

# KENT PARK PRIMARY SCHOOL STUDENT MANAGEMENT POLICY



## 1. Student Behaviour – School Context

Kent Park Primary School actively seeks to engage with parents/guardians and the community to ensure a positive and inclusive school culture in which every student feels safe, happy, empowered to speak up and has the opportunity to succeed. The school works collaboratively with students and parents/guardians 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 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. Our teaching and learning philosophy is important in engaging all students in their academic learning and providing assistance and support to students in and out of the classroom.

Student leadership capacity is fostered through the Junior School Council, the active roles of the School, House, Environmental, Library, Extra Curricula and Performing Arts Year 6 Captains and the peer support programs to include the Year 6 Mates/Year 5 Buddies with Year 1 and Foundation students.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by the Wellbeing Team, led by the Principal, which also includes the DET Guidance Officer and Speech Pathologist. External agencies such as local Anglicare work with students and families on a more targeted and individualised level.

The KidsMatter framework and Tribes Learning Community process help to create an environment that supports student engagement and connectedness at school and promotes positive student mental health and wellbeing. Restorative Practices are embedded as the fundamental platform for effective Teaching and Learning. We are generating long term improvements in student behaviour by further developing more restorative conversations and circles with our students. We are steadily developing student understanding and use of restorative questions and responses, which are implemented when addressing ongoing behavioural issues. "Restorative Practices" restore and rebuild confidence and social skills.

Kent Park Primary School places an emphasis on 100% attendance. Attendance is monitored and student absences are followed up by the Principal and Assistant Principal.

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The school values parent/guardian 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 assistance and encouragement in our efforts to build a sense of community and partnership.

## **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/guardians have a right to be treated with respect, and experience an environment free from child abuse, bullying (including cyber bullying), harassment, violence, discrimination or intimidation. ([Refer to our Anti-Bullying Policy and Child Safe 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/guardians 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, secure 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.

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### 3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers/Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate – <b>preparedness</b> to engage in and take full advantage of the school program</p> <p><b>effort</b> to do their very best</p> <p><b>self-discipline</b> to ensure a cooperative learning environment and model the school values</p> <p><b>team work</b></p>	<p><b>Promote</b> positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</p> <p><b>Support</b> their child in their preparedness for the school day and in the provision of a supportive home environment</p> <p><b>Monitor</b> their child's school involvement and progress and communicate with the school when necessary</p> <p>Are <b>informed and supportive</b> of school programs and actively participate in school events/parent groups</p>	<p>The school will – <b>comply</b> with its duty of care obligations and have a responsibility to provide an safe, happy and empowering educational environment that can effectively engage all students</p> <p><b>provide</b> appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</p>
<b>Attendance</b>	<p>All students are expected to: <b>attend</b> and be punctual for all classes every day that the school is open to students</p> <p>be prepared to <b>participate and engage</b> fully in lessons</p> <p>bring a note from their parents/guardians <b>explaining</b> an absence/lateness</p>	<p>Parents/Guardians are expected to: ensure that <b>enrolment details</b> are correct</p> <p>ensure their child <b>attends regularly</b></p> <p><b>advise</b> the school as soon as possible when a child is absent</p> <p><b>account</b> for all student absences</p> <p><b>support</b> their child's learning during absences and work with the school to reintegrate students after prolonged absences</p>	<p>In accordance with DET procedures the school will: <b>proactively</b> promote regular attendance</p> <p><b>mark</b> rolls accurately each day and follow up on absences</p> <p><b>identify</b> trends via data analysis</p> <p><b>report</b> 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</p>

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<b>Behaviour</b>	<p>Students are expected to:</p> <p><b>take responsibility</b> for their learning and have high expectations that they can learn</p> <p><b>take responsibility</b> for their behaviour and its impact on others</p> <p><b>model</b> the schools core values of <b>Respect, Resilience, Persistence, Cooperation, Environmentalism and Responsibility</b></p> <p><b>comply</b> with the schools Behavioural Policy and code of cooperation and work with teachers and parents in developing strategies to improve outcomes</p>	<p>Parents/guardians are expected to :</p> <p><b>have high expectations</b> of their child's behaviour and an understanding of the schools behavioural expectations</p> <p><b>communicate</b> with the school in regards to their child's circumstances</p> <p><b>cooperate</b> with the school by assisting in the development and enforcement of strategies to address individual needs</p>	<p><b>deliver</b> an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on positive social behaviours</p> <p><b>employ</b> whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students</p> <p><b>consistently apply</b> its behavioural management through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p><b>recognise</b> that for some students additional support may be needed in the form of staged responses and is committed to working with families within the KidsMatter framework and Restorative Practices approach</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 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.

Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation and empowerment in the development of classroom and whole school expectations and codes of cooperation
- 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

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- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a structured 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 "KidsMatter Framework" and Tribes Learning Community process philosophies

Broader support strategies will include:

- Involving and supporting the parent/carer/guardian
- Involving the guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies
- Contact with the NEVRegional 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 plans to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/guardians will be informed of such withdrawals
- Convening of a school support group.

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When considering suspension or expulsion, 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).

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## APPENDIX B:

### 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-managed and democratic classrooms are central to the establishment of safe school environments.

#### *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 the school’s Behaviour Policy and be consistent in its implementation.**
- **Become practised in using Restorative Practices.**

#### *Responsibilities of the Leadership Team*

##### **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 patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/guardians wellbeing coordinator.

##### **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.

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## ***Responsibilities of all staff with Engagement and Well-Being***

All staff 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
- To liaise and work with the leadership team in supporting 'Students at risk'
- To promote and work with other teachers in the use of Restorative Practices and within the KidsMatter approach and Tribes Learning Community process

## ***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 and codes of cooperation
- 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, KidsMatter strategies and Tribes Learning Community processes

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## Broader support strategies will include:

- Involving and supporting the parent/guardian
- Involving the Principal/Assistant 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 where applicable
- Involving community support agencies
- Contact with the Regional Office

**EVALUATION** This policy will be reviewed as part of the school's review cycle.

<b>Date Implemented</b>	2014
<b>Author</b>	Principal/Assistant Principal/DET
<b>Approved By</b>	School Council
<b>Approval Authority</b>	<i>Josef Bortignon</i> <i>Alison Macauley</i>
<b>Date Reviewed</b>	June 2016
<b>Date Ratified</b>	July 11 <sup>th</sup> , 2016
<b>Responsible for Review</b>	Principal /Assistant Principal
<b>References</b>	PSD DET