

# **STUDENT MANAGEMENT AND PROCEDURES POLICY**

## **1. Student Behaviour**

Bayswater North Primary School 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. We work 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.

Bayswater North Primary School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Support Reading Program and provision of support for students with special needs provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our TRIBES and Restorative practices are tailored to address students' personal and social learning at various stages of their primary education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Junior School Council, the house system, Connect Groups, the role of the school captains and our peer support leaders.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Managing Education and Student Health (MESH) Team and our DET Psychologist and Speech Therapist. External agencies such as Engage 1-on-1 providing clinical psychologists who work with students and families on a more targeted and individualised level.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. We maintain a zero tolerance of corporal punishment nor "humiliation" as a means of behaviour management. Staged responses are implemented in addressing ongoing behavioural issues in close contact with parents and suspension from school is viewed as a last resort.

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

## **2. Rights and Responsibilities:**

It is the right of all members of the High 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. (Refer to our Student Wellbeing Policy, Anti-Bullying Policy and Equal Opportunity Policy, 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.

### 3. Shared expectations:

	<b>Students</b>	<b>Parents/Carers</b>	<b>Principals/Teachers &amp; Staff</b>
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate:- <ul style="list-style-type: none"> <li>• <i>preparedness</i> to engage in and take full advantage of the school program</li> <li>• <i>effort</i> to do their very best</li> <li>• <i>self-discipline</i> to ensure a cooperative learning environment and model the school values</li> <li>• <i>team work</i></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
<b>Attendance</b>	All students are expected to: <ul style="list-style-type: none"> <li>• attend and be punctual for all classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents/carers explaining an absence/lateness</li> </ul>	Parents/Carers are expected to: <ul style="list-style-type: none"> <li>• ensure that enrolment details are correct and updated</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• attempt to keep family holidays within scheduled school holidays</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged</li> </ul>	In accordance with DET procedures the school will: <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• mark rolls accurately each lesson and follow up on absences</li> <li>• Identify trends via data analysis</li> <li>• Report attendance data in the school's Annual Report</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>

		absences	
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• take responsibility for their learning and have high expectations that they can learn</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• model the schools TRIBES agreements</li> <li>• comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• Communicate with the school in regards to their child's circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

## 5. School Action and Consequences

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this 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. (Please refer to our Student Engagement and Wellbeing Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of student code of conduct
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision – making eg. via Junior Student Council
- 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 the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices” and utilising the TRIBES process

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies
- Contact with the Regional Office and accessing their support

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.

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
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break. Students must have the opportunity for a drink and toilet break. Parents will be informed of the detention via a RISC letter or phone call.
- Convening of a school support group.

When considering suspension the school follows the Department of Education and Training procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

**Evaluation:**

Evaluation will be formally undertaken during the annual evaluation process, where the successes and concerns of the program will be addressed.

Reviewed Education Sub Committee

**CERTIFICATION**

This policy was adopted at the School Council meeting held at Bayswater North Primary School, on 22 July 2019.

Signed: .....

Signed: .....

School Council President

Principal

**APPENDIX A:**  
**OUR SCHOOL**  
**MANAGING STUDENT BEHAVIOUR**

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

**Behaviour unchallenged is behaviour condoned**

***Responsibilities of the Classroom Teacher:***

- **Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.**
- **To be familiar with and implement the TRIBES agreements.**
- **To be familiar with the School Behaviour Policy and be consistent in its implementation.**
- **Become practised in using restorative practices.**
- **When breaches of School Behaviour Policy occur, classroom teachers must follow protocol.**
- ***In extreme circumstances the threat is to be referred immediately to the Principal Class.***

***Responsibilities of the Subschool Managers***

**A. Promotion of Positive Behaviours:**

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patters of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/assistant principal.

**B. Attendance:**

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.

***Responsibilities of the Engagement and Well-Being co-ordinator/ Assistant Principal***

Responsible for:

- developing, implementing and evaluating the School’s Student Engagement and Wellbeing Policy Guidelines
- Developing, prevention and early intervention programs and strategies that contribute to a positive school culture.
- Liaising, and working with SSSO staff and class teachers in supporting “Students at risk”.
- Promoting, and assisting all teachers in the use of restorative practices.
- Inducting new staff on the School’s Student Engagement guidelines.
- Supporting both classroom teachers in the overall management of student behaviours.
- Monitoring the attendance.
- Ensuring the *Procedures for Suspension* are understood by the staff and students
- The Assistant Principal may also be the Principal’s representative at Student Support Group meetings during pre and post suspension conferences.

***Responsibilities of the Principal:***

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

***School Action and Consequences***

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
- Providing personalised learning programs where appropriate for individual students
- 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 a staged response, including:**

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

**Broader support strategies will include:**

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs ( excursions, camps)
- Involving community support agencies
- Contact with the Regional Office

<b><i>Rules</i></b>	<b><i>Classroom Teacher Responsibility</i></b>	<b><i>Assistant Principal</i></b>
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<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> </ul>	<p><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> <li>1. <i>Remain calm</i></li> <li>2. <i>Warn with rights based warning “Your behaviour is disturbing others, please stop”.</i></li> <li>3. <i>Reassert “I understand and we can discuss this later. Right now please...”</i></li> <li>4. <i>Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, etc</i></li> <li>5. <i>Follow through with graded consequences:</i> <ol style="list-style-type: none"> <li>a. <i>Move student to another seat / isolated area of the classroom</i></li> <li>b. <i>Seat student in another classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i></li> <li>c. <i>Organise conference/restorative chat to include Assistant Principal</i></li> </ol> </li> </ol> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <li>a. <i>Incident Report via RISC letter</i></li> <li>b. <i>Contact with parent after consultation with Assistant Principal</i></li> </ol>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> <li>• <i>Speak with the student prior to actioning</i></li> <li>• <i>Inform parent of misbehaviour</i></li> <li>• <i>Behaviour sheet</i></li> <li>• <i>Attendance sheet</i></li> <li>• <i>Restorative chat with affected parties</i></li> <li>• <i>Behaviour Plans</i></li> <li>• <i>Student Contract</i></li> <li>• <i>Parent contact</i></li> <li>• <i>Student support conference</i></li> <li>• <i>In house suspension</i></li> <li>• <i>Recommendation to externally suspend and referral to Principal</i></li> </ul>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who are late to period one must report to the general office to get a late pass.</li> <li>• Students who leave school early must have a note from home signed by their sub school manager prior to signing out at the office.</li> <li>• Students absent from</li> </ul>	<p><i>Maintain accurate attendance records.</i></p> <p><i>Speak to student if absences increasing.</i></p> <p><i>If no improvement alert Assistant Principal and contact parent.</i></p> <p><i>If concerns increase Assistant Principal to contact parents.</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>Organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer</i></p>

<p>school must ensure that a signed note or medical certificate is presented immediately upon returning to school. (see attendance policy)</p> <ul style="list-style-type: none"> <li>• Notification from home must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>		
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements. This includes extremes in personal appearance.</li> </ul>	<p><i>Teachers will monitor “out of uniform” by receiving a written note or email from parent with explanation.</i></p> <p><i>In case of hardship teachers can seek assistance for the family from the Assistant Principal</i></p>	<p><i>Contact parents if student refuses to comply with uniform expectations. Seek to offer support.</i></p>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person(see harassment/anti bullying policy).</li> <li>• Electronic devices must not be used without permission.</li> <li>• Students must move around the school in an orderly fashion. All members of the school are required to promote a safe and healthy environment.</li> <li>• In the interest of hygiene students must not spit.</li> <li>• It is compulsory for all</li> </ul>	<p><i>Challenge behaviours and make a inform Principal class of concerns and actions already taken.</i></p> <p><i>Confiscate ipod or mobile phone and take to General office. Report to Principal Class</i></p>	<p><i>Contact parents and involve class teacher.</i></p> <p><i>Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. Referral to Principal</i></p> <p><i>Inform Principal Class. Student removed from classroom and parent contacted to collect students. Immediate suspension.</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g.</i></p>

<p><b>students to wear appropriate footwear at all times.</b></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence relevant to inappropriate behaviour.</i></p>	
<p>Property and security</p> <ul style="list-style-type: none"> <li>• <b>Students are to respect all college property.</b></li> <li>• <b>Students must not enter staff room, or offices unless supervised.</b></li> <li>• <b>Students must bin all rubbish</b></li> <li>• <b>Students must not have the following at school: matches/lighter, chewing gum, item that could be used as a weapon.</b></li> <li>• <b>Students must return borrowed school material on time.</b></li> <li>• <b>School will not be responsible for loss of valuables.</b></li>   <li>• <b>Classrooms must be left neat and tidy.</b></li>   <li>• <b>If a student is suspected of engaging in graffiti</b></li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties</i></p> <p><i>Gum: scrape gum from tables</i></p> <p><i>For repeated offences, referral to Assistant Principal</i></p> <p><i>Confiscate the bag. If period 4 class, detain students for 5 minutes.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of tag and report to Principal Class</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10 Centre, ADEC or grounds.</i></p> <p><i>For repeat offenders, place in the Friday afterschool detention class.</i></p> <p><i>Parent notified. Community service. Parent may be required to meet costs. If extensive and persistent, parent meeting to review future action.</i></p>

## APPENDIX B:

### THE LEARNING ENVIRONMENT : RIGHTS AND RESPONSIBILITIES

**The School is a workplace.** As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classrooms or teaching spaces without permission.
- iPods and mobile phones are not to be used. They must remain switched off and secured by teacher.
- There is no eating in the school grounds outside the courtyards as this is where the bins are located.
- There is to be no graffiti

#### **In the classrooms:**

1. You and the teacher have the right to do as much work as possible, therefore:
  - Punctuality - You need to be on time
  - Come equipped - You must bring all the necessary equipment to class
  - Attention – you need to listen when others are speaking
  - Effort – you should attempt to do all work
2. Everyone has the right to feel comfortable and safe in the classroom, therefore:
  - You should pass all objects by hand
  - You need to speak to others politely
  - You should keep your hands to yourself
  - You should not help yourself to other students' belongings

**If you fail to respect the classroom environment then your teacher may implement the following actions:**

- Change your seating position in the classroom
- Direct you to work away from the classroom
- Direct you to work from another teacher's class for the duration of the lesson
- Detention
- In extreme circumstances your teacher may ask you to leave the classroom and report to the principal without implementing any of the above steps. The matter will be followed through by all parties. Contact with parents may be necessary.

**I have read the document and understand my responsibilities and rights as a member of the Bayswater North Learning Community.**

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

#### **Key Reference**

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="#">DET - Child Health and Wellbeing</a>
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>