



STUDENT MANAGEMENT POLICY AND PROCEDURES

1. Student Behaviour – School Context

Sassafras 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. The school works 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.

The 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 programs provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our programs are tailored to address students' personal and social learning at various stages of their 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, the roles of the school leaders and our Buddy Program.

Students receive added support in their learning through our SSSO network if required.

If required the school can access and use interpreters where appropriate to assist parents/ carers to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our staff who can access the DET Psychologist and other professionals.

When relationships break down between members of the school community, we use our student well-being program to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our principal and teachers. Attendance conferences can be instigated as an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

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' and Friends Association in our efforts to build a sense of community.

2. 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. (Refer to our Anti-Bullying Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural 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:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<ul style="list-style-type: none"> Demonstrate <i>preparedness</i> to engage in and take full advantage of the school program 	<ul style="list-style-type: none"> Promote positive outcomes by valuing the importance of education and liaising with the school on their 	<ul style="list-style-type: none"> The school will comply with its duty of care obligations and have a responsibility to provide an

	<ul style="list-style-type: none"> • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<p>child's progress/needs</p> <ul style="list-style-type: none"> • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<p>educational environment that can effectively engage all students</p> <ul style="list-style-type: none"> • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays if possible • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high 	<p>The school will deliver an inclusive and comprehensive</p>

	<p>responsibility for their learning and have high expectations that they can learn</p> <ul style="list-style-type: none"> • take responsibility for their behaviour and its impact on others • model the schools core values of diversity, achievement, responsibility and endeavour • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>expectations of their child's behaviour and an understanding of the schools behavioural expectations</p> <ul style="list-style-type: none"> • Communicate with the school in regards to their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>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>
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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 Attendance Policy and Behaviour Policy). 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

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the principal and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (camps)
- Involving community support agencies
- 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.

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, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

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

APPENDIX B:

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 following two documents: “*Protocols for Maintaining an Orderly Learning Environment*” and “*Learning Environment: Rights and Responsibilities*”.**
- **To be familiar with the School Behaviour Policy and be consistent in its implementation.**
- **When breaches of School Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to the principal.**
- ***In extreme circumstances the threat is to be referred immediately to the Principal.***

Responsibilities of the Staff

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/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 informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.
- Participate in transition team meetings using the Student Mapping Tool.

Responsibilities of the Staff re Engagement and Well-Being

The staff re Engagement and Well-Being are responsible for:

- developing, implementing and evaluating the school's Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To liaise and work with the principal in supporting "Students at risk".
- To promote and assist all teachers in the use of restorative type practices.
- Induct new staff on the school's Student Engagement guidelines.

Responsibilities of the Assistant Principal

The Principal is responsible for:

- Supporting classroom teachers in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood by the staff and are adhered to.
- The representative at Student Support Group meetings during pre and post suspension conferences.
- 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. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). 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 type practices”

Broader support strategies will include:

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

Rules	Classroom Teacher Responsibility	Principal
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests of staff. • Students must never physically or verbally abuse others. • Students must always treat others with respect. 	<p><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> 1. <i>Remain calm</i> 2. <i>Warn with rights based warning “Your behaviour is disturbing others, please stop”.</i> 3. <i>Reassert “I understand and we can discuss this later. Right now please...”</i> 4. <i>Give choice “You have a choice. If you will not</i> 	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> • <i>Speak with the student prior to actioning</i> • <i>Student to ring and inform parent of misbehaviour in presence of Principal</i> • <i>Behaviour sheet</i> • <i>Attendance sheet</i> • <i>Restorative chat with affected parties</i>

<ul style="list-style-type: none"> • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. 	<p><i>comply you will have to meet with me at lunchtime, afterschool etc</i></p> <p>5. <i>Follow through with graded consequences:</i></p> <ol style="list-style-type: none"> <i>Move student to another seat / isolated area of the classroom</i> <i>Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i> <i>Remove to another classroom for time out</i> <i>Organise conference/restorative chat to include Principal</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <i>Incident Report Principal</i> <i>Contact with parent after consultation with Principal</i> 	<ul style="list-style-type: none"> • <i>Behaviour Plans</i> • <i>Student Contract</i> • <i>Parent contact</i> • <i>Student support conference</i> • <i>Afternoon detention</i> • <i>In house suspension</i> • <i>Recommendation to externally suspend and referral to Principal</i>
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late must report to their classroom teacher. • Students who leave school must be picked up by a parent/guardian or an adult authorized to pick them up • Students absent 	<p><i>Adjust entry on eCASES or role to Late</i></p> <p><i>Speak to student about lateness . Report to principal if on-going.</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>On going lateness: afterschool detention and/ or organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer</i></p>

<p>from 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"> • Notification from home must accompany all absences. • Students must not leave the school grounds without permission. 	<p><i>Report to principal</i></p>	<p><i>After three days absence: Organise for attendance conference as per the school's attendance strategy if there is not a note or call from parents/guardians to explain why.</i></p> <p><i>Organise for environment duty that day or next day and link to duty teacher.</i></p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. This includes extremes in personal appearance. 	<p><i>Report extremes in appearance to Principal.</i></p>	<p><i>Call parents/guardians to discuss issue.</i></p>
<p>Health and Safety</p> <ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, or physical conduct which is uninvited, unwelcome or offensive to a person(see harassment/anti bullying policy). • Electronic devices must not be used without permission. 	<p><i>Challenge behaviours and make a report to Principal</i></p> <p><i>Confiscate ipod or mobile phone and take to office</i></p>	<p><i>Contact parents. Refer to Anti- Bullying and Cyber – Bullying Policies and Guidelines Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension.</i></p>

<ul style="list-style-type: none"> • Students must not use prohibited substances. • Students must move around the school in an orderly fashion. All members of the school are required to promote a safe and healthy environment. • In the interest of hygiene students must not spit. • It is compulsory for all students to wear appropriate footwear at all times. 	<p><i>Report to Principal</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties Refer ongoing misbehaviour to Principal</i></p> <p><i>Report to Principal</i></p>	<p><i>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. clean up duties</i></p> <p><i>For repeat offenders contact parents.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all college property. • Students must not enter staff room or offices unless supervised. • Students must bin all rubbish • Students must return borrowed school material on time. • School will not be responsible for loss of valuables. • Classrooms must be left neat and tidy. • If a student is suspected of engaging in graffiti 	<p><i>Challenge behaviours around rights and responsibilities and impose consequence if required e.g. clean up duties</i></p> <p><i>Retain any evidence of tag and report to Principal.</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties</i></p> <p><i>For repeat offenders, contact parents and discuss options such as community service. Parent may be required to meet costs.</i></p>

APPENDIX C:

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 ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces
- iPods and mobile phones are not to be used. They must remain switched off.

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. You and the teacher have 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
- Referral to your principal
- In extreme circumstances your teacher may ask you to leave the classroom and report to Administration without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

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

Name _____ Teacher _____

Date _____

Signature _____

This document is to be placed in your File

Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DEECD - Child Health and Wellbeing
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.
This policy was last ratified by School Council in September 2017