



**ACT**  
Government

Education and Training

# Mount Rogers Primary School

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<b>TITLE:</b>	<b>STUDENT MANAGEMENT POLICY</b>
<b>PUBLISHED:</b>	2011
<b>LEGISLATION:</b>	Human Rights Act 2004 Discrimination Act 1991 Racial Discrimination Act 1975

## 1. Policy Statement

- 1.1 ACT public schools will develop school procedures, in consultation with students, parents and carers, which aim to promote a safe and supportive learning environment.
- 1.2 Schools must report instances of bullying, harassment, violence, racism and sexual harassment that pose an immediate threat to the safety of students and staff as critical incidents.

## 2. Rationale

- 2.1 The purpose of this policy is to provide a framework for Mount Rogers Primary to assist in the development of procedures in the areas of:
  - student management and well-being, suspension, transfer and exclusion
  - bullying, harassment and violence
- 2.2 The goals of this policy are to:
  - Develop a caring, safe and positive school environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognised and respected
  - Foster positive relationships between members of the school community
  - Develop a clear set of rules, policies and procedures that protect the rights of individuals and resolve conflict in a positive manner
  - Ensure that students are accountable for their own behaviour, and to implement fair and effective consequences for poor behaviour choices which encourages students to recognise the rights of others and be aware of their own responsibilities
  - Provide a support services infrastructure to assist students who are having behavioural or other problems
  - Provide a support services infrastructure to support staff in managing student behaviour
  - Develop strong links with parents to keep them informed of their child's progress.

## 3. Definitions

- 3.1 **Bullying:** The repeated negative actions by individuals or groups against a target individual or group, which involves an imbalance of power. Bullying can take different forms – verbal, physical, social, cyber or psychological. Actions can be observable or hidden.
- 3.2 **Harassment:** Negative behaviour intended to annoy or trouble another individual, which may be based on obvious differences such as gender, race, religious or cultural beliefs, physical difference, sexual orientation, ability or disability and socio-economic status. It may be a one-off incident between individuals or groups or may continue over time.
- 3.3 **Violence:** Incidents where a person is intimidated, abused, threatened, physically assaulted or where property is deliberately damaged by another person. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power.
- 3.4 **Conflict:** A disagreement where the needs of one or both parties are not being met. It does not necessarily involve an abuse of power, even if parties do not have perceived equal power. If handled well, conflict is seen as an opportunity for personal growth.
- 3.5 **Critical Incident:** An incident, or series of incidents, which result in:
  - significant disruption to the school's normal procedures
  - a school being locked down, evacuated or requiring closure
  - police notification and involvement in the school
  - significant threat to the safety of students and/or staff.

## **4. Procedures**

### **4.1 Relationships**

Rules do not change behaviour, but positive action and interaction do. By valuing and developing positive relationships, and by implementing effective behaviour management procedures, interaction can be improved.

All members of the community need to work at building relationships. When students have to be disciplined it should be done in a manner that will not damage relationships. When consequences are applied they should be discussed in an impartial and non-emotional way. Students need to understand that they have chosen to receive that consequence as a result of their actions.

### **4.2 Positive Behaviour**

Positive behaviour is encouraged through

- Classroom Awards
- Star of the Month
- Artist of the Month
- School Merit Awards
- Values Awards
- Parent contact
- Snapshot Awards to reward positive behaviour in the playground
- Public recognition of student achievement eg newsletters, photos displayed
- End of year citizenship and academic awards

### **4.3 Procedures for Managing Classroom Behaviour**

All teachers need to have their own classroom behaviour management plan, with clearly stated rules, rights and responsibilities. However, in the interests of a consistent and fair behaviour management plan every teacher should use the following as guidelines:

- Be consistent
- Emphasise positive working relationships
- Establish a strong plan for acknowledging and rewarding good behaviour
- Schedule class meetings weekly
- The school rules are to be the overarching statement for class rules and need not be repeated in the classroom unless relevant
- Class rules need to be:
  - specific and address issues of communication, safety, movement, relationships and learning
  - limited and effective, positively phrased, clear and not open to interpretation
  - displayed in every classroom
- Discuss consequences of behaviour in such a way that students can see the connection between their behaviour and the outcome of it
- Have a clear set of procedures:
  - Give clear, simple direction.
  - Rule reminder
  - Ask a question
  - Redirect
  - Give student a choice or option within the rule and the known consequence
  - Defer action until after class if appropriate
  - Direct student to work away from others – Time Out
  - Exit from the classroom to Buddy classroom
  - Exit from the classroom with a Yellow Slip and sent to an Executive Teacher

## **Related Policies and Procedures**

*Providing Safe Schools P-12*

*Suspension, Exclusion or Transfers of Students in ACT Public Schools Guidelines*

*Bullying, Harassment and Violence, Countering in ACT Public Schools*

*Racism, Countering in ACT Public Schools*

*Sexual Harassment, Countering in ACT Public Schools*

*Child Protection Policy*

*Playground Supervision of Students*

*Mount Rogers Primary Student Management Procedures - Attachments*