Padbury Catholic Primary School

Student Management Guidelines

RATIONALE

The theory underlining all aspects of the student management guidelines is fundamental to all practices of our school.

MISSION

Padbury Catholic Primary School is an education community committed to following in the footsteps of Jesus, living our motto 'Love One Another' (John 13:34)

VISION

Our Vision is to educate the whole child, Inspiring Hearts and Minds, to become faith-filled, creative, life-long learners through meaningful and innovative experiences.

VALUES

Our Vision comes to life through our core values which are inspired by the Gospels and our Mercy charism: Compassion; Service; Mercy; Justice; Dignity; Hospitality; Stewardship; Excellence

We strive to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. In this community, the cooperation of each member is required in order to create the common good. Through the example of Jesus, it is important for reconciliation between parties to be a part of the Padbury Student Management Policy.

Any behaviour that seriously affect or endanger the well-being of the community need to be addressed with Christ-like compassion.

This Guideline needs to be read in conjunction with the School's Pastoral Care Policy and Dealing with Bullying and Harassment (Students) Policy as they are interrelated.

Rights and responsibilities of our school community

Children have a right to:	***Children have the responsibility to:***
• Be safe at school • Learn without interference • Be treated with courtesy by staff, students and families	• Obey school rules and safety guidelines • Endeavour to do their best • Treat others with respect and courtesy • Take responsibility for their behaviour and accept the consequences

AIMS

Padbury Primary School endeavours to ensure all children accept responsibility for their education and behaviour, understanding that attitudes and behaviours have a natural consequence.

1. To foster an environment conducive to each individual student, teacher and parent to reach their potential.
2. To foster self-discipline and develop responsibility for one's own behaviour
3. To affirm respect of self, respect of others, respect of place and of property
4. To assist parents and caregivers in developing and maintaining their child's educational, physical and pastoral needs
5. To acknowledge the worth of all members of the community and their right to work and learn in a positive, harmonious, safe and supportive environment guided by the Gospel values.

GUIDELINES

CLASSROOM MANAGEMENT POLICY

All classes are to follow the standard school procedures for their Classroom Management Policy. Pre-Kindy, Kindergarten and Pre-Primary procedures may be modified in consultation with the Leadership Team.

Teachers to formulate classroom rules with their class so that students take ownership of the rules and are fully aware of the rules and positive and other consequences. Teachers need to teach classroom rules explicitly and regularly refer to the rules weekly. Parents need to be informed of the Classroom Management Policy at Parent Evenings. Teachers are to include information on their PowerPoint.

Staff are to follow the Bullying Policy regarding bullying behaviour. The Bullying Policy supersedes the Classroom Management Policy in such instances.

In addition to playground, supervision and bullying rules the following core school rules will be adhered to at all times:

1. Everyone at Padbury Catholic Primary School has the right to learn, work and play in a supportive, secure and safe environment.
2. Respect yourself, adults and other children.
3. Respect your property, the property of others and of the school.
4. Abide by Padbury school/class rules at all times

Class rules:

Teachers to formulate rules with the students as a whole class and display rules within the classroom which reflects the school policy utilising a three-step system of behaviour management. This includes redirecting the student behaviour and allowing reflection time.

Positive consequences:
Positive attitudes or desired behaviours will be rewarded and celebrated.

Processes for encouraging the desired behaviour includes:

- Immediate social re-enforcement, such as praise, rewards, privileges e.g. free game computer time
- Stickers within the classroom
- Positive written comments
- Class reward time
- Letters/emails of praise to parents or verbal feedback
- Principal treasure box
- Merit Certificates issued at Assemblies

Individual, group and class positive consequences to be displayed in the classroom. These should encourage intrinsic motivation and relate to the school values.

Other Consequences:
Process for discouraging inappropriate attitudes or behaviour may include:

- Ongoing re-direction within the context of the lesson
- Individual discussion with the teacher away from the class lesson
- Specialist teachers to inform class teaches of inappropriate behavior

MINOR BEHAVIOUR INCIDENTS

Minor behaviour incidents can be managed at a classroom level following the teacher's preferred behaviour management system and individual classroom rules. Classroom rules operate under the umbrella of the whole school student management policy and both must be adhered to. (See Appendix 1)

CONSEQUENCES PROCESS

1. Issue the 1st warning and redirect the student to appropriate behaviours. Speak with the child privately about their behaviour before returning them to the group.
2. Issue 2nd warning, student will have time in/out age appropriately (maximum number of minutes of age i.e. 4 minutes for four year old, 7 minutes for 7 year old, etc.) and parents will be notified if deemed necessary or a regular occurrence. This should be entered into SEQTA Pastoral Care notes.
    - Time in - remove the child from a situation to stop their misbehaviour. During time-in, the teacher stays with the child until they are calm.
    - Time-out is when a child is removed from where the misbehavior happened. Time out can occur during class time (e.g. removal from activity) or at recess or lunch time (but not in the classroom). If students are in time out at recess or lunch, the class teacher must notify the duty teacher (if seated outside) or admin officer (if seated in the office) of these students to ensure they are supervised.
3. If behaviour continues after 2nd warning, teacher to involve Cluster Leader Assistant Principal. After discussion, parental involvement may be required. Case Management process may be initiated at this stage.

- Warnings are to be re-set each day.

**** Please note: students should not be kept in class during recess or lunch time for any reason e.g. to complete work, for time out, etc).***

SERIOUS INCIDENT PROCESS

Any behaviour that challenges the day to day running of the classroom or school and interferes with a positive and harmonious school environment. **(See Appendix 1)**

Major incidents of misbehaviour may include verbal, physical, social, psychological

1. Any major behaviour management incidents require the immediate involvement of the Cluster Assistant Principal. Notify your Cluster Leader in person, by phone or through the red card process.
2. Staff are to write a detailed report of the incident, after interviewing victim, perpetrator and all witnesses/bystanders. Interviews must be completed on an individual basis. Upload to SEQTA.
3. Staff member and Cluster Assistant Principal discuss and implement consequences.
4. Follow up may include engagement in the Managing Student Concerns Process (Refer to Staff Handbook).
5. Parent notified by phone by staff member or Cluster Assistant Principal.

- Please note that Students with a Disability may require modification to the above. Staff are to discuss with class teacher and Cluster Assistant Principal.

Red card process:

- Give red card to student in your class and ask to take immediately to front office.
- Front Office will notify Assistant Principal immediately of red card.
- Assistant Principal to action immediately.

EXCLUSION

Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied as a last resort, normally after all other means have failed. The decision to exclude a student shall be the responsibility of the Principal. See Appendix ll

APPENDIX I

Minor misbehaviour examples

- Disruptive behaviour
- Disturbing other students learning and disrupting the class
- Failing to follow staff members instructions
- Repeatedly receiving uniform slips
- Unacceptable manners
- Unacceptable language
- Being in an out of bounds area
- Failure to complete homework repeatedly
- Failure to respect equipment and use it appropriately

Severe behaviour examples

A student fails to comply with school rules inside and outside of the classroom including but not limited to:

- Constantly disrupting the class
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Bullying
- Disrespecting staff members
- Disrespecting property
- Any safety issues that puts self or others in danger
- Abuse of Social Media

APPENDIX II

EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS

Principles

1. Exclusion means total withdrawal of a student's right to attend a particular school.

2. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied as a last resort, normally after all other means have failed.

3. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community.

4. The Principal is expected to examine individual cases on their own merits and balance the principle of natural justice with the quality of mercy.

5. The decision to exclude a student shall be the responsibility of the Principal.

Procedures

1. The school shall have a disciplinary policy which incorporates procedures for the suspension as well as for the exclusion of a student.

2. Where practicable, the Principal should delegate the responsibility to undertake the investigation to a member of staff. The investigation shall be based on the merits of the matter and provide a fair and unbiased hearing for the parties concerned.

   During the investigation and before any decision is made to exclude the student, the Investigating Staff Member is to ensure that:
   - the student has the right of representation, normally a parent/guardian
   - a student has the right of response to any allegations made against him/her
   - consultation with parents and staff involved takes place as soon as practicable

3. Where it is not practicable for the Principal to delegate the investigation, the Principal will discuss the merits of the matter with a peer Principal prior to proceeding to procedure four.

4. The Principal shall (where practicable) consult with the school Psychologist/Counsellor/ Social Worker.

5. Diocesan Accountable School

   If the Investigating Staff Member recommends to the Principal and/or the Principal forms the opinion that exclusion is an option, the Director of Catholic Education or the Director's

delegate(s) shall be informed and the circumstances pertaining to the prospective exclusion discussed prior to formalizing the decision to exclude the student.

6. Before any decision is made to exclude a student, the parent or guardian of the student shall be shall be informed personally that exclusion is a likely outcome based on the results of the investigation.

7. The parent or guardian shall then be given the option of voluntarily removing the student from the school.

8. Should a parent or guardian agree to remove a student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternative school for the student.

9. Only after a parent or guardian has been given the option to remove a student from the school and has declined to do so should the Principal take a decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.

10. After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent or guardian if assistance is sought to find an alternative school for the excluded student.

11. The Principal shall ensure that detailed records of the events and discussions related to the decision to exclude the student from the school, are maintained.

12. Records pertaining to the exclusion should be regarded as 'Restricted Access Records' [ref: Policy Statement: The Management of Confidential Information in Schools] and be accessible only to employees specifically designated by the Principal.