

STUDENT BEHAVIOUR POLICY

(Class 1 to Class 8)

Rationale

The CSSK Student Behaviour Policy and Procedure outlines the school's behaviour expectations, positive behaviour development strategies and behaviour management strategies. The safety and wellbeing of children is our highest priority and well-managed, positive student behaviour supports us to provide an atmosphere where learning, personal growth and wellbeing are valued and nurtured. *Note that 'positive behaviour' is defined as a way of acting that is constructive respectful and beneficial. It involves being kind, empathetic, and cooperative with others".

At CSSK we value, promote and acknowledge positive behaviours that demonstrate students are being safe, respectful, responsible and ready to learn; we provide clear information about our behaviour expectations, support students to learn positive behaviour skills and have a consistent, whole school approach to managing behaviour which does not meet our expectations.

We believe that building strong and healthy educator-student relationships promotes a sense of school belonging and encourages students to contribute to a positive school culture. Staff work to develop a rich, deep understanding of each child and strive to strengthen bonds of connection with and between each one. We strive to treat each student with unconditional positive regard by using words that are constructive and empowering, speaking in a tone that is calm and friendly, and using body language that is open and authentic – we separate a student's behaviour from the inherent value they possess and from whom they could become.

The critical role of parents and carers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the school's positive behaviour expectations and the successful education of their children.

Policy

It is our policy that:

- Staff work collaboratively to create a learning environment where students are positively supported to behave safely, respectfully and responsibly.
- We teach and model the behaviours we value in our students and strive to treat each student with positive unconditional regard.
- Behavioral concerns are responded to, documented and communicated in a timely manner in accordance with our procedures.
- As part of our whole school approach, no staff member walks past behaviour which does not meet the 4 pillars of expected behaviour. We all have a responsibility to support students towards positive behaviour.
- We uphold the principles of procedural fairness and explicitly prohibit any form of unlawful discrimination; all students are valued as individuals regardless of gender, racial, cultural or developmental differences.

- All staff are trained in and comply with the CSSK Child Safety and Wellbeing Policy and we explicitly forbid the use of any form of child abuse or corporal punishment.

Scope

This policy applies to all school activities, including camps, excursions and bus travel and should be read in conjunction with other CSSK policies, specifically:

- Statement of School Values and Philosophy
- Child Safety and Wellbeing Policy
- Prevention of Bullying and Harassment Policy
- Suspension, Restrictive Intervention and Expulsion Policy

Four Pillars of Expected Behaviour

1. *Be respectful and polite*
2. *Be ready to learn, actively engage in learning and allow others to learn*
3. *Be safe and look after school property and resources*
4. *Follow instructions given by school staff members*

Rights

Everyone at CSSK has the right:

- To be safe
- To learn
- To be spoken to and treated with respect and dignity
- To be treated fairly
- To reasonable personal space
- To a safe and clean environment
- To have property treated with care

Responsibilities

Responsibility refers to being aware of our conduct and being accountable for it.

Everyone at CSSK has the responsibility to:

- Allow others to be safe
- Be honest and act with integrity
- Speak and treat others with respect and dignity
- Treat others fairly
- Accept the reasonable personal space of others
- Allow others to learn
- Help maintain a safe and clean environment
- Treat their own and other people's property with care
- Behave in a manner that reflects well on themselves and the school community

Further to this:

Staff have the responsibility to consistently reflect in their actions the values and behaviours that are expected from others and to implement this Policy

Students have the responsibility to follow the reasonable directions of CSSK staff members

Parents/Carers have the responsibility to be supportive of the Staff, the vision, mission, values and the policies of the school.

Behaviour expectations

In order to ensure that everyone's rights and responsibilities are met, we have clear behavioural expectations of all students. We expect students to demonstrate the four pillars of expected behaviour, being safe, respectful, responsible and ready to learn in all school-related settings.

Staff take a proactive, preventative approach to ensure all students receive reasonable adjustments relevant to their individual educational needs, and so help them to be successful at meeting these behavioural expectations. **Understanding the needs of our students is a core focus of teachers as part of our Steiner pedagogical approach.** We recognise that different or greater protection and support measures may need to be taken for vulnerable or younger students or students with disabilities. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken. Some students access supplementary or substantial support, as needed, to enable them to engage successfully at school.

We actively foster self-discipline and self-control so that students come to realise that their actions have consequences and that they are to be accountable for their own behaviour.

It is not possible to list "rules" to cover every classroom and playground situation for each and every child, our approach is to make explicit the range of expected behaviours (the four pillars of expected behaviour) and define school-wide agreed responses should a student act in breach of these expectations; this may include consequences.

Restorative Practices

The staff at CSSK are working together to implement a set of informal and formal processes using the philosophy and practices of Restorative Justice. These processes build relationships and a sense of community in order to prevent conflict and wrongdoing, and respond to wrongdoings, with the intention to repair harm done to relationships, people and property over and above the need for blaming and dispensing punishment. A restorative focus allows students to accept responsibility for their actions and can assist in moving forward with a positive attitude. We believe this approach fosters a safe environment for all students and staff. Restorative practices are included as part of our day-to-day classroom teaching processes and also form an important part of the reflective phase of our behaviour management process.

Staff use a range of restorative practices such as: communicating the importance of instructional time; viewing unwanted/inappropriate behaviour as an learning opportunity; separating the behaviour from the person; correcting student behaviour calmly and in a manner that demonstrates that the student is safe and supported at school; holding students accountable for their actions through repairing harm and making amends to 'turn things around'; using consequences within an agreed school-wide ladder (continuum) of response that aims to promote student self-reflection and self-discipline; documenting the use of corrective consequences to track progress and to inform when further action may be required.

Staff will be given regular training in relation to restorative practices.

Responding to breaches of Expected Behaviour

- If a student acts in breach of the behaviour expectations of our school community, CSSK initiates a planned, staged response, consistent with DET policies on behaviour, discipline and student wellbeing and engagement. Sanctions, in combination with other engagement and support strategies, are applied fairly and as consistently as possible.
- The steps to deal with breaches of behaviour expectations are clearly outlined in the CSSK Behaviour Procedure.
- Alleged student bullying behaviour will be responded to consistently through the CSSK Bullying & Harassment Policy.

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

Relevant Legislation

[Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)

[Disability Discrimination Act 1992 \(Cth\)](#)

Disability Standards for Education 2005

[Education and Training Reform Act 2006 \(Vic\)](#)

[Equal Opportunity Act 2010 \(Vic\)](#)

Document Control

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