

## Student Behaviour Management Policy

<b>Ratification Date:</b>  <b>RNS Board 01/09/2021</b>	<b>Next Review:</b>  <b>By 1 July 2022</b> or after an event or changes to the minimum standards as advised by the VRQA	<b>Availability:</b> <table><tr><td><b>Web</b></td><td><b>X</b></td></tr><tr><td><b>Office</b></td><td><b>X</b></td></tr><tr><td><b>On Request</b></td><td><b>X</b></td></tr></table>	<b>Web</b>	<b>X</b>	<b>Office</b>	<b>X</b>	<b>On Request</b>	<b>X</b>	<b>Actions:</b>
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### PURPOSE:

The River Nile School (RNS) has been established as a charitable, not for profit association to assist disadvantaged migrant, refugee and asylum seeker young women of school age who have become disconnected from mainstream education or are new arrivals to Australia and require additional support with developing language and learning skills whilst adapting to life in Australia.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Act (2006) prohibits the use of corporal punishment in any Victorian School.

It is our policy that corporal punishment is prohibited. The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

The Student Behaviour Management Policy aims to

- To build a School environment based on positive behaviour, mutual respect and cooperation
- To manage poor behaviour in a positive and professional manner
- To establish well understood and logical consequences for student behaviour

### SCOPE

This policy applies to all River Nile School students and teachers. Positive and responsible student behaviour is essential to the smooth running of the School as is the achievement of optimal learning opportunities and the development of a supportive and cooperative School environment. This policy will be available at reception, on SharePoint and in the staff and student handbooks.

### IMPLEMENTATION

- The ethos of our School is to enhance positive behaviour and respect for others
- Students are encouraged to learn to accept responsibility for their own behavior
- Positive student behaviour and achievement will be appropriately recognised
- We will provide a wide range of positive extra-curricula activities for students including mentoring and community service
- All staff will undertake professional development on student behaviour and discipline management
- The School curriculum will integrate units on resilience, positive choices, bullying, conflict resolution and leadership
- Staff will teach and encourage students to communicate their needs and wishes to each other and their teachers and to negotiate these whenever possible

- Classroom and School rules (inclusive of assessment requirements) will be discussed at the commencement of the School year within the classroom
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension/expulsion
- Parents/carers will be kept informed and actively encouraged to assist in the development of their children's behavioural performance
- Parents/carers will be made aware of School rules
- Staff members will be kept abreast of current trends in discipline and welfare issues

It is the right of all members of the 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.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, 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 attendance. They have a responsibility to support the School in maintaining a safe and respectful learning environment for all student and engage in regular and constructive communication with school staff regarding their child's learning.

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.

## SCHOOL PROGRAM

- The VCAL Staff will be responsible for drawing up a student code of conduct that outlines rights and responsibilities. Refer to **RNS Code of Conduct**
- A coordinated program of discipline and welfare will be adopted that incorporates the principles of positive psychology and works within a strengths-based framework adopting a whole School approach that focuses on prevention and early intervention. This includes the principles of restorative practice.
- Where inappropriate behaviour occur, the School will follow the procedure outlined in **RNS Anti- bullying and Harassment Policy and Procedure** (refer to section 11.0).

## THE PRINCIPAL'S ROLE

The Principal will:

- Be responsible for providing the financial and human resources for welfare and discipline support
- Ensure details of School rules are published and well-circulated throughout the School community
- Ensure staff are encouraged to attend professional learning relevant to discipline and welfare issues and report back to the whole 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.

## SCHOOL ACTIONS AND CONSEQUENCES

### Whole School practices include:

- Predictable and fair classroom management and School environment established on democratic principles
- Ensuring student participation in the development of classroom and whole School expectations
- Providing personalised learning programs where appropriate for individual 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 a staged response, including:
  - Understanding individual student's background and needs
  - Ensuring a clear understanding of expectations by both students and teachers providing consistent school and classroom environments

### Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving Student Services where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs and/or involving community support agencies

## DISCIPLINE PROCEDURES

### Suspension and Expulsion

A student may be excluded from the 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 and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Convening of a School support group

At the discretion of the Principal and/or where all other measures have been implemented without success, students will be provided with assisted referral to a more appropriate education or training setting.

Records of behavioural incidents along with any interviews and other documentation relating to an issue are kept at the School (where dealt with at School level) in a separate file and with the student's file. If there are serious ongoing management or care issues relating to a student, then there will be a cross-reference to a restricted file on the student. Disciplinary outcomes will be recorded on the **RNS Disciplinary Register**.

### ASSOCIATED DOCUMENTS

- **RNS Student Code of Conduct**
- **RNS Disciplinary Register**
- **RNS Anti- bullying and Harassment Policy and Procedure**