

Student Management Policy

Policy Statement

Croydon Hills Primary School is committed to providing a safe, respectful and inclusive learning environment. One where students have opportunities to engage in quality learning experiences and acquire the values of respect and responsibility to prepare them to be active citizens for the 21st century who respect themselves and others and are lifelong learners.

All members of the school community are expected to respect the following rights of all:

- people to be treated with respect
- students to learn
- teachers to teach
- to be safe

Rationale

Rights and Responsibilities:

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.

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

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 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 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 Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Implementation

All teachers including specialists will develop classroom agreements at the beginning of the year outlining expectations and consequences. These agreements will be displayed in the room and a copy sent home to parents. Our student behaviour code will also be sent home at the beginning of each year.

The school has a Student Behaviour Code which is sent home to families on an annual basis.

The school uses Restoratives Practices wherever possible. See appendix 1

School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Broader support strategies will include:

- Involving support staff including Educational Psychologist, Social Worker, Student Welfare Officer and outside agencies where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

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.

See Appendix 2 - Actions and Consequences

See Appendix 3 -Incident Report

See appendix 4 -Behaviour Notification

Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
Learn in a purposeful and supportive environment Work and play in a safe and secure environment Respect, courtesy and honesty Interact with others in an atmosphere free from harassment and bullying	Display respectful and courteous behaviour Ensure their behaviour is not disruptive of the learning of others Ensure they are punctual, polite, prepared and display a positive manner Behave in a way that protects the safety and wellbeing of others Endeavour to do their best Take responsibility for their own behaviour Abide by behaviour agreements
Staff have the right to:	Staff have the responsibility to:
Respect and courtesy Teach in a safe and secure environment Teach in a purposeful and non-disruptive environment Be the first point of contact if there is an issue or concern with one of their students Recognised as a professional Be supported by the school community	Model respectful and courteous behaviour Ensure the school environment is safe and secure Establish positive relationships with students Act professionally Promote positive attitudes to learning Develop helpful communication links with the school community

Parents/Carers have the right to:	Parents/Carers have the responsibility to:
<p>Respect and courtesy</p> <p>Be informed about their child's progress or any concerns for their child</p> <p>Cooperation and support from staff in matters relating to their child's education</p> <p>Be a partner in their child's education</p> <p>Be informed of issues affecting their child</p>	<p>Model respectful and courteous behaviour</p> <p>Support the school in implementing behaviour management strategies</p> <p>Support the school to provide a meaningful education for their child</p> <p>Inform the school about anything that may impact on their child's learning</p> <p>Develop helpful communication lines as partners in your child education</p> <p>Keep abreast of activities happening at school by accessing the school's newsletter</p> <p>Approach the school (not other parents or students) with concerns regarding their child's welfare</p>

References:

Department of Education guidelines
Restorative Chat -Appendix 1
Behaviour Notification to parents –Appendix 2
Student Behaviour Code –Appendix 3
Template for Class agreements –Appendix 4

Review

As part of school's cyclic process

Appendix 1

Restorative Chat

To the wrongdoer:

What happened? Who else was there/around when it happened?

What were you thinking, what was in your head/in your mind?

Was it the right thing/wrong thing to do?

Who has been affected/upset/harmed by your actions?

In what ways?

How has this affected you?

To the victim:

What did you think when it happened?

What have you thought about since?

How has it upset/hurt/harmed you?

What has been the worst thing?

What is needed to make it right/to make you feel better?

To the wrongdoer:

What do you need to do to make things better?

To the victim:

Is that okay/do you agree?

Is that fair?

To both:

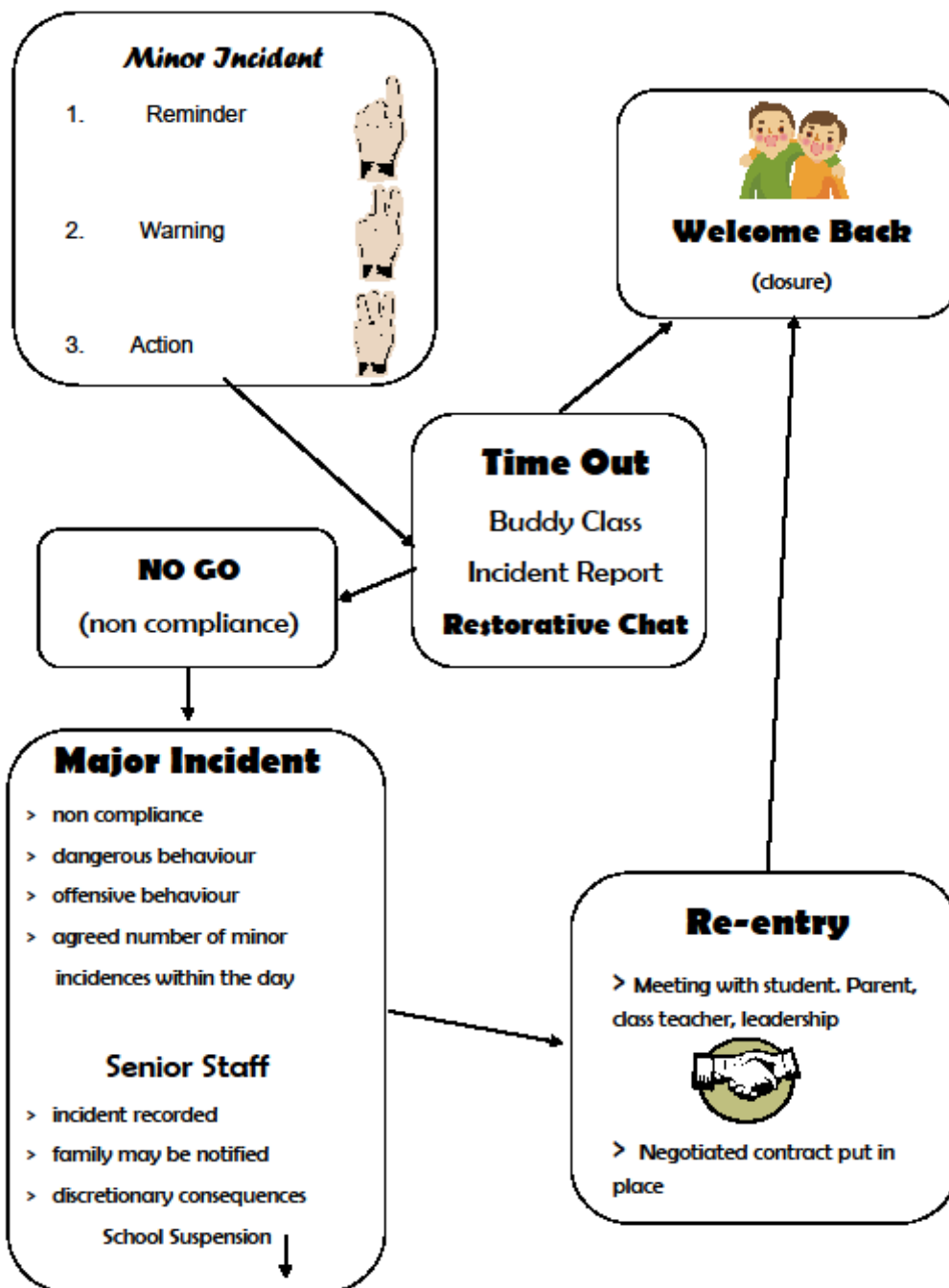
How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?



ACTIONS & CONSEQUENCES





Appendix 2

Incident Report Form

Date:

Time:

Name:

Class:

Referring Teacher:

Location:

What happened?

I was _____

I think it happened because _____

Who else was there? (Full names and classes please) _____

What were they doing? *They were* _____

What should happen now? 3Rs (*Respectful, Reasonable, Relevant*)

I think _____

Agreements reached as a result of the restorative chat:

Signed by the student:

Signed by the teacher:



Appendix 3

BEHAVIOUR NOTIFICATION

Restorative Practices

Croydon Hills Primary School uses Restorative Practices wherever possible to encourage engagement, respect and responsibility in each individual student. This applies in classrooms specialist sessions and in the yard. We expect respectful communication and relationships and use this approach when behavioural issues arise. We use restorative questions depending on the circumstances:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

There will be times when consequences will be imposed as a result of inappropriate behaviour.

Name..... Class..... Date.....

Student response: (This can be written on the back of the sheet and recorded by an adult for younger students)

What went wrong?

What needs to be done to make things right?

Consequences if imposed



Parent Signature.....