



# ST. MICHAEL'S PRIMARY SCHOOL STUDENT MANAGEMENT POLICY

## **PURPOSE**

St. Michael's PS 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 PS 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. Corporal punishment at St Michael's PS is not permitted.

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

*Children and parents 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.

<p><b><u>Responsibilities of Students</u></b></p> <p>You have a responsibility to ....</p> <ul style="list-style-type: none"><li>• allow yourself and others the opportunity to learn and play without interference.</li><li>• behave in a safe manner so that no harm comes to yourself or to others.</li><li>• accept others as individuals with differing backgrounds, personalities and values.</li><li>• respect yourself and treat others with respect and courtesy.</li><li>• contribute to the best of your ability in all school activities.</li><li>• take care of property which belongs to our school, yourself and others.</li><li>• follow school rules.</li><li>• help keep the school clean and attractive.</li></ul>	<p><b><u>Rights of Students</u></b></p> <p>You have a right to....</p> <ul style="list-style-type: none"><li>• play and learn happily without interference from others</li><li>• be accepted as an individual.</li><li>• be treated fairly, respectfully and courteously.</li><li>• have equal access to school facilities and equipment.</li><li>• be provided with a positive and safe learning environment in which your academic, social, spiritual and physical potential can be fully developed.</li><li>• be challenged and motivated in your learning.</li></ul>
<p><b><u>Responsibilities of Staff</u></b></p> <p>You have a responsibility to ....</p> <ul style="list-style-type: none"><li>• maintain a knowledge of the curriculum and how students learn.</li><li>• communicate clear expectations</li><li>• model respect, fair treatment and problem solving behaviours.</li><li>• model professionalism, participate in meetings, share ideas, support colleagues.</li><li>• communicate with parents about their child's education.</li><li>• provide opportunities for all students to experience success.</li><li>• respect students' and parents'/guardians' privacy</li></ul>	<p><b><u>Rights of Staff</u></b></p> <p>You have a right to....</p> <ul style="list-style-type: none"><li>• teach and work in a positive and safe learning environment.</li><li>• be treated fairly, respectfully and courteously by students, parents and colleagues.</li><li>• ask for and receive support from colleagues, administration, parents and students.</li><li>• a safe, clean and healthy environment.</li></ul>

<p><b><u>Responsibilities of Parents</u></b></p> <p>You have the responsibility to .....</p> <ul style="list-style-type: none"> <li>• assist your child to develop a positive self image, tolerance and understanding of others.</li> <li>• follow your child's progress with interest and empathy.</li> <li>• ensure that your child attends school regularly and punctually.</li> <li>• support your child with their work and study habits.</li> <li>• support the school in providing an aesthetically pleasing and stimulating school environment.</li> <li>• be aware of and encourage your child to observe the Code of Conduct.</li> <li>• respect the privacy of students and staff at our school</li> </ul>	<p><b><u>Rights of Parents</u></b></p> <p>You have a right to ...</p> <ul style="list-style-type: none"> <li>• be treated fairly, respectfully and courteously by the school community.</li> <li>• contribute to your child's education.</li> <li>• be fully informed of your child's progress.</li> <li>• have access to your child's teachers through appropriate channels.</li> <li>• be provided with information on general school activities.</li> </ul>
<p><b>At St. Michael's PS every person has a responsibility to follow our rules.</b></p>	

<p style="text-align: center;"><b><u>SCHOOL RULES</u></b></p> <p><b>RULE 1: TREAT OURSELVES WITH RESPECT</b></p> <p><b>RULE 2: TREAT ALL PEOPLE WITH RESPECT</b></p> <p><b>RULE 3: TREAT ALL PROPERTY WITH RESPECT</b></p>
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**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

***If we keep the rules we:***

- Feel good about ourselves
- Stay safe
- Can be proud of ourselves

***If we break the rules we:***

- Feel unhappy
- Become sick and unhealthy
- Put ourselves in danger
- May be taken out of the classroom or playground

***If we continually break school and class rules we will eventually face:***

- Loss of the right to play or work with others
- Detention, which could take place during break times or after school
- Loss of privileges e.g. attending sports, excursions, etc.
- Possible suspension from this school
- Exclusion from the school program
- Expulsion

# 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 younger students
- Consider other people's feelings
- Treat others as you wish to be treated

***If we keep the rules we:***

- Are respected by others
- Are treated the way we would want to be treated
- Give ourselves a better chance to learn more
- Feel good about ourselves

***If we break the rules we:***

- May risk losing friends
- May stop ourselves and others from learning
- Miss out on doing things we enjoy
- Have to face parents, teachers, students and be accountable
- May be taken out of the classroom or playground

***If we continually break school and class rules we will eventually face:***

- Loss of the right to play or work with others
- Detention, which could take place during break times or after school
- Loss of privileges e.g. attending sports, excursions, etc.
- Possible suspension from this school
- Exclusion from the school program
- Expulsion

# 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

***If we keep the rules we:***

- Have a clean and tidy school and room we can be proud of
- Have a better environment to work and play in
- Have workbooks and desks of which we can be proud
- Will make our equipment last longer

***If we break the rules we:***

- Work in untidy school rooms and grounds
- Miss out on doing things we enjoy
- Will not be able to use equipment
- Pay for broken or lost property
- Have to face parents, teachers and students and be accountable
- May be removed from classroom or playground

***If we continually break school and class rules we will eventually face:***

- Loss of the right to play or work with others
- Detention, which could take place during break times or after school
- Loss of privileges e.g. attending sports, excursions, etc.
- Possible suspension from this school
- Exclusion from the school program
- Expulsion

## **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.

## 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. At all times procedural fairness will be undertaken. Procedural fairness requires:

- a hearing appropriate to the circumstances
- lack of bias
- evidence to support a decision
- inquiry into matters in dispute

### In the Schoolyard

Students who break our rules will be given a consequence. This will be dependent on teacher discretion, the age of the student and the context in which the breach occurred. Consequences may include:

- A warning ( If appropriate)
- Time out from the playground
- Removal from the playground
- Restricted playground access
- Communication with parents
- Suspension

<p>Some examples of inappropriate behaviours that would result in time out from the playground</p>	<p>Some examples of behaviours which are considered very serious and would result in removal from the playground as they threaten the wellbeing and safety of people at our school.</p>
<ul style="list-style-type: none"> <li>• Teasing and namecalling</li> <li>• Playing with objects in the yard (e.g. sand and sticks) in an inappropriate manner.</li> <li>• Interfering with other children’s play</li> <li>• Annoying others</li> <li>• Inappropriate language.</li> <li>• Climbing on fences and in trees.</li> <li>• Playing/running in the corridors, toilets or garden beds.</li> <li>• Riding of bicycles or scooters in the school grounds.</li> <li>• Entering the school buildings during recess or lunchtime without a teacher’s authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing sticks, stones or other missiles, as they have the potential to seriously damage people or property</li> <li>• Deliberately causing physical harm to another student or a teacher, such as by kicking, punching or pushing</li> <li>• Wilfully causing damage to property</li> <li>• Disobeying a teacher</li> <li>• Extreme rudeness or discourtesy to adults or other students</li> <li>• Threatening, intimidating or harassing a student or teacher, at school or travelling to or from school.</li> <li>• Climbing on the roof and buildings.</li> <li>• Leaving the school grounds without</li> </ul>



<ul style="list-style-type: none"> <li>• Playing in out of bounds areas.</li> <li>• Spitting</li> <li>• Inappropriate water trough behaviour.</li> <li>• Discourtesy, belligerence.</li> <li>• Inappropriate use of playground and sports equipment.</li> <li>• Littering</li> </ul>	<ul style="list-style-type: none"> <li>• permission.</li> <li>• Stealing.</li> </ul> <p><b>NB:</b> <b>This list is not exhaustive.</b></p>
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**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: -

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| <ul style="list-style-type: none"> <li>• Time out in the classroom</li> <li>• Time out during recess or lunch time</li> <li>• Being sent to another classroom</li> <li>• Completing a behavioural reflection sheet</li> <li>• Making reparation</li> <li>• Withdrawal of privileges</li> <li>• Parents contacted</li> <li>• Being sent to the Principal</li> </ul> |
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***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.

**Serious breaches**

**Students who repeatedly break our rules will be put on a behaviour contract after consultation with the student, his/her parents, the Principal and the classroom teacher (if applicable).**

**In the event of a suspension, a student's return to school will be negotiated with the student, his/her parents, the Principal and the classroom teacher (if applicable).**

**Refer to Behaviour Policy for implementation guidelines**

Policy Review: This policy was last reviewed in 2017.



# ***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: .....

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Date: .....

Comments:

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