



STUDENT WELLBEING POLICY AND PROCEDURES

Student Behaviour – The School Context

Established in 1927, Briar Hill Primary School nestles in quiet, leafy surrounds in the City of Banyule, between Greensborough and Eltham. The school is a unique Prep - Year 6 setting, offering a nurturing learning environment in the tranquil surrounds of our beautiful, bird filled gardens and natural play spaces. We recognise that our greatest asset is our children, so we work hard to create vibrant programs which reflect the qualities our school most values, and we actively foster opportunities for every child to thrive.

Our innovative programs, which have a Steiner influence, enhance children's opportunities for authentic learning, ensure high quality curriculum delivery and support all students to be their best. Our school offers a single stream of educational provision, and is continuously developing quality approaches which meet expected standards and reflect our focus on teaching and learning. We also offer a range of specialist programs that complement our core classroom programs, including Environmental Science and Gardening, Library/ICT, LOTE (Japanese), an instrumental music program and Eurythmy.

The school also prides itself on being home to two base rooms from Diamond Valley Special Developmental School, and we embrace the richness and diversity this opportunity offers. Briar Hill 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. We work 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 that can negatively impact on the learning environment of the self and others.

The 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. Our teaching and learning philosophy is important in engaging all students in their academic learning, and our programs are tailored to inherently address students' personal and social learning at all stages of their education.

We use a 'restorative practices' approach when giving attention to relationships and behaviours, and staged responses based on these, are implemented in addressing ongoing student management issues.

Briar Hill Primary School values community input into its operations and curriculum offerings. We actively seek feedback through the Parent Opinion survey, and from parent representatives on School Council, in our efforts to build a sense of community.

Responsibilities and Entitlements

It is the right of all members of the 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.

The achievement of community aspirations and the creation of a desired culture at Briar Hill Primary School is a shared responsibility. It is an expectation that all staff, students and parents work together to create a vibrant, connected learning community.

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 and timely 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 professional standards set by the Victorian Institute of Teaching - 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 Management Policy.

Briar Hill Primary School recognises that schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

This is best achieved by cultivating positive attitudes and habits and by practising restorative strategies. Our school’s maxim, ‘Head, Heart and Hands’, clearly reflects the varied, engaging approaches we take to teaching and learning, in our belief that education entwines the gifts brought by the head, heart and hands of every person. Our recently developed ‘Kindness Framework’ clearly demonstrates the practices we encourage, as we aspire to create an environment that supports children and the school community in their lifelong journey of self-development, discovery and growth.

These values are reflected in our behaviour, our decisions and shape our interactions.

- Be KIND to ourselves
- Be KIND to others
- Be KIND to the environment
- Be the learning KIND
- Be the achieving KIND
- Be the community KIND

As a result, we set high expectations for the whole school community, which include the following rights and responsibilities:

RESPONSIBILITIES	RIGHTS
<p>Students Students at Briar Hill Primary School have the responsibility to:</p> <ul style="list-style-type: none"> • follow school values and adopt appropriate behaviours • demonstrate good manners and respect for all • avoid participating in behaviour that includes physical or verbal harm • report bullying • respond positively to requests from teachers and others in the school community. 	<p>Students Every student at Briar Hill Primary School has the right to:</p> <ul style="list-style-type: none"> • learn in a safe, supportive and inclusive environment • feel safe and be free from any form of bullying • be treated with respect and dignity • learn, free from disruptions • expect positive and respectful relationships.

RESPONSIBILITIES	RIGHTS
<p>Staff Staff at Briar Hill Primary School have the responsibility to:</p> <ul style="list-style-type: none"> • maintain a safe, stimulating learning environment and provide programs consistent with DEECD guidelines • provide an environment conducive to learning • assess their own performance and to participate in professional development • recognise the rights and needs of students and staff • be caring and be well prepared to solve/resolve problems that may occur in the school setting • report bullying • be a positive role model at all times. 	<p>Staff Every staff member at Briar Hill Primary School has the right to:</p> <ul style="list-style-type: none"> • work in a safe, supportive and inclusive environment • feel safe and be free from any form of bullying • be treated with respect and dignity • attend/be part of ongoing professional development.
<p>Parents/Carers Parents and carers have the responsibility to:</p> <ul style="list-style-type: none"> • ensure that their child attends school daily and is punctual on a daily basis • engage in a partnership with teachers and students • demonstrate a positive and supportive attitude towards the programs provided by the teaching staff • support the educational wellbeing of their children • support and encourage children's responsible, safe and courteous behaviour • attend school meetings, to stay informed • attend student-parent conferences and information evenings • support the school's dress code • ensure their child attends school with adequate food, and is clean. 	<p>Parents/Carers Every parent and carer at Briar Hill Primary School has the right to:</p> <ul style="list-style-type: none"> • be involved in a learning partnership with teachers and students • know that their child's learning environment is safe, supportive and happy • be informed of school activities and be involved in school community decision making • have access to school documents pertaining to the future direction of the school.

School Actions and Consequences

Corporal Punishment is prohibited in all Victorian schools, and must NOT be used at this school under any circumstances.

At Briar Hill Primary School, student management is a shared responsibility. It is the duty of each staff member to support colleagues and reinforce and communicate consistent messages about student responsibilities and expectations. The emphasis should be on the cultivation of positive habits and behaviours, which should be consistently modeled, encouraged and acknowledged by all staff.

Student engagement, regular attendance 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 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
- forming learning partnerships with parents.

Inappropriate behaviours, including irregular attendance, will be supported through series of staged responses, 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
- convening student support group meetings
- developing individualised learning, behaviour or attendance plans
- providing broader educational programs
- involving community support agencies
- contact with the NWM Regional Office.

However, in the event that inappropriate student behaviour needs to be managed by teachers, schools need to have clear processes to follow. When student behaviour compromises the safety of others, or their rights to learn, then there needs to be a clear progression of sanctions.

Teachers should follow the school's Student Management Plan (refer to Appendix A), in order to provide a clear and consistent approach to student management and classroom discipline.

**APPENDIX A
MANAGING STUDENT BEHAVIOUR**

Classroom warning process

<p>Level 1 warning</p>	<p>Clarification</p> <p>The teacher clarifies expectations of behaviour to the student.</p> <p>The student is given the opportunity to make a responsible choice about changing his/her behaviour.</p> <p>The student is warned of the consequences of the behaviour continuing.</p>
<p>Level 2 warning</p>	<p>Time out in the classroom</p> <p>The teacher should provide a supervised space in the classroom where students can be alone and undisturbed. The student should be able to sit quietly and continue the required task during this time.</p> <p>The period of time out within the classroom should be intentionally short, and should be structured so that the student has responsibility for returning to the group as soon as she/he is ready to learn.</p>
<p>Level 3 warning</p>	<p>Time out in another classroom</p> <p>The teacher should have a prior arrangement in place with a colleague (buddy) that allows for a student to spend an agreed amount of time away from their own classroom. It is up to each teacher to make prior arrangements with his or her buddy</p> <p>This period of time out should be intentionally short, so that the student misses a minimal amount of learning time in the classroom. Ten minutes is the suggested maximum duration.</p> <p>During this time, the student should continue their assigned task or complete a reflection sheet.</p> <p>Children should be escorted to the prearranged classroom with another student, along with a brief note, for instance, 'Ben – Please return at 10.30 to Music. Thanks, Mary'. When the agreed time has elapsed, the student should be escorted back to her/his original classroom.</p>
<p>Escalation stage 1</p>	<p>Time out with the Principal</p> <p>This stage will commence <i>immediately</i> if student behaviour does not improve, or if it compromises the safety of others.</p> <ol style="list-style-type: none"> 1. The student will be sent to the office with another student. * 2. A period of time out will be given, during which the student will be counseled about their responsibilities and classroom expectations. 3. The student will complete a Behaviour Reflection Sheet. (Copies will be made for the class teacher and school records). The teacher may also wish to provide the student with work to complete in the office. 4. The student will be warned about the consequences of future episodes of unacceptable behaviour. 5. The student will be returned to the classroom. <p>* The student may need to be accompanied to the office by an adult. If this is the case, alert the office by phone, or send a written message with another child.</p>

<p>Escalation - Stage 2</p>	<p>Parent contact</p> <p>This stage will be enacted if the student requires a second period of time out with the AP/Principal.</p> <ol style="list-style-type: none"> 1. The student will be counseled. 2. The student will complete a Behaviour Reflection Sheet. (Copies will be made for the class teacher and school records) 3. An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet) 4. The parent/s of the student will be informed in writing and by phone.
<p>Escalation - Stage 3</p>	<p>Student Support Group</p> <p>This stage will be enacted if the student requires a third or subsequent period of time out with the AP/Principal.</p> <ol style="list-style-type: none"> 1. The student will be counseled. 2. The student will complete a Behaviour Reflection Sheet. (Copies of all documents will be made for the class teacher , parents and school records) 3. An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet) 4. The parent/s of the student will be informed in writing and by phone. 5. A Student Support Group will be established, in accordance with the DEECD Guidelines.
<p>Escalation - Stage 4</p>	<p>Suspension</p> <p>This stage will be enacted if the student requires a third or subsequent period of time out with the AP/Principal.</p> <ol style="list-style-type: none"> 1. The student will be counseled. 2. The parent/s of the student will be informed in writing and by phone. 3. The Principal will follow DEECD guidelines for suspension.

Discipline Procedures – Suspension and Expulsion

Poor behaviour, unchallenged, is poor behaviour, condoned. 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 contracts to encourage student responsibility for 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 school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention. Afterschool detentions will not be given unless parents have been informed and are directly involved. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.

Schoolyard procedures

If an incident involving poor student behaviour occurs, it must be dealt with by the teacher on yard duty. In this instance, there are **3 levels of action**.

Level 1 warning: 'Talk & go'	The yard duty teacher deals with the incident. The student is allowed to go back to play. The incident ends.
Level 2 warning: 'Talk & walk'	The yard duty teacher deals with the incident. The student remains with the teacher and accompanies the teacher on his/her walk around the school yard. The student is allowed to go back to play at the teacher's discretion. The incident ends.
Level 3 warning: 'Talk & time out'	The yard duty teacher deals with the incident. The student is sent to the office with another child or staff member, if applicable. The principal takes over management of the incident, and the following procedure is followed:

Escalation stage 1	Time out with the principal This stage will commence <i>immediately</i> if student behaviour does not improve, or if it compromises the safety of others. <ol style="list-style-type: none">1. The student will be sent to the office with another student. *2. A period of time out will be given, during which the student will be counseled about their responsibilities and schoolyard expectations.3. The student will discuss the behaviour with the principal. A restorative approach will be taken to manage the incident. A Behaviour Reflection Sheet may be completed. (If so, copies will be made for the class teacher and school records). The student may also bring work to complete.4. The student will be warned about the consequences of future episodes of unacceptable behaviour.5. The student will be returned to the schoolyard (or classroom, if the break has ended). <p>* The student may need to be accompanied to the office by an adult. If this is the case, alert the office by phone, or send a written message with another child.</p>
Escalation - Stage 2	Parent contact This stage will be enacted if the student requires a second period of time out with the principal. <ol style="list-style-type: none">1. The student will be counseled.2. The student will complete a Behaviour Reflection Sheet. (Copies will be made for the class teacher and school records)3. An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet)

	<p>4. The parent/s of the student will be informed in writing and by phone.</p> <p>5. The student will be returned to the schoolyard (or classroom, if the break has ended).</p>
Escalation - Stage 3	<p>Student Support Group</p> <p>This stage will be enacted if the student requires a third or subsequent period of time out with the principal.</p> <ol style="list-style-type: none"> 1. The student will be counseled. 2. The student will complete a Behaviour Reflection Sheet. (Copies of all documents will be made for the class teacher , parents and school records.) 3. An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet.) 4. The parent/s of the student will be informed in writing and by phone. 5. A Student Support Group will be established, in accordance with the DEECD Guidelines.
Escalation - Stage 4	<p>Suspension</p> <p>This stage will be enacted if the student requires a third or subsequent period of time out with the principal.</p> <ol style="list-style-type: none"> 1. The student will be counseled. 2. The parent/s of the student will be informed in writing and by phone. 3. The Principal will follow DEECD guidelines for suspension

In the event that disciplinary measures need to be followed, the school will follow DEECD guidelines. These cover the measures that schools can take when students breach the behaviour expectations established by the school community and communicated through the Student Engagement and Inclusion Policy (<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>).

For further information about disciplinary measures in schools, refer to <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>.

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Date Implemented	1 February, 2014
Approved By	Briar Hill Primary School Council
Approval Authority (Signature & Date)	
Responsible for Review	Principal
Review Date	November, 2015