



## **BEHAVIOUR MANAGEMENT POLICY**

As part of FCS's commitment to Child Safety, FCS 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 with high levels of student engagement.

FCS 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.

The purpose of this policy and related policy implementation documents is to provide students, staff and parents/carers with clarity as to the behaviour expected of students at FCS and the consequences when those expectations are breached.

It is expected that students will develop responsibility for their own actions and an understanding of how their actions may help or hinder the wellbeing of others. This will be supported through curriculum delivery.

FCS is committed to ensuring its behaviour management policy and procedures are fair and reasonable. And will ensure that the application of its behaviour policy is fair, consistent and non-discriminatory.

**All students have the right to procedural fairness.  
FCS prohibits corporal punishment.**

This policy should be read with and forms part of:

- Student Code of Conduct
- Internet Usage Policy
- Discipline Policy

### **Aims:**

- To encourage the positive social development of students with the understanding that members of the community are responsible for their own behaviour.
- To promote a proactive approach to behaviour management and wellbeing through the use of effective teaching practices, the establishment of sound



- classroom management practices and creation of a general atmosphere that will be conducive to learning and co-operation.
- To develop a consistent whole school proactive approach to school and classroom behaviour management.
  - To assist each student to reach his or her potential from participation in school experiences.
  - To foster communication and involvement between parents, teachers and students to ensure a safe, positive and supportive learning environment.
  - To delineate areas of responsibility.

### **Implementation**

A whole school plan for implementation has been developed, which includes structures for identifying and supporting students in need; agreed codes of acceptable behaviour and strategies for teaching appropriate behaviour and applying appropriate consequences for misbehaviour.

Professional development will be provided to staff to enable them to develop and maintain positive relationships with their students.

Regular information / reinforcement and update of any changes to policy will be communicated to parents and students via email

Student behaviour will be regularly monitored by all staff.

Regular discussions regarding behaviour management will be held at staff meetings to ensure a consistent approach is adopted.

Adherence to Department of Education and Training (DET) regulations regarding suspension and expulsion to be followed if other strategies have been unsuccessful in modifying student behaviour.

### **Plan for Implementation**

For the Behaviour Management Policy to be effective all parties involved need to be aware of the rights and responsibilities that they have within the policy.



## **Rights and Responsibilities**

It is the right of all members of the FCS 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.

Expectations and responsibilities of students:

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 extra curricular program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Expectations and responsibilities of parents/carers:

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.

Expectations and responsibilities of teachers:

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 Behaviour Policy.

## **School Action and Consequences**

FCS will apply a range of consequences to address inappropriate student behaviour.

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
- 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:**

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Developing Behaviour Support Plans

**Broader support strategies will include:**

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Contact with the Regional Office

**Discipline**

Disciplinary measures may be used as part of the response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

See FCS Discipline Policy.

Disciplinary measures that may be applied include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Contracts for conduct/attendance/bullying
- Suspension (in-school and out of school)
- Expulsion



Suspension and expulsion are measures of last resort . The school will follow the procedures listed in *Ministerial Order 625: Suspensions and Expulsions*.

Suspension and expulsion can only be approved by the Principal

### School and Classroom Behaviour Management

The success of the Behaviour Management Plan relies on its implementation by all staff on a consistent basis.

Expectations for students are:

1. Adhere to staff instructions promptly and respectfully
2. Respect the rights of others to:
  - a. Learn without disruption
  - b. Be free of physical and verbal abuse
  - c. Feel safe
  - d. Have property respected
3. Be punctual to all classes
4. Not possess, store, nor use tobacco, alcohol, illegal substances, solvents nor apparatus associated with illegal drug use.

All teachers are to have a Classroom Management Plan based on proactive principles, principles of procedural fairness, and strategies of behaviour management.

The classroom plan is to include classroom rules, positive reinforcement and consequences and should:

- Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
- Where possible, respond more often to appropriate behaviour than to inappropriate behaviour
- Encourage student self-discipline
- Encourage an environment of mutual respect and adherence to class norms
- Include a behaviour management plan with rules and consequences
- Apply sanctions with consistency and fairness to all students
- Promote the values of honesty and fairness

### Misbehaviour

Teachers will develop their own set of graded consequences to deal with misbehaviour in the classroom. Students need to be aware of the consequences that will follow if they misbehave.



When misbehaviour of a student is persistent or extreme the teacher should follow the plan for referral as set out below.

#### Suggestions for Consequences of Misbehaviour

- Non-verbal warning – eg eye contact / hand movement / shake of head / teacher positioning to stand near misbehaving student(s)
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- Moving student in the room to a less disrupting situation
- Separate student from the class for a short period of time while you settle class/get them working
- Readmission to class activity based on student agreeing to class rules
- Student required to stay in after class for set period of time
- Student required to complete work during recess / lunchtime

#### Policy Endorsement

This Policy has been endorsed by the FCS Governing Body.

Date: June 2022

Review Date: June 2024

Review Cycle. Every 2 years.

Exceptions: This Policy may be reviewed earlier than the date stated subject to circumstance



### **"5 Steps to Classroom Control"**

1. Remain calm
2. Warn with rights based warning "Your behaviour is disturbing others, please stop".
3. Reassert "I understand and we can discuss this later. Right now please..."
4. Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, after school etc
5. Follow through with graded consequences:
  - a. Move student to another seat / isolated area of the classroom
  - b. Remove to another classroom for time out
  - c. Organise restorative discussion to include the Principal



## **Classroom Management Plan**

### **Classroom Rules**

1.....

2.....

3.....

4.....

### **Subject Specific Routines**

1.....

2.....

3.....

4.....

### **My list of positive reinforcements**

1.....





2.....

3.....

4.....

**Graded Consequences for misbehaviour**

1.....

2.....

3.....

4.....

**Notes for Review / Reporting on Behaviour**