STUDENT MANAGEMENT POLICY

Student Behaviour – School Context

Oxley 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 Reading Recovery Program and provision of ESL students with additional classroom support to ensure student literacy and numeracy needs are being addressed. 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 year 6 leaders and the role of the school captains.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our staff through weekly discussions at meetings which also includes the use of DET Psychologist, when needed.

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. Attendance is monitored throughout the day, and student absences are followed up by our business manager.

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.

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 Bullying and Harassment Policy, Student Engagement and Wellbeing Policy and Student Management 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 be fair, reasonable and consistently implement the Student Engagement Policy and Behaviour Policy.

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

SHARED EXPECTATIONS

The shared expectations of the school and community are designed to promote the following values in and out of the school:

Respect: recognising and accepting (or even better) celebrating differences in opinion ability, race and religion.
Showing respect at Oxley Primary School is when:
>   *We actively listen with our eyes and ears and follow instructions,
>   *We use our manners and are fair to others,
>   *We have a positive attitude and always try to do our best.

Honesty: truthfulness and open communication.
Honesty at Oxley Primary School is when:
>   *You do something wrong, you own up to it and it makes you feel relieved,
>   *You self-umpire in games,
>   *You are true to yourself and don't try to be someone else.

Care: caring for myself, others and the environment.
Care at Oxley Primary School is when:
>   *People treat you the way you would like to be treated,
>   *You look after the schools and other people's property,
>   *We look after the environment.

Responsibility: willingness to be accountable for personal behaviour.
Being responsible at Oxley Primary School is when:
>   *You complete the tasks you have been asked to do,
>   *You are reliable and trustworthy to be counted on,
>   *You take control of your own actions / the way you act.

Excellence: doing our best at all times.
Excellence at Oxley Primary School is when:
>   *You put in lots of effort into everything you do,
>   *You keep the school clean and tidy,

Our behaviour is always of the highest standard.

We act from what we think not from our emotions.

We therefore expect everyone that enters the school to uphold these values written by the students and the teachers.

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. (Please refer to our Attendance Policy and 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 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 decided upon 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 (work experience, 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.
- Convening of a school support group.

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

APPENDIX A: 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.
- Become practised in using restorative practices.
- When breaches of the School Behaviour Policy occur, classroom teachers must discuss what happened at weekly PLC's.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Promotion of Positive Behaviours
Responsibilities of the Leadership Team
- 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/wellbeing coordinator.

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.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.

<u>**Well-Being**</u>
Responsibilities of the Leading Teacher of Engagement and Well-Being
- 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 promote and assist all teachers in the use of restorative practices.
- Induct new staff on the School's Student Engagement guidelines.

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

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<u>References:</u>

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

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