

STUDENT MANAGEMENT POLICY

PART A

BELIEF and POLICY STATEMENTS

We believe in working together with the school community to create a safe, inclusive school environment which is conducive to learning and success, free from harassment and bullying.

POLICY STATEMENTS

1. We will focus on providing opportunities and support for students to experience success, by:
 - recognising achievements of all students, promoting risk taking as an important part of learning, having relevant curriculum, providing a stimulating and interesting learning environment, catering for individual needs, giving open tasks, and setting achievable outcomes. Assessment and reporting procedures will focus on student progress within the DECS framework.
 - providing positive learning opportunities for all students, including support programmes such as LAP, peer tutoring, special music opportunities, etc.
 - work with families, staff, and students to promote a positive atmosphere and acknowledge student behaviour which meets community behaviour expectations (celebrate success, e.g. assembly awards, displaying work, positive reinforcement).
2. We will develop in students an acceptance of responsibility for their own behaviour, by :
 - explaining to students that individuals have a choice - raising awareness about accepting the responsibility for their choice, and the consequences.
 - involving students in decision making when developing, implementing and reviewing our school's behaviour code. Negotiating rights, rules, responsibilities and consequences with them.
 - reinforcing rules and consequences by having them stated clearly, and displayed. Give positive reinforcement for appropriate behaviour and following through consequences of all behaviour consistently.
 - modelling and teaching social skills, social responsibilities, and conflict resolution - promoting self esteem, respect for everyone, fairness, justice, relationship building, honesty, co-operation.
 - accessing support services and agencies for students who have difficulty developing responsibility for their own behaviour.
3. Staff, parents or caregivers, and students will work together to create safe, caring, orderly and productive learning communities which support the rights of all students to learn and all teachers to teach, by
 - managing and monitoring the school environment - physical, educational and emotional, so that students learn to respect rights and fulfil responsibilities. This includes aspects such as sexual and racial harassment and bullying.
 - negotiating rules, responsibilities and appropriate consequences (not punishments) for appropriate as well as inappropriate behaviour - and consistently apply these consequences to establish clear expectations and routines.
 - communicate with the whole school community about discipline procedures at class, school and system levels. (This includes system level procedures such as suspension, exclusion, and expulsion of students who do not respond to school level consequences of irresponsible behaviour.)
 - establishing and maintaining support systems - within the school, DECS and the community. ensuring on-going training and development for staff in the area of behaviour management.
4. We will develop a behaviour code in partnership with our community, and will manage student behaviour in a partnership between students, their families and school staff, by :
 - involving students and parents in the consultation and decision making about the behaviour code for our school - questionnaires, school council, class meetings, Student Representative Council.
 - ensuring parents and students understand the school's expectations through regular home-school communication , class newsletters, school newsletters and teacher-parent conferences.
 - negotiating a student development plan for behaviour change with student and parent - for students with serious or persistent irresponsible behaviour.

DEVELOPMENT and REVIEW STATEMENT

1. Each year there will be a review of the policy with students at the beginning of the year.
2. Review of the policy will be held with each new staff member during induction.
3. Major review of the Student Management Policy will be undertaken every third year.

PRO-ACTIVE STRATEGIES TO PROMOTE POSITIVE YARD BEHAVIOUR

We believe that by using the following strategies, we are promoting and assisting children to behave responsibly in the yard at playtimes.

1. Teaching children games to play during break times and as part of the Phys. Education program.
for example :

Hopscotch
Skipping rope games
Sport - netball, soccer, etc
Hand Tennis
Pick up sticks
Yoyos
Stuck in the mud
Continuous cricket
What's the time Mr Wolf?
Clapping Games
Pig in the middle
Elastics
Ball games against the wall
Target games

2. Teaching Social Skills
e.g. conflict resolution, how to join in games grievance procedures, communication, leadership, etc.
3. Involving students in decision making
via class meetings and SRC.
4. Peer tutoring
Older students get to know younger students and vice versa, which can provide for cross age support in the year.
5. Building positive relationships with students
by listening and responding on year duty and by being assertive, not aggressive.
6. Modelling appropriate behaviour
7. Providing a safe, well maintained and interesting environment to play in.

SPECIFIC RULES

To keep our school grounds safe and attractive, we are naming these specific responsible actions.

1. We play games which are safe.
2. We care for our environment.
3. We play in a safe manner.
4. We play in appropriate areas.
5. We walk our bikes across school grounds between 8:30 am & 4:00 pm on school days.
6. We have suitable footwear, not bare feet or thongs and suitable clothing.

CONSEQUENCES FOR IRRESPONSIBLE BEHAVIOUR

To ensure that Bellevue Heights Primary School yard area is a safe, happy and harassment free environment, the following consequences for irresponsible behaviour will be adhered to.

Level 1 : Consequences for minor irresponsible behaviour.

- Being rude You will be reminded that this behaviour is irresponsible, asked to apologise and agree that you will not behave in this way again.
- Swearing You will be reminded that swearing is inappropriate, asked to apologise to the people who heard you and asked not to swear at school again.
- Hurting other people's feelings You will be asked to imagine how the other person would feel and asked to apologise. You will be reminded that it is inappropriate behaviour and asked what appropriate behaviour could have been used.
- Not wearing a hat You will be reminded that it is a school rule that a hat must be worn outside in Term 1 and Term 4 and asked to play in the pergola area if you do not have a hat.
- Bad sportsmanship You will be reminded that the behaviour is inappropriate and that if it continues you will be removed from playing the game for an appropriate time.
- Complaining (about requests from an adult) You will be reminded that complaining in these circumstances is inappropriate behaviour and asked to apologise and comply with the request.
- Unsafe play You will be reminded of the reason why this play is unsafe and asked to stop playing in this manner.
- Rough play or unfair play You will be reminded of the rule and asked to go to the 'sit out' area, for an appropriate period of up to 40 minutes.
- Littering You will be reminded about the rule and asked to pick up papers or other duties to help improve our school environment, for a period of up to 40 minutes.

All instances of notable misbehaviour will be reported to the principal. If the same irresponsible behaviour occurs again that week the principal will counsel the student.

Level 2 : Seriously irresponsible behaviour

- Physical abuse
- Verbal abuse
- Harassment - including racial or sexual
- Stealing
- Spitting
- Deliberately going out of the school grounds
- Dangerous play
- Vandalism
- Not following teacher's requests
- Repeated minor irresponsible behaviour

For seriously irresponsible behaviour escort the student to the front office for counselling by the principal.

Principal Duties - Counselling/Followup

A record of all major incidents, followup, counselling, parental contact and action taken to be kept.

Office Action Overview

A BEHAVIOUR

1st Visit/Stage 1

Discussion, consequence.

Completion of set work to a standard that is neat, complete and correct.

Event recorded and treated as 'a mistake'.

2nd Visit/Stage 2

As above and parent informed.

Principal and parent determine degree of consequence greater than first visit.

Child operates on a timetable so there is no contact with other children – viz recess and lunch at different times.

3rd Visit/Stage 3

As for visit 3.

Duration of time is at least one day. Family conference. Development plan organised and agreed.

4th Visit/Stage 4

As above.

Internal suspension 2 – 3 days.

External support obtained.

5th Visit/Stage 5

External suspension.

N.B. The child's actions may be such that the entry point into the process may be at a higher point than 1 on the continuum.

B HARASSMENT

See proforma for process.

SCHOOLWIDE POSITIVE RECOGNITION PROGRAMME

STUDENT AWARD SYSTEM

From the beginning of Term 3 2001 an award system has been implemented across the school.

The aim of the system is to acknowledge:

- 1) achievement in academic works and in sport
- 2) improvement and effort put into the above areas
- 3) behaviour that is responsible, thoughtful, considerate and co-operative.

The awards especially acknowledge change, growth or improvement in the above areas, and need to be earned by the students receiving them.

The categories of awards are:

- ◇ Merit Award - For classroom aspects, including French and Music subjects
- ◇ Sports Award - Achievement of skills, teamwork
- ◇ Term Behaviour Award - Good behaviour
- ◇ Principal Award - For a significant contribution to the school
- ◇ Citizenship Award - For making the school a better place and being considerate towards others
- ◇ Recognition Award - Given by another teacher for doing well

The awards are given out weekly by class teachers. Up to 5 awards from any of the above categories can be given out each week. Ten awards will earn an Award of Excellence, to be presented at Monday assemblies. To gain an Award of Excellence, students will need to present all 10 certificates to the Principal to be stamped on the back (so they cannot be counted again). It will be the student's responsibility to look after certificates received.

PART B

STUDENT HARASSMENT POLICY

All students and staff have the right to learn and work in a happy and safe environment. Everybody is responsible to see that this happens and no members of our school need put up with any kind of harassment.

Harassment is any behaviour which is not asked for and not wanted and that happens because of a person's race, age, gender, sexuality, religion, achievement or disability.

Harassment offends, upsets, humiliates or scares another person. It makes our school an uncomfortable and unpleasant place for the person or people being harassed. Harassment is not always intended –sometimes acts of behaviour which seem funny or do not mean much to one person may hurt or offend another. Harassment may lead to the lowering of an individual's self-esteem.

A school without harassment is a place where people respect and tolerate the rights and differences of others, and this is what we want for Bellevue Heights Primary. Everyone should be encouraged to be assertive and to not accept, tolerate or suffer any form of harassment in the mistaken belief that if ignored it will disappear.

Bellevue Heights Primary School accepts responsibility for providing a safe and secure environment and we seek to implement this policy to enhance the learning and teaching environment for all students and staff.

Being assertive: All students should have the right and be given the confidence to be able to speak clearly about their personal issues. Being assertive is about stating your point in a firm and confident manner. Being assertive enables the student to be an equal in the given conversation, and lets any person attempting to undertake a form of harassment understand that you are not going to tolerate the behaviour. Being assertive differs from being aggressive – remembering that we are telling the other person it is their behaviour that we do not like rather than them as a person. Staff acknowledge that assertive behaviour is a skill that needs to be taught, reinforced and encouraged for students in order to make this a viable policy, and will therefore incorporate these skills into regular classroom programmes.

WHAT TO DO IF YOU ARE HARASSED:

- If you can, BE ASSERTIVE, - tell the person or people to stop. You should also tell them that you do not like what they are doing and that it is not OK with you or the school.
- If the harassment continues, you should tell your teacher or a teacher of your choice. That teacher will take action to deal with the situation.
- You can discuss the problem with the principal straight away if you feel it is necessary.
- And, tell your parents or an adult. Don't bottle the problem up to yourself. It is important that other people know so they can support you and help make the situation stop.

ALSO – For students who observe harassment:

It is the responsibility of all students to respect the rights of others and never encourage harassment. If you become aware that another student is being harassed, help prevent it by offering your support to the person being harassed. You can do this by:

- Backing them up or supporting them to say 'stop'.
- Refusing to join in with any harassing activity
- Speaking with a teacher

For all students to enjoy a safe and happy work environment:

- Consider the feelings of others and be aware of individual differences.
- Make sure you know and understand your own and others' rights and responsibilities.
- Respect the personal space of others
- Be confident in yourself.
- Do not tolerate or encourage any unwanted physical contact.
- Learn conflict resolution and negotiation skills.
- Be informed about harassment.

STEPS and CONSEQUENCES for HARASSMENT RESOLUTION

1. Student either individually or with a supporting person informs the other person that their behaviour is harassment and must stop.

Result: Immediate response HARASSMENT STOPS

If not:

NON RESOLUTION or HARASSMENT CONTINUES

2. The student either individually or with a support person makes a report to a teacher of their choice who attempts to resolve the matter. The teacher may record their follow-up in writing for later reference.

Result: Within a school day of the report of the complaint HARASSMENT STOPS

If not:

NON RESOLUTION or HARASSMENT CONTINUES

3. The student either individually or with a support person reports back to the same teacher who originally dealt with the incident. This teacher will then refer the matter to the principal who will apply the school's discipline procedures as appropriate. Time out and a mediation conference would be considered as logical consequences.

Result: Process is commenced within a school day. HARASSMENT STOPS

If not:

NON RESOLUTION or HARASSMENT CONTINUES

4. The student tells the principal that the harassment has happened again. The Principal will resolve the matter by applying the school's discipline procedures as appropriate. This may involve suspension in prolonged cases

Result: HARASSMENT STOPS

Note: Any student who becomes involved in these procedures will be treated in the following way:

1. The student making the complaint to a teacher:

- will be heard in a supportive manner.
- will be interviewed regarding the complaint.
- may be referred to another teacher
- can expect appropriate action will be commenced to resolve the harassment.
- can expect that a record of their report will be made.

2. The student who is alleged to have been responsible for the harassment:

- will be heard in a supportive manner.
- will be informed of the complaint against them.
- will be interviewed regarding the complaint.
- will be given the opportunity to admit or deny the harassment.
- Can expect that a record of the report will be made.
- Can expect appropriate action will be taken to resolve the matter. Please refer to the schools behaviour management policy under level 3 types of behaviour.

NATURE OF HARASSMENT

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Sexual | <input type="checkbox"/> Emotional |
| <input type="checkbox"/> Racist | <input type="checkbox"/> Socio-economic |
| <input type="checkbox"/> Physical | |

The harassment was: Open
Covert

RESOLUTION

- Personal resolution**
– complainant speaks to harasser personally.
- Expression of concern**
– reported to adult who monitors child’s safety – no immediate action undertaken.
- Intervention**
– adult brings parties together and negotiates an agreed process, evidence of success, timelines and consequences for continued harassment.
- Suspension**
– harassment of such degree that behaviour code introduced or student(s) behaviour has not changed.
- Other**

CONSEQUENCES

- Parents notified
- Parents conference
- School Service
- Alternative class/yard zone
- Other

COMPLAINANT GOAL

.....

.....

.....

.....

.....

HOW & WHEN ABOVE GOAL WILL BE ACHIEVED

.....

.....

.....

.....

HARASSER'S GOAL

.....

.....

.....

HOW & WHEN IT WILL BE ACHIEVED

.....

.....

.....

.....

BYSTANDER'S GOAL

.....

.....

.....

REVIEW DATES: _____

CLOSURE DATE: _____

