

Mount Evelyn Primary School

School Policies Manual



Student Management Policy

Rationale:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Definition

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The Charter of Human Rights and Responsibilities Act of 2006 outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Aim:

To create and maintain a caring environment in which the experience of teaching and learning is enhanced for students and staff, in an atmosphere which is secure, caring and positive to all.

To develop self-discipline and responsibility for students' own behaviour through a focus on positive relationships, rules, rewards, sanctions, and through the shared responsibility of home, school and community.

All members of the school community have rights and responsibilities. It is expected that students, staff and parents will behave in a careful and safe way, and will treat people and property with respect and consideration.

Mount Evelyn Primary School values individual dignity and worth.

Implementation:

1. Rights and Responsibilities

It is important to understand that with human rights comes a responsibility to respect the human rights of others.

It is the right of all members of the school community to experience a safe, pleasant 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.

Rights	Responsibilities
Students have a right to: <ul style="list-style-type: none">• learn and socialise without interference in a safe and secure environment• be treated with respect and fairness• expect a learning program that meets their individual learning needs	Students have a responsibility to: <ul style="list-style-type: none">• be prepared to learn• explore their full potential• respect the rights of others
Staff have a right to: <ul style="list-style-type: none">• expect that they will be able to work in an orderly and cooperative environment• use discretion in the application of agreements and consequences in keeping with MEPS philosophies• receive respect and support from the school community	Staff have a responsibility to: <ul style="list-style-type: none">• build positive relationships with students as a basis for engagement and learning• use and manage the resources of the school to create stimulating, safe and meaningful learning• treat all members of the school community with respect, fairness and dignity
Parents/carers have a right to: <ul style="list-style-type: none">• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged• expect communication and participation in their child's education and learning	Parents/carers have a responsibility to: <ul style="list-style-type: none">• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.• ensure their child's regular attendance at school• engage in regular and constructive communication with teachers regarding their child's learning.• support the school in maintaining a safe and respectful learning environment for all students.

2. Shared expectations

Effective schools share high expectations for the whole school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

At Mount Evelyn PS our goal is to engage all teachers, students and families in working together as a learning community that promotes CARE, RESPECT, INTEGRITY and RESPONSIBILITY, active participation and positive expectations for all students. We use our school values and restorative processes to ensure the wellbeing of all our students whilst promoting a positive learning culture throughout the school.

Through our wellbeing processes and expectations we aim to ensure the healthy development of all students so that each has the knowledge, skills and resiliency to be successful in our rapidly changing world.

Mount Evelyn Primary School has developed shared expectations based on whole school agreements to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out the appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Expectations – Staff

Engagement

Teaching and Support staff will:

- Ensure compliance with duty of care obligations to each student as well as the obligations under the equal opportunity and human rights legislation
- Collaborate with the MEPS community to develop policies and procedures consistent with school values and aspirations and DET guidelines
- Develop flexible pedagogical styles to engage different learners
- Deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs
- Deliver curriculum and assessment that challenges and extends student learning
- Provide opportunities for student voice in developing a positive school culture in and outside the classroom

Attendance

In compliance with DET guidelines MEPS staff will:

- Promote regular attendance with all members of the school community
- Monitor and follow up on absences

Behaviour

Mount Evelyn PS will support and promote positive behaviours by developing and implementing

shared behavioural expectations with the school community and by delivering whole school responses to behavioural issues.

The school staff will:

- Promote preventative approaches to behavioural issues by incorporating student well being
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Attend relevant Professional Development opportunities to build their capacity to promote positive behaviours
- Use the Student Engagement Policy and the school values as a basis for negotiating a class-based set of shared expectations with students
- Teach students social competencies through curriculum content, school values and a pedagogical approach
- Employ behaviour management strategies that are restorative and focus on supporting positive behaviours
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary
- Regularly teach the safe use of cyber resources to each other and to students
- Promote a secure environment where students can share concerns about bullying, cyber-bullying and other inappropriate negative behaviours securely and confidentially.

When students report an incident of cyber-bullying occurring outside of school hours, staff are immediately expected to alert parents/carers of all MEPS students involved.

Expectations – Students

Engagement

Students are expected to:

- Approach their learning in a positive and curious way
- Have high expectations that they can learn
- Allow others to learn
- Allow the teachers to teach
- Respect, value and learn from the differences of others
- Reflect on and learn from their own differences

Attendance

All students are expected to come to school every day. If students are unable to attend school, they must provide an explanation in writing from their parents/carers to the teacher. Students are expected to arrive on time and be ready to learn.

Behaviour

Students are expected to:

- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber-bullying, unsafe behaviour, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be encouraged to report any incidence of bullying, cyber-bullying and other forms of harassment and abuse
- Comply with the school values

Expectations – Parents/Carers

Engagement

Parents/Carers are expected to:

- Assist the school to promote student wellbeing by providing all relevant information to the school
- Actively participate in supporting their child's learning by -
 - building a positive relationship with the school
 - supporting class programs through homework
 - assisting where possible in the classroom
 - reading and responding if necessary to term planners, diaries, notices
 - communicating with the child's class teacher
 - making time to discuss what is happening at school with their child
 - ensuring their child has the time and energy to work, learn and enjoy school
- Attend, where possible, parent/teacher interviews, student activities, school celebrations, student support group meetings
- Support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity at home

Attendance

Parents/carers are expected to ensure:

- Enrolment details for their children are correct and updated as needed
- Their children attend school regularly and arrive on time
- If the child is absent, to provide a written reason on their return to school

Behaviour

Parents/carers should understand the school's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour. When necessary, parents/carers are expected to take part in discussion with the school to resolve issues and agree on consequences for inappropriate behaviour by their child. This may include incidences of cyber-bullying or cyber issues where students' learning is being impacted at school.

3. School actions and consequences

Appropriate Behaviour

Mount Evelyn PS acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below.

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

Where possible, a restorative approach is used to address student behaviour in various settings and levels to:

- Re-establish significant relationships
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate Behaviour will be recognised through:</p> <ul style="list-style-type: none">• School reports• Classroom awards• Newsletter• Leadership opportunities• Positive feedback• The right to represent the school• Special assemblies• Presentations at assembly	<p>Inappropriate Behaviour will be dealt with by:</p> <ul style="list-style-type: none">• Talking with the student and referring them to the shared expectations and the school values• Discussing appropriate behaviours in the classroom and other school settings• Contact with parents• Making changes to the student's learning program if necessary through an ILP, a Behaviour Plan or a Safety Plan• Restorative Chat• Action to make it right agreed to• Withdrawal of privileges• Temporary withdrawal from class• Student support group meetings• Negotiate alternative pathways or settings for the student or suspension or expulsion as a last resort.

Evaluation:

This policy will be reviewed as part of the school's three year cycle.

This policy was last ratified by School Council on: June 15th 2016

References:

Charter of Human Rights: http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/