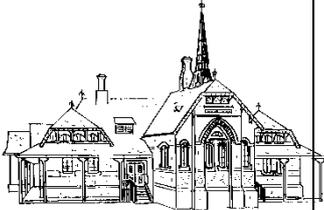


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| <p>California Gully Primary School</p> | <p>STUDENT MANAGEMENT POLICY AND PROCEDURES</p> |  |
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1. Student Behaviour – California Gully Primary School Context

California Gully 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. California Gully Primary 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.

Our teaching and learning philosophy is important in engaging all students in their academic learning. We have a number of intervention programs and resources available to students with additional classroom needs, ensuring their literacy and numeracy needs are being addressed. Our wellbeing programs 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.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our wellbeing officer and extended team and DEECD Student Support Officers. External agencies such as St Lukes and Haven provide additional support when required.

When relationships break down between members of the school community, we use "Restorative Practices" 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. Student absences are followed up by the classroom teacher, wellbeing officer and the principal depending on the level of absenteeism.

California Gully Primary 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' Club in our efforts to build a sense of community.

1. Rights & Responsibilities

DEFINITIONS

A **right** is something you are entitled to.

A **responsibility** is being accountable for your actions and resolving differences in a constructive way

All school community members are responsible for respecting the rights of others and taking responsibility for their actions and words. If rights of others are respected, communication is enhanced and this will ensure we will have a safe, friendly and welcoming school

The California Gully Primary School community is guided by the following principles:

- All members of our school community have the right to feel safe and supported without conflict, intimidation or harassment.
- All members of our school community are expected to be polite, courteous and well mannered.
- All members of the school community have the right to educate or be educated without interference.

These principles are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005. (See appendices for further detail)

| | RIGHTS | RESPONSIBILITIES |
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| Students | <ol style="list-style-type: none"> 1. The right to feel safe at school 2. The right to learn without interference from others 3. The right to be treated with respect and in a fair and equitable manner free from harassment, violence, discrimination or intimidation or bullying (including cyberbullying) 4. The right to expect their property to be safe | <ol style="list-style-type: none"> 1. To stay within the designated areas around the School 2. To obey school rules and follow teacher instructions 3. To attend class prepared to learn and not interfere with the learning of others 4. To treat others with respect and resolve differences through discussion and compromise and not conflict 5. To take care of their own and other people's property 6. To strive to achieve their personal best in all school endeavours. |
| Teachers | <ol style="list-style-type: none"> 1. The right to be able to teach in an atmosphere of order and cooperation 2. The right to be treated with respect and in a fair and equitable manner free from harassment 3. 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. | <ol style="list-style-type: none"> 1. To ensure they are punctual and prepared for lessons 2. To display mutual respect to other staff, parents and students 3. To engage the students in a stimulating curriculum 4. Plan and teach effectively using the 5. Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. (see Standards) |
| Parents | <ol style="list-style-type: none"> 1. The right to expect that their | <ol style="list-style-type: none"> 1. To treat all members of the school |

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| | <p>child will be educated in a safe and secure environment where care, courtesy and respect for others is encouraged</p> <p>2. The right to be treated with respect and in a fair and equitable manner free from harassment</p> | <p>community with respect.</p> <p>2. To support teachers in their maintenance of a safe, secure, productive teaching and learning environment.</p> <p>3. To ensure their child is sent to school on time, in school uniform, with a healthy lunch and snack and well rested to maximise learning.</p> |
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Shared Expectations

At California Gully Primary School we strive to provide an educational environment that ensures all students are valued and cared for, and are engaged effectively in their learning and can experience success.

The school has the following expectations of:

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| <p>students</p> <ul style="list-style-type: none"> • Positive participation in programs provided for them • Seek assistance when required • Treat all members of our school community with respect • Look after school equipment and property • Attend daily unless ill • Model the school core values of respect, persona best and care • Comply with school rules governing student conduct, including school and out of school events • Will take responsibility for their learning and have high expectations that they can learn • Will take responsibility for their behaviour and its impact on others | <p>teachers</p> <ul style="list-style-type: none"> • Provide relevant and challenging curriculum that gives students the opportunity to experience success in their learning • To make sure every student has an equal opportunity to participate • Build positive relationships, valuing student contributions. • Develop partnerships with parents to support students • Provide a wide range of resources to engage students • Understand the needs of students and accommodate those needs • To provide a first point of contact for students with concerns • To be approachable to all members of the school community |
| <p>principal</p> <ul style="list-style-type: none"> • Administer leadership across the school community • Provide adequate resources for effective teaching and learning • Ensure the curriculum of the school takes into account the needs of all students where applicable (including students with disabilities, ESL) • Encourage the participation of parents/carers in school activities • Ensure parents/carers feel welcome at school and have a sense that their contributions are valued | <p>parents/guardians</p> <ul style="list-style-type: none"> • Value the importance of education • Ensure their children are attending school daily • Provide a note of explanation for absences • Ensure that all contact details are kept up to date • Cooperate with requests from the school • Communicate clearly with the school about the needs of their children • Ensure their children comply with school rules and regulations |

Action & Consequences

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

The principal and staff may use a variety of measures when a student's behaviour does not comply with the school's Student Engagement Policy. These measures should vary to take into account the age and disabilities and impairments of the students and the nature and seriousness of breaches of the Student Engagement Policy.

Actions and consequences used are to be seen as having an educational role and aim to foster positive relationships and retain the dignity of the student. School actions and consequences respond to inappropriate behaviour through an incremental and staged response that has a prevention and early intervention focus.

When a student violates rules (Please refer to Appendix for school rules and bullying policy) under the Student Engagement Policy, teachers should invoke consequences that are consistent with the rules. Rules must be clearly explained so that students understand the connection between the behaviour and the consequence. Consequences should be graded in severity, with emphasis on students being accountable and learning to take responsibility for their behaviour. It is acknowledged that a **staged response** provides a continuum of support for student well-being.

STAGE ONE: PRIMARY PREVENTION (Whole school-focussing on all students and staff across all settings)

STAGE TWO: EARLY INTERVENTION (Targeted -focussing on responses to problem behaviour in order to aim to reduce it)

STAGE THREE: INTERVENTION (Intensive -focussing on the complexity of individual behaviour resistant to primary and secondary prevention efforts)

Refer to: Student Support Process A Staged Response Levels 1 to 7

A CLASSROOM MANAGEMENT PLAN

At no time is careful planning more important than at the beginning of the year when children are seeking their own place in the group and when teachers are establishing their legitimate authority through use of consistent planned strategies. These strategies identify actions to prevent unnecessary disruptions and actions to correct problems when they arise.

Primary Prevention

The school and individual teachers put in place strategies that minimise the risk of student disengagement and misconduct

Strategies:

- Explicit articulation of the school values which describes the schools commitment and understandings
- Strong student/teacher relationships
- Quality curriculum planning
- Effective lesson model implemented
- Student voice and choice over curriculum
- Technology rich programs
- 'Teach Like a Champion' strategies eg Do Now

PRIMARY PREVENTION STRATEGIES

| School Wide | Classroom | Attendance |
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| <ul style="list-style-type: none"> • Our school values are modelled and reinforced by all members of the school community • School programs are developed based on students' individual needs (refer to 'Whole School Prevention System') • Team planning for staff members to ensure similarity in class programs • Use of support personnel for programs. Eg Student Wellbeing Officer and ES staff- Alternative Lunchtime Program • Monitoring of playground (student safety survey) | <ul style="list-style-type: none"> • Students participate in the development of classroom and whole school rules • Class and school rules are displayed and conveyed to students and parents • Rules and expectations are consistently reinforced. • Positive expectations are taught and encouraged • Active supervision by teachers • Consistently acknowledging all students • High expectations of all students • Stimulating and engaging learning environment • Learning environment managed to allow for high level student outcomes | <ul style="list-style-type: none"> • Roll marked twice daily • A culture of "punctuality" and "It's not ok to be away " is modelled and explicitly taught • Benefits of regular and timely school attendance is conveyed to students and the community via the newsletter a webpage • Attendance is monitored daily and followed up by the class teacher |

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| <p>References: Please refer to the following documents. Whole-school staged response is critical</p> <ul style="list-style-type: none"> * Compulsory Reading *Bill Rogers- 'Least Intrusive to Most Intrusive Steps to Maintain Discipline *Vince Dobbs- Student Support Process Teach Like a Champion | |
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| Early Intervention (Response Level 1-4) |
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The staff member who observes the incident deals with the issue in the first instance, using a model of progressive intensity (least intrusive to most intrusive-Bill Rodgers) of intervention and selecting the appropriate entry point

- 1.Response**
 When carrying out **corrective action** the teacher should:
- maintain eye contact& minimise embarrassment and hostility by using a respectful voice
 - Watch proximity to the student – to maintain distance
 - Avoid arguing and give clear choices to maximise the student’s responsibility for behaviour.
 - Be consistent in the use of appropriate action and follow through
 - Utilise wide support (peers, administration and parents)
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2. Corrective Action
 Some actions to prevent problems when they arise. Response to actions will be based on level of inappropriateness

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| Tactical ignoring | The purpose is to reinforce “on task” behaviour. Teacher gives no direct eye contact for “off task behaviour”. |
| Simple direction | Use respectful language accompanied by please and thank you. Keep directions simple. |
| Positive reinforcement | Pick up “on task” behaviour and acknowledge it. |
| Question and Feedback | Break into a disruption cycle with a question. Start with what not why |
| Rule reminders | Simply restate the rule. Don’t get caught up in discussion State a direction repetitively |
| Blocking/ Simple choices | When a student continues to be disruptive, give a choice to work quietly or to move away from the group within the room |

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| Isolation from peers | When faced with aggressive, dangerous, tantrum or any behaviour that continues to disrupt within the group, the teacher may need to remove the student from the class. |
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EARLY INTERVENTION STRATEGIES

| School Wide | Classroom | Attendance |
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| <ul style="list-style-type: none"> • Team sharing of data and professional discussions to brainstorm support for students experiencing difficulties with curriculum • Individual Learning Plans • Inclusion in support programs like Reading Recovery • Individual Student Support Plans- this may include (but not limited to) alternative play time, play in a different setting, direction to a lunchtime program, designated play setting and safe play communication book or flexible attendance plan • Involvement of school guidance officer • Involvement of community support agencies • Working with parents to provide support/assistance • Removal of privileges, restitution & reflection time (RRT) during recess breaks/after school, re-location within the school | <ul style="list-style-type: none"> • Commitment and adherence to the whole-school Behaviour Management Plan • Staff consultation with a support person from the Principal Class and/or Student Wellbeing Officer Student Support Group meetings and Individual contracts | <ul style="list-style-type: none"> • Immediate follow up of individual student absence and/or lateness • Individual student attendance goal setting • Parent and/or agency involvement • Consultation with a support person from the Principal Class and/or Student Wellbeing Officer |

INTERVENTION (Treatment Level 5- 7)

School Wide & Classroom

This section refers to approximately 5% of students whose behaviour places them at high risk of disconnecting from school and where previous interventions have been unsuccessful.

This stage represents

- Secondary consultations with Professionals (paediatrician, speech therapist etc) and SSSO staff (psychologist, social worker)
- Mentoring/counselling and/or referrals to Community Support organisations

- An intensity of strategies listed in the Secondary Intervention Column, a possible inclusion of an **Individual Modified Attendance Plan** and/or **Individual Modified Education Plan**
- A last resort is suspension or expulsion.

SUSPENSION AND EXPLUSION INFORMATION

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in "Effective Schools are Engaging -School Student Engagement Policy Guidelines". Appendices 12-18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only 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.

Refer to: Student Support Process A Staged Response Levels 1 to 7

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| Date Reviewed | September 2014 |
| Approved by | California Gully Primary School, School Council |
| Review Date | March 2016 |
| References | |

