



Kallista PS

STUDENT MANAGEMENT POLICY AND PROCEDURES

Student Behaviour – Context

The 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. We work 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.

Kallista PS 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. Student leadership capacity is fostered through the Kallista Student representative Council, Peacemakers, the house system, senior school student leaders, the role of the School Captains, House Captains and the Buddy system.

Student wellbeing and additional needs are addressed in a number of ways. Our Program for Students with Disabilities program and other programs for children with additional needs provides vital assistance and support to students in and out of the classroom. Quicksmart maths, Toe by Toe and Touch-Type-Read-Spell are used to support students with specific literacy and numeracy learning needs, including many students who do not receive PSD funding.

We access grants through the DET, such as Equipment Boost Grant and Inclusion Grant, to cater for the additional needs of students in the sensory, behavioural, social-emotional and cognitive areas. This money has provided professional learning to our teachers and education support staff, and also much needed resources to cater to specific student needs. Inclusion and equality of access to learning and engagement is our commitment to all students.

We access the help and guidance of allied health professional in creating applications for grants, preparing appropriate educational programs for children with additional needs, choosing learning aids and resources, and acquiring evidence based professional learning in the area of special needs and inclusion.

Students at risk of non-attendance or disengagement from learning are supported by our wellbeing approach which fosters inclusion and success for all students. The school places an emphasis on 100% attendance, and being on time for school daily. Lunch clubs are provided to ensure students feel supported over lengthy lunchtimes. This means students

with social and emotional difficulties can be supported to play, develop friendships and a sense of belonging, safety and success. Our caring aides and teachers provide supervision for these programs.

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. We conduct student surveys on safety, wellbeing and learning with our students to understand their needs and perceptions of wellbeing at Kallista Primary. This information guides our planning. For example, the 2017 student-led Lego Building Challenge directed the 2018 after-school Lego Club and in 2019, the ongoing establishment of the lunchtime Lego Clubs for senior and junior school students.

Where students have exceptional needs, such as extremely challenging behaviours, the school works to support students in an individualised and sensitive way. Consultations with appropriate professionals aim to provide an inclusive, respectful and individualised program that supports learning and engagement, while ensuring all other students and staff are supported to be safe and engaged in learning at school.

Rights and Responsibilities

It is the right of all members of the School community to experience a safe, respectful 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 Anti-Bullying Policy, Student Wellbeing and Engagement Policy, Commitment to Child Safety Standards and Child Safety Code of Conduct Policy).

Teachers also have the right 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 inclusively, fairly, reasonably and consistently implement the Child Safety Standards, Student Engagement Policy and the Bullying and Harassment Policy.

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

Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: <ul style="list-style-type: none"> • attend and be punctual daily • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	Parents/Carers are expected to: <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	In accordance with DET procedures the school will: <ul style="list-style-type: none"> • Proactively promote regular attendance and punctuality • mark rolls accurately twice daily and follow up on absences • Identify trends via data analysis • Report 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
Behaviour	Students are expected to: <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour 	Parents/Carers are expected to : <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the 	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content

	<p>and its impact on others</p> <ul style="list-style-type: none"> • model the schools core values of respect, compassion, trust, perseverance and creativity • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>school in regards to their child's circumstances</p> <ul style="list-style-type: none"> • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Bullying and Harrassment Policy and Student Engagement Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p>
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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 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 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

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Principal and school psychologist 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 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
- Teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to detention.

When considering suspension or expulsion, the School follows the Department of Education and Training's policy and guidelines.

Suspension Guidelines can be found at:

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

Expulsion Guidelines can be found at:

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

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