

# **STUDENT MANAGEMENT POLICY AND PROCEDURES**

**Kallista PS**

## **1. Student Behaviour – Context**

Kallista 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. 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. We use the School Wide Positive Behaviours (SWPB) system to promote positive behaviour, using 'Go For Green' as our school motto. We use the SWPB flow chart to identify and respond to minor and major inappropriate behaviours.

There are also department approved intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others. These are based upon principles of inclusion, fairness and partnership with parents and students.

Student Support Group SSG meetings are held to put a team around the student and ensure we have shared goals and strategies in place to support student success, security and development.

Individual Education Plans, Safety Plans, and Behaviour Support Plans are documents that outline our shared commitment in SSGs, to support students' learning and wellbeing, and their overall development and security at school. We use the Student Support Service officers- social workers, psychologists and speech therapists- to support our work with students and parents when appropriate.

Kallista PS 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 objective is to engage all students in their academic learning. Student voice and agency is fostered through the Kallista Student Representative Council, and there are other opportunities for leadership through the House system, Monitors, School Captains, House Captains and the Buddy system.

Student wellbeing and additional needs are addressed in a number of ways. Our Disabilities Inclusion program caters for children with additional needs providing resources, adjustments to the regular program, and additional classroom support. The Tutor Learning initiative supports students with specific literacy and numeracy learning needs..

We access grants through the DET to support inclusion and wellbeing, 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 provided 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 Club led to the 2018 after-school Lego Club, which has become this year, the 2020 two popular lunchtime Lego Clubs, for seniors and juniors.

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

### **Rights and Responsibilities:**

We are a Respectful relationships school, and implement School Wide positive Behaviours.

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. You may visit our school website to read a number of our relevant aligned school policies, such as Bullying Policy, Student Wellbeing and Engagement Policy, Child Safety Policy, and Child Safety Code of Conduct.

KPS Website: <https://kallistaps.vic.edu.au/>

KPS Website School Policy page: <https://kallistaps.vic.edu.au/documents-policies/>

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. We implement the MARAM information Sharing Scheme when necessary to address concerns about family violence.

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, and to engage in the Performance Development Program. They will continue to reflect upon how students learn and how to teach them effectively; to know the content they teach; to know their students; and to plan and assess for effective learning.

The Principal and leadership team will support teachers to be successful in their professional development and the implementation of an effective teaching and learning environment.

All staff have a responsibility to know and follow school policies. In particular, staff will abide by the Child Safe Code of Conduct, and implement the Child Safety Standards. The Student Wellbeing and Engagement Policy, Child Safety Policy, and the Bullying Prevention Policy amongst others, are found on our school website. The School Operations Guide supports staff to understand their obligations, and where to find relevant information.

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

2. **Shared expectations:**  
 The SWPB Matrix and Flow Chart, at the end of this document, are to be read in conjunction with Shared Expectations for Student Behaviour.

	<b>Students</b>	<b>Parents/Carers</b>	<b>Principals/Teachers &amp; Staff</b>
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
<b>Attendance</b>	All students are expected to: <ul style="list-style-type: none"> <li>• attend and be punctual daily</li> <li>• be prepared to participate fully in lessons</li> </ul>	Parents/Carers are expected to: <ul style="list-style-type: none"> <li>• ensure that enrolment details are correct</li> <li>• ensure their child attends regularly</li> </ul>	In accordance with DET procedures the school will: <ul style="list-style-type: none"> <li>• Proactively promote regular attendance and punctuality</li> </ul>

	<ul style="list-style-type: none"> <li>bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<ul style="list-style-type: none"> <li>advise the school as soon as possible when a child is absent</li> <li>account for all student absences</li> <li>keep family holidays within scheduled school holidays</li> <li>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<ul style="list-style-type: none"> <li>mark rolls accurately twice daily and follow up on absences</li> <li>Identify trends via data analysis</li> <li>Report attendance data in the school's Annual Report</li> <li>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>
<p><b>Behaviour</b></p> <p>Please see SWPB Matrix and Flow Chart</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>take responsibility for their learning and have high expectations that they can learn</li> <li>take responsibility for their behaviour and its impact on others</li> <li>model the schools core values of respect, compassion, trust, perseverance and creativity</li> <li>comply with the schools Behavioural Policy and work with</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>Communicate with the school in regards to their child's circumstances</li> <li>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>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> <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</p>

	teachers and parents in developing strategies to improve outcomes		deal with attendance and behavioural issues  The school will consistently apply its Bullying Prevention Policy and Student Wellbeing and Engagement Policy through a shared collegiate understanding and only exclude students in extreme circumstances.
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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 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

DET policy must be followed when considering suspension or expulsion.

Suspension Guidelines can be found at:

<https://www.education.vic.gov.au/Documents/school/parents/health/suspensionprocedures.pdf>

Expulsion Guidelines can be found at:

<https://www.education.vic.gov.au/Documents/school/parents/health/expulsionprocedures.pdf>

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. The above guidelines must be followed, and regulation reports, records and communications undertaken.

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.



**The Department's Information Privacy Policy and the Parent Complaint Policy are also found on our school website's policy page.**

<b>Approved</b>	2021
<b>Review Date</b>	April 2023



# Kallista Primary SWPB Matrix



	Learning Spaces	Outside/Playground	Corridors/Walkways	Toilets	Technology
<p><b>Respect</b> <b>We Care</b></p> 	<ul style="list-style-type: none"> <li>-Full body listening to the teacher or student talking. Taking turns</li> <li>-Following instructions</li> <li>-Active learning</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to each other's ideas</li> <li>-Asking to use equipment or area</li> <li>-Looking after and caring for the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Being aware of others also in the corridor</li> <li>-Being quiet without disturbing staff or students working</li> </ul>	<ul style="list-style-type: none"> <li>-Being mindful of everyone's privacy</li> <li>-Using inside voices</li> </ul>	<ul style="list-style-type: none"> <li>- Using laptops and computers carefully</li> <li>-Making sure computer is back charging</li> </ul>
<p><b>Trust</b> <b>We are Responsible</b></p> 	<ul style="list-style-type: none"> <li>-Taking care of belongings</li> <li>-Be ready for learning</li> <li>-Doing the right things when no one is watching and making good choices</li> </ul>	<ul style="list-style-type: none"> <li>-Looking after sports/play equipment</li> <li>-Wearing hats in Term 1 and Term 4</li> <li>-Think before speaking and acting, playing safely.</li> </ul>	<ul style="list-style-type: none"> <li>-Walking through sensibly</li> <li>-Careful around displays</li> </ul>	<ul style="list-style-type: none"> <li>-Washing your hands</li> <li>-Flushing the toilet, leaving toilet clean</li> <li>-Return to class quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Save your work in your folder and then shut the computer down</li> <li>-Staying on task</li> <li>-Only visiting sites or pages you are instructed to</li> </ul>

**Compassion**

**We Belong**



-Using kind language

-Helping each other

-Celebrate each other's success

-Encourage each other

-Being kind to one another

- Including each other in games

-Looking out for anyone playing alone

-Helping others if they are lost

-Acknowledge visitors and adults

-Waiting for your friends outside the toilet

-Helping others that are struggling with finding or saving documents

-Checking that other computers are shut down and on charge