ST. MICHAEL’S PRIMARY SCHOOL
STUDENT MANAGEMENT POLICY

PURPOSE

St. Michael’s has a responsibility for the pastoral care of students at our school and for ensuring the right of teachers to teach and students to learn in a safe and inclusive Christian environment.

As a Catholic school we want St. Michael’s to be a happy and safe place for all, where we treat each person in a respectful manner and live with each other in the love of Christ. This Student Management Policy provides a framework in which students, staff and parents are aware of the expectations, responsibilities, consequences and support structures in place to ensure all members of the school community are treated with equality, respect and fairness.

POLICY FRAMEWORK

We believe that pastoral care is based on the vision of each individual growing into a fully human person in the image and likeness of God. We believe that pastoral care and discipline are interrelated. Discipline is leading, guiding, encouraging and instructing children within a framework of rights, rules, responsibilities, routines and consequences.

We acknowledge the support of parents in providing a safe, secure and supportive environment for students at St. Michael’s.

Children at St. Michael’s will know that St. Michael’s Primary School includes: teachers, students, the Principal, priests, office and ground staff, children, parents, carers, relatives, visitors, cleaners, teacher assistants and casual teachers.
**RIGHTS AND RESPONSIBILITIES**

So that everyone in our school community can work and play together in a happy, friendly and productive way, there are certain rights and responsibilities we all need to follow and use.

<table>
<thead>
<tr>
<th>Responsibilities of Students</th>
<th>Rights of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a responsibility to ....</td>
<td>You have a right to....</td>
</tr>
<tr>
<td>• allow yourself and others the opportunity to learn and play without interference.</td>
<td>• play and learn happily without interference from others</td>
</tr>
<tr>
<td>• behave in a safe manner so that no harm comes to yourself or to others.</td>
<td>• be accepted as an individual.</td>
</tr>
<tr>
<td>• accept others as individuals with differing backgrounds, personalities and values.</td>
<td>• be treated fairly, respectfully and courteously.</td>
</tr>
<tr>
<td>• respect yourself and treat others with respect and courtesy.</td>
<td>• have equal access to school facilities and equipment.</td>
</tr>
<tr>
<td>• contribute to the best of your ability in all school activities.</td>
<td>• be provided with a positive and safe learning environment in which your academic, social, spiritual and physical potential can be fully developed.</td>
</tr>
<tr>
<td>• take care of property which belongs to our school, yourself and others.</td>
<td>• be challenged and motivated in your learning.</td>
</tr>
<tr>
<td>• follow school rules.</td>
<td></td>
</tr>
<tr>
<td>• help keep the school clean and attractive.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities of Staff</th>
<th>Rights of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a responsibility to ....</td>
<td>You have a right to....</td>
</tr>
<tr>
<td>• maintain a knowledge of the curriculum and how students learn.</td>
<td>• teach.</td>
</tr>
<tr>
<td>• communicate clear expectations</td>
<td>• be treated fairly, respectfully and courteously by students, parents and colleagues.</td>
</tr>
<tr>
<td>• model respect, fair treatment and problem solving behaviours.</td>
<td>• ask for and receive support from colleagues, administration, parents and students.</td>
</tr>
<tr>
<td>• model professionalism, participate in meetings, share ideas, support colleagues.</td>
<td>• a safe, clean and healthy environment.</td>
</tr>
<tr>
<td>• communicate with parents about their child’s education.</td>
<td></td>
</tr>
<tr>
<td>• provide opportunities for all students to experience success.</td>
<td></td>
</tr>
<tr>
<td>• respect students’ and parents’ privacy</td>
<td></td>
</tr>
</tbody>
</table>
### Responsibilities of Parents

You have the responsibility to …… .
- assist your child to develop a positive self image, tolerance and understanding of others.
- follow your child’s progress with interest and empathy.
- ensure that your child attends school regularly and punctually.
- support your child with their work and study habits.
- support the school in providing an aesthetically pleasing and stimulating school environment.
- be aware of and encourage your child to observe the Code of Conduct.
- respect the privacy of students at our school

### Rights of Parents

You have a right to …
- be treated fairly, respectfully and courteously by the school community.
- contribute to your child’s education.
- be fully informed of your child’s progress.
- have access to your child’s teachers through appropriate channels.
- be provided with information on general school activities.

---

At St. Michael's every person has a responsibility to follow our rules.

### SCHOOL RULES

- **RULE 1:** TREAT OURSELVES WITH RESPECT
- **RULE 2:** TREAT ALL PEOPLE WITH RESPECT
- **RULE 3:** TREAT ALL PROPERTY WITH RESPECT

### STUDENT CODE OF CONDUCT

The Student Code of Conduct encourages students to be responsible for the outcome of their own actions and to accept the consequences of their own behaviour.

Our school's code of conduct is based on the three rules listed above. Teachers will use these when developing their classroom discipline plan.
# STUDENT CODE OF CONDUCT

## RULE 1: TREAT OURSELVES WITH RESPECT

**This means we:**

- Keep ourselves neat and tidy
- Take care of our bodies by eating properly and being sun smart
- Keep ourselves safe
- Wear the correct school uniform
- Only use designated areas
- Use sports equipment correctly and in the correct area
- Behave in a way that makes us feel proud to be who we are

<table>
<thead>
<tr>
<th>If we keep the rules we:</th>
<th>If we break the rules we:</th>
<th>If we continually break school and class rules we will eventually face:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feel good about ourselves</td>
<td>• Feel unhappy</td>
<td>• Loss of the right to play or work with others</td>
</tr>
<tr>
<td>• Stay safe</td>
<td>• Become sick and unhealthy</td>
<td>• Detention, which could take place during break times or after school</td>
</tr>
<tr>
<td>• Can be proud of ourselves</td>
<td>• Put ourselves in danger</td>
<td>• Loss of privileges e.g. attending sports, excursions, etc.</td>
</tr>
<tr>
<td></td>
<td>• May be taken out of the classroom or playground</td>
<td>• Suspension from this school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exclusion from the school program (in-school suspension)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expulsion</td>
</tr>
</tbody>
</table>
STUDENT CODE OF CONDUCT

RULE 2: TREAT ALL PEOPLE WITH RESPECT

_This means we:_

- Speak politely and kindly
- Listen when others speak
- Obey instructions given by an adult or leader straight away
- Allow others the right to work or play without interruption
- Play fairly
- Keep hands and feet to ourselves
- Do not encourage or cause violence
- Look after and protect each other
- Tell an adult straight away if someone’s behaviour will hurt someone else (sometimes it is important to get help straight away, we cannot always deal with things ourselves)
- Consider other people’s feelings
- Treat others as you wish to be treated

<table>
<thead>
<tr>
<th>If we keep the rules we:</th>
<th>If we break the rules we:</th>
<th>If we continually break school and class rules we will eventually face:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are respected by others</td>
<td>May risk losing friends</td>
<td>Loss of the right to play or work with others</td>
</tr>
<tr>
<td>Are treated the way we would want to be treated</td>
<td>May stop ourselves and others from learning</td>
<td>Detention, which could take place during break times or after school</td>
</tr>
<tr>
<td>Give ourselves a better chance to learn more</td>
<td>Miss out on doing things we enjoy</td>
<td>Loss of privileges e.g. attending sports, excursions, etc.</td>
</tr>
<tr>
<td>Feel good about ourselves</td>
<td>Have to face parents, teachers, students and be accountable</td>
<td>Suspension from this school</td>
</tr>
<tr>
<td></td>
<td>May be taken out of the classroom or playground</td>
<td>Exclusion from the school program (in-school suspension)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expulsion</td>
</tr>
</tbody>
</table>
STUDENT CODE OF CONDUCT

RULE 3: TREAT ALL PROPERTY WITH RESPECT

This means we:

- Keep our grounds and buildings neat and tidy
- Take care of school property and equipment
- Take care of other people’s property and hand in lost property
- Keep our books and desks neat and tidy
- Use toilets properly
- Ask before borrowing
- Leave other people’s tubs and pigeonholes alone

<table>
<thead>
<tr>
<th>If we keep the rules we:</th>
<th>If we break the rules we:</th>
<th>If we continually break school and class rules we will eventually face:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a clean and tidy school and room we can be proud of</td>
<td>• Work in untidy school rooms and grounds</td>
<td>• Loss of the right to play or work with others</td>
</tr>
<tr>
<td>• Have a better environment to work and play in</td>
<td>• Miss out on doing things we enjoy</td>
<td>• Detention, which could take place during break times or after school</td>
</tr>
<tr>
<td>• Have workbooks and desks of which we can be proud</td>
<td>• Will not be able to use equipment</td>
<td>• Loss of privileges e.g. attending sports, excursions, etc.</td>
</tr>
<tr>
<td>• Will make our equipment last longer</td>
<td>• Pay for broken or lost property</td>
<td>• Suspension from this school</td>
</tr>
<tr>
<td></td>
<td>• Have to face parents, teachers and students and be accountable</td>
<td>• Exclusion from the school program (in-school suspension)</td>
</tr>
<tr>
<td></td>
<td>• May be removed from classroom or playground</td>
<td>• Expulsion</td>
</tr>
</tbody>
</table>
Building Positive Relationships: Positive Reinforcement

Students are more likely to work productively and to cooperate more willingly when they feel valued and encouraged and their work is praised.

Teachers work to achieve this by creating a positive team environment where they focus on what students can do, reward appropriate student behaviour and work habits.

Examples are:
- Continual positive feedback, both verbal and written
- A system of classroom awards and rewards
- Positive notes home to parents and/or comments in diaries
- Publication of students’ work on noticeboards, in newsletter, etc.
- Involvement in special activities in and out of the classroom
- Acknowledgement at school assemblies
- Presentation of school awards
- Raffle tickets given for positive behaviour in the playground and the potential to win a free lunch order.

Empowering Students

Part of our student management is to develop in students effective conflict resolution skills. We want our students to know that they can gain control in conflict situations through using a variety of strategies and processes. Part of this is to actively encourage students to use the Friendly, Fair but Firm Three Step Process.

Step 1: Name the behaviour and ask for it to stop or change. Give time and space (give the person time to take on board what you have asked).
Step 2: Restate the behaviour and ask again for it to stop or change. Say that you will get help if there is no change. Give time and space again (maybe move away from the person or turn away).
Step 3: Go to a responsible adult. Say “Excuse me… I have a problem. I wonder if you can help me?” Restate the problem clearly. Say what you have done to resolve and ask for help because you haven’t been able to resolve it yourself.

All classes will work through these steps at the start of each year so that everyone has a clear understanding of how to use them. Obviously, in some situations a student will need to seek help straight away.
It is important for parents to discuss with their child/children what are and aren’t good conflict resolution skills.

CONSEQUENCES FOR NOT FOLLOWING THE SCHOOL AND CLASS RULES
We want St. Michael’s Primary School to be a happy and safe environment for all concerned. Accordingly, each class has a set of rules for classroom operation and the school has developed a simple Behaviour Management Plan for schoolyard behaviour.

We believe in the importance of a close partnership between school and home and ask for your consistent support in matters concerning inappropriate behaviour.

This system operates as follows:

**In the Schoolyard**

Students who break our rules will be given demerit points. Demerit points are recorded over a period of one term and are recorded in the Behaviour Book.

*Flexibility with this system will be given to Prep children during the first half of the year until they are familiar with the rules.*

**An Automatic Lunchtime Detention and 3 demerit points will be given for inappropriate behaviour considered of a very serious nature.**

<table>
<thead>
<tr>
<th>One demerit point is given when a student chooses to break our rules. That child may also be asked to sit out of the playground for a short time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a child receives 3 demerit points, a supervised lunchtime detention is given between 1.30pm to 1.50pm.</td>
</tr>
<tr>
<td>Parents are notified by letter but at this stage are not asked to attend a meeting at school. We do, however, ask you to support the school by discussing such behaviours at home.</td>
</tr>
<tr>
<td>Following a further 3 demerit points, a supervised after-school detention is given between 2.55pm and 3.40pm.</td>
</tr>
<tr>
<td>A meeting between parents, the Principal and possibly the classroom teacher will be arranged to discuss the behaviour and consequences for any further breaches. The student will also be placed on a behavioural plan.</td>
</tr>
<tr>
<td>If the behaviour persists and the conditions in the behavioural plan are not met, then more serious consequences will be discussed with parents. This could include suspension and/or loss of privileges.</td>
</tr>
</tbody>
</table>

Some examples of inappropriate behaviours that would incur a demerit point.

Some examples of behaviours which are considered very serious and would incur an
automatic lunchtime detention as they threaten the wellbeing and safety of people at our school.

- Teasing and namecalling
- Playing with objects in the yard (e.g. sand and sticks) in an inappropriate manner.
- Interfering with other children’s play
- Annoying others
- Inappropriate language.
- Climbing on fences and in trees.
- Playing/running in the corridors, toilets or garden beds.
- Riding of bicycles or scooters in the school grounds.
- Entering the school buildings during recess or lunchtime without a teacher’s authority.
- Playing in out of bounds areas.
- Spitting
- Inappropriate water trough behaviour.
- Discourtesy, belligerence.
- Inappropriate use of playground and sports equipment.
- Littering

- Throwing sticks, stones or other missiles, as they have the potential to seriously damage people or property
- Deliberately causing physical harm to another student or a teacher, such as by kicking, punching or pushing
- Wilfully causing damage to property
- Disobeying a teacher
- Extreme rudeness or discourtesy to adults or other students
- Threatening, intimidating or harassing a student or teacher, at school or travelling to or from school.
- Climbing on the roof and buildings.
- Leaving the school grounds without permission.
- Stealing.

**NB: This list is not exhaustive. Every child begins with no demerit points at the beginning of each term.**

**In the Classroom**
Teachers develop a set of rules for classroom operation, based on the school rules.
Consequences for breaking these rules are determined by the classroom teacher and are developed using an Assertive Discipline approach. Steps in the classroom discipline plan may be bypassed depending on the level of the behaviour.
Consequences may include:

- Time out in the classroom
- Time out during recess or lunch time
- Being sent to another classroom
- Completing a behavioural reflection sheet
- Making reparation
- Withdrawal of privileges
- Parents contacted
- Being sent to the Principal
Disrupting a teacher’s right to teach and a student’s right to learn is considered to be a serious breach of our school rules and will be dealt with accordingly.

Restorative Practice

At St. Michael’s we support the principles of Restorative Practice and encourage students to be reflective about their behaviour and act towards repairing any harm that has been done.

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm. It provides a range of approaches to reduce the harm and to fix “damage” caused by incidents. It is a problem solving approach, which supports students in their efforts to build personal relationships as a means of overcoming social conflict. Teachers using restorative practices develop in their students social problem solving skills and empathy.

This Policy reviewed in 2009.
Ratified by………………………………….
St. Michael’s Primary School

Student Management Policy

I have read through the Student Management Policy with my child or children and discussed the expected behaviours, rights and responsibilities, as well as the consequences for breaches of the school rules.

Family Name: ..............................................................

Parent’s Signature: ....................................................... 

Student Signature/s: ....................................................... 

..............................................................

..............................................................

Date: ...................................................

Comments:

..............................................................

..............................................................