of themselves or the best interests of others. We operate a supervised arrangement (with the Head of School or designate) for students who move beyond the full range of classroom management steps.
9. Appropriate behaviour applies equally to out-of-lesson times such as break time, lunchtime, in school buses travelling to and from school and on excursions. A break time or lunchtime school detention system is in place to provide consequences in such circumstances. No student will be prevented from eating, drinking or going to the bathroom during a detention.
10. We will adopt a Restorative Justice approach as a platform for student management for students in Grades 3-6. Restorative Justice is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness, collaboration and problem-solving, and provides strategies to manage students’ behaviours while maintaining the respect and dignity of all

parties. A key feature of our Student Behaviour Management Policy is to provide students with a fair process that allows for the opportunity to take ownership of their actions and the opportunity to change behaviour. This aligns with the school's attitude towards restorative justice operating on the premise that conflict harms relationships. Therefore, individuals must accept the responsibility for repairing that harm.

11. Students who repeatedly fail to meet our expectations may face consequences, including the possibility of being ineligible to represent the school in sports events or other school-related functions. Representing the school is a privilege that comes with the responsibility of upholding our values and standards of behaviour.