

## 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 21<sup>st</sup> century who respect themselves and others and are lifelong learners.

In the normal events of school life 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 learn and 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 the 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 right 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. A copy of the Student Behaviour Code is also sent home at the beginning of each year. This policy is made available to the school community on the school's website.

The school uses Restoratives Practices wherever possible.

## 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.

School Leadership will determine a parental consultation where appropriate.

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.

## Rights and Responsibilities

<b>Students have the right to:</b>	<b>Students have the responsibility to:</b>
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
<b>Staff have the right to:</b>	<b>Staff have the responsibility to:</b>
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
<b>Parents/Carers have the right to:</b>	<b>Parents/Carers have the responsibility to:</b>
Respect and courtesy	Model respectful and courteous behaviour

<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>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>
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## References:

Department of Education Guidelines

Appendix 1 –Restorative Practices

Appendix 2 - Actions and Consequences

Appendix 3 – Thinking About My Behaviour

Appendix 4 -Behaviour Notification

Appendix 5 –Template for Class Agreements

Appendix 6 – Student Behaviour Code (separate attachment)

## 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:

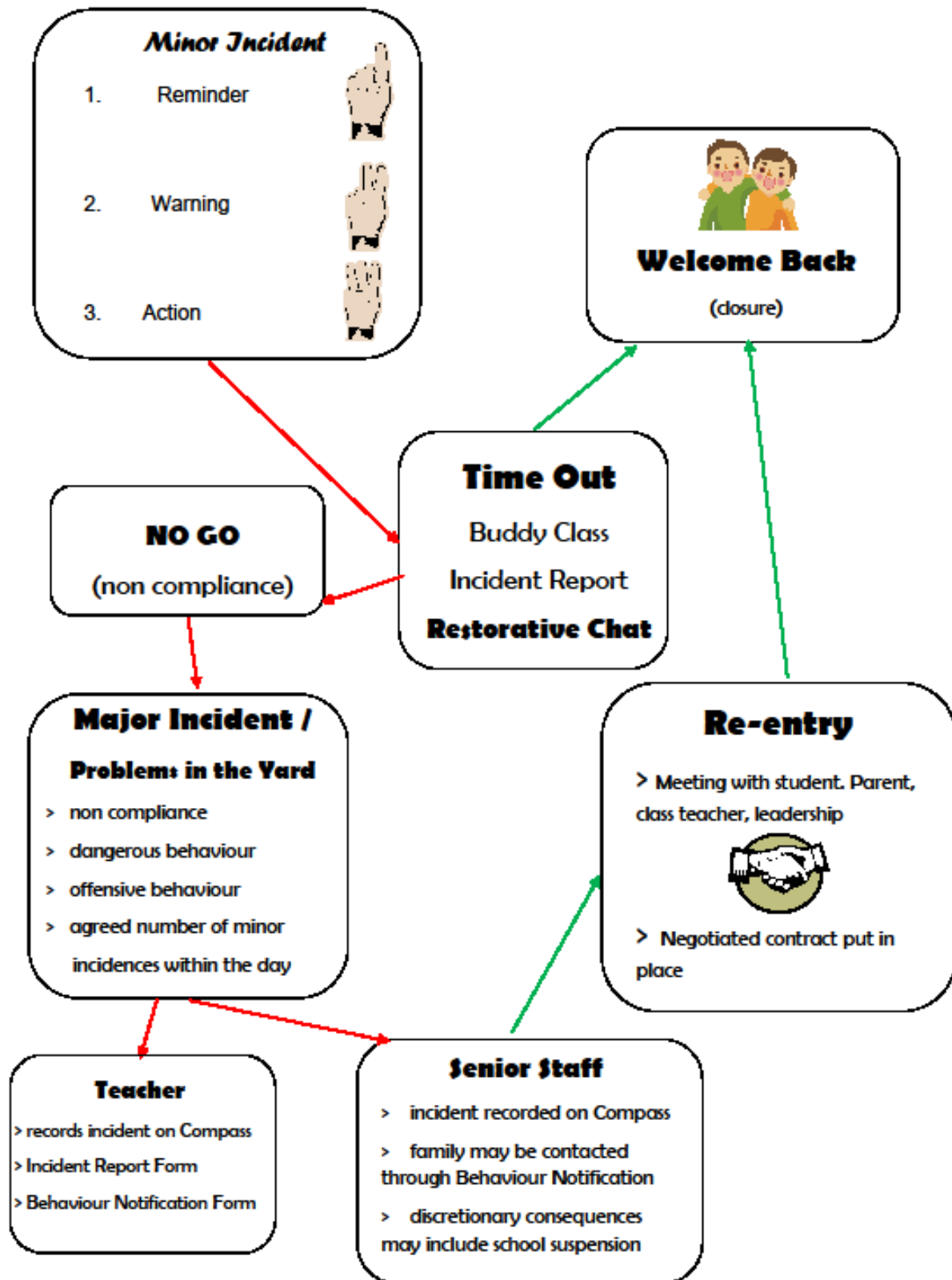
How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?



## ACTIONS & CONSEQUENCES





Appendix 3

## Thinking About My Behaviour

**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 4

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

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

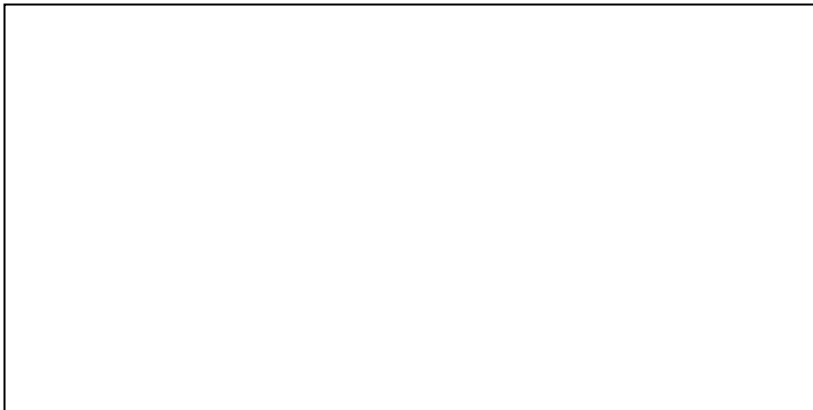
Parent Signature.....

## Class Agreement Template

# Classroom Agreement

Class..... Teacher.....

Date.....



Class Photo

Our behaviour agreement has been discussed and developed by the students and the teacher. It is a record of how we behave towards others and want others to behave towards us.

It applies to all people who come into our class and will be used until the end of term 4.

There will be an opportunity to evaluate and improve this behaviour plan by the students and teacher during the year.

Any new students or adults to our classroom will be taken through the agreement by a classmate who will answer questions and explain rights responsibilities and rules more fully.

In our class we believe that everybody has a right to be treated equally and fairly.

Our Behaviour Agreement is an important way to remind, and help us to support our rights and responsibilities.

In our class we have the responsibility to care for ourselves and other people and to treat other people and their belongings and our shared environment with respect. This includes consideration, thoughtfulness and manners.

Some Examples:

## Rules We Follow

These rules are here to support our learning together.

### **Our Treatment Rule**

Treat people as you would want to be treated. This means eg manners, consideration, cooperation, no bullying

### **Our Learning and Communication Rule**

This means eg put hand up, active listening, no put downs, use teacher help board, support each other

### **Our Movement Rule**

This means eg walk inside, line up considerately, only move around the room for sensible reasons,

### **Our Safety Rule**

Safety effects physical safety and our feelings.



This means eg taking responsibility for our actions, looking after property, wearing school uniform and no jewellery

## Consequences

To help us become responsible for our behaviour, there are consequences which follow when our rules are broken and others' rights are affected by our behaviour.

If anyone in our class makes it difficult for others in class to learn, or feel safe then they:

- Will be reminded of our class rules
- May be asked to work away from others in our classroom
- May be asked to spend time in class during their break times
- May be sent to the office
- Parents may be contacted

## Junior Classes

To build a learning community the teacher will need to develop classroom discussion. The following questions may be useful

- What is learning? How can we learn well here? This should lead to discussion about hands up, turn taking, sharing equipment, quiet working voices
- How can we feel safe here? What do we mean by safe? This should lead to discussion about movement in the room and how we treat each other
- What is respect? How can/should we respect each other here? This raises clear understandings of behaviours concerning fairness, cooperation, consideration
- What do we mean by manners?

Keep rules few in number and positive in expression using inclusive language such as our, we, together, everyone. It would be useful to create visuals demonstrating students with their hands up, what a clean table looks like, working cooperatively, keeping classroom tidy.

Specialist teachers will develop behaviour agreements with their classes.