



District Primary School

PALMERSTON DISTRICT PRIMARY SCHOOL

Student Management Procedures

Palmerston Pride

Our Goal

Our goal for student wellbeing is to foster a safe learning environment where relationships are built on trust and every student is valued. Quality education that we deliver will provide students with the skills they need to self evaluate, manage their behaviour, and build on the relationships they form with peers, teachers and the wider community.

Our Beliefs

A positive school climate relies on respectful behaviour from all members of the school community. We aim to create an environment where teachers can teach and students can learn without interruption.

We acknowledge the important partnership of students, teachers and parents to work together to achieve common educational goals.

To achieve a positive school environment the following conditions must be developed and maintained.

- A trusting relationship between students, teachers and parents
- Teaching and learning strategies which are perceived by students as useful, meaningful and worthwhile
- The promotion of excellence and the nurturing of the whole school community
- A commitment to quality teaching to achieve quality learning outcomes
- The use of **Circle Time** to promote relationship building
- The implementation of **Palmerston Pride** core values – Participation, Respect, Integrity, Determination and Empathy.

Students will learn to make responsible choices within a group environment where the climate is:

- Non-threatening
- Productive
- Stimulating
- Safe
- Creative
- Caring
- Flexible
- Physically, socially and emotionally comfortable
- Based on trust and honesty.

The school community contributes to the school ethos and works together to improve learning outcomes for students. The Palmerston School community were active participants in the writing of our school values.



Our Core Values



Palmerston Pride



PARTICIPATION

RESPECT

INTEGRITY

DETERMINATION

EMPATHY

Teachers, students and parents model and describe many examples of displaying **Palmerston Pride**. Through the class social skilling program, **Second Steps**, all students understand what is represented by actions involving participation, respect, integrity, determination and empathy.

- We expect students to actively **participate** in their learning, display a positive attitude and work to the best of their ability
- We expect students to show **respect** for all people in the learning community as well as showing respect for other people's property
- We expect students to show **integrity** in their daily interactions with students and staff. This includes being honest and trustworthy
- We expect students to show **determination** in their studies so that they can get maximum benefit from their learning in order to reach their full potential
- We expect students to show **empathy** to others so that a culture of caring can be supported throughout the school.

Rights and Responsibilities

We all have rights and responsibilities and we are all responsible for our behaviour.

Our right to learn and right to teach underpin our basic premise that students choose appropriate behaviour so that teaching and learning can occur without disruption.

Staff and students work together so that students learn to take responsibility for their own behaviour and accept that agreed consequences occur when they disrupt other students and staff.

Questions such as the following are designed to allow the student to take responsibility for their actions.

What happened?

What were you thinking at the time?

What have you thought since?

Who has been harmed?

What needs to happen to make things right?

Each teacher has a copy of these questions and a copy is in each playground bag. Executive staff support class teachers to work through problems with students so that together they make a plan to solve the problem. The school counsellor and Special Needs Team may also be able to assist with strategies for solving the particular problem. The Special Needs Team meets each Thursday to discuss student needs. Each class is reviewed twice a year.

Taking Responsibility Through Class/POD Meetings

Circle Time

Circle Time in classrooms provides opportunities for teachers and students to develop and build on positive, trusting relationships. In Circle Time, every child has the opportunity to have a say within the safety of the circle where there is to be no calling out, put-downs or interruptions when a child is having 'their say'.

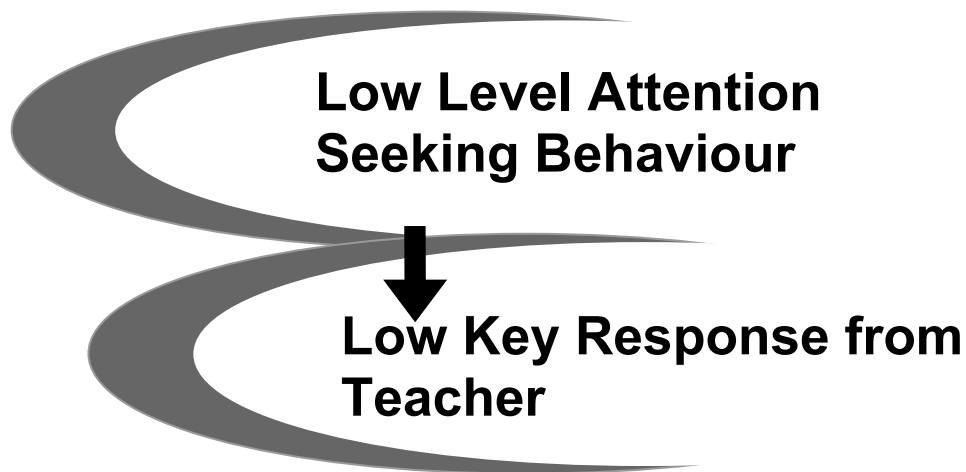
Classroom Code of Conduct

Through regular class and POD meetings, students are reminded about expectations of behaviour according to the agreed upon Code of Conduct. Codes of Conducts are devised co-operatively between students and teachers so that students have ownership of them. Students and parents agree to the Code of Conducts and are made aware of the Classroom and Playground Student Management Procedures. Teachers make time to remind students of their responsibilities and the teacher's expectations of them in terms of work output and behaviour.

Student Representative Council

An additional forum for students to discuss issues and problems is the **Student Representative Council (SRC)** which meets every fortnight. Each class elects a boy and a girl representative to attend SRC meetings. SRC meetings give students the opportunity to voice their concerns, contribute to the organisational practices in the school, organise fundraising activities and develop their leadership skills.

Managing Classroom Behaviour



Examples:

Proximity

Minimal verbal reminder

Student name

Gesture

The Look

The Pause

Planned Ignoring

Deal with the Problem Not the Student

Managing Transitions

(Acknowledgement to Meegan Stuart - Classroom Management and Instructional Strategies Program 2010)

Class Time Out in Pod

Class Time Out: 5 – 10 minutes – Stage 1 Time Out

- student completes 'Class Time Out Form' which asks the student to answer the following
 1. *What happened?*
 2. *What were you thinking at the time?*
 3. *What have you thought since?*
 4. *Who has been harmed?*
 5. *What needs to happen to make things right?*
- student counselled by teacher to return to positive behaviour
- time out forms filed by class teacher and shared with team leader (SLC) on a regular basis.

If misbehaviour continues in same day, then:

Buddy Class Time Out Pod

Whole session Stage 2 Time Out to a designated buddy classroom

- class teacher sends student to buddy class with an escort
- student takes work with them
- teacher records information on the Student Management Grid located in Student Management box in classroom
- quiet thinking and working time in buddy teacher's classroom until the end of session
- student returns to class teacher for counselling on how to return to positive behaviour
- parents are informed by class teachers
- Each week executive teachers check the Student Management Box and monitor behaviour.

If misbehaviour continues in same day, then:

Executive Teacher Time Out Pod

For serious infringements of others' rights such as verbal assault/ harassment, physical assault/ harassment, vandalism.

- Teacher notifies executive and executive removes student from class
- Teacher sends work for student to complete whilst in time out in executives office
- Executive teacher returns student to class teacher for re-entry discussion between teacher, student and SLC team leader
- If executive teacher is absent, the team will be informed of their *stand-in executive* by the executive teacher organising relief
- Executive teacher completes "*Notification of Student referral to School Executive Staff*" form which has a return slip for parents to sign. This form describes the behaviour of the student which prompted the referral and is designed to keep parents informed so that they can discuss the matter with their child. (These referral forms are discussed at executive meetings and filed by the deputy principal.) The executive teacher may contact parents by phone if needed
- Parents are called.

If misbehaviour continues in same day:

- Class teacher notifies SLC team leader, who will then refer the child to deputy principal or principal

Executive Intervention

For High Level / Extreme Behaviour

For serious violations of others' rights such as abusive behaviour, dangerous behaviour, uncontrolled and uncooperative behaviour.

For physical or verbal abuse directed at the teacher, the student may be withdrawn for the day and parents asked to accompany their child to school the next day to discuss the issue. Staff will consult with executive teachers to reflect on their classroom practices and to discuss strategies to assist these students.

Teachers will contact parents to enlist their support in dealing with consistent behaviour problems. **All staff recognise the importance of a close relationship between home and school.**

Students who present extremely disruptive/ongoing misbehaviour may use a *behaviour book* to record positive and negative sessions.

This book forms a strong communication link between home and school allowing both teachers and parents to support the student in solving their problems. Three-way interviews between student, parent and teacher may also be conducted at regular intervals to discuss the issues and management procedures as well as to report on progress made.



Involvement of Counsellor/ Special Needs Team

At times it may be necessary to involve the school counsellor and/or Special Needs team to facilitate positive behaviour. Should this be necessary, parents will be contacted and involved in discussions about management procedures and strategies which they can implement at home. The school works closely with the schools and community officer from the Gungahlin Community Centre. The school is looking into undertaking the national program called Kids Matter to enhance student wellbeing.



Congratulate and Celebrate

Consistent intervention and the certainty of a consequence are important aspects of student management at Palmerston. Staff involved in dealing with student misbehaviour will track/record student behaviour. They will also:

- Give the student positive feedback when they behave responsibly
- Liaise regularly with students on how they are going with making responsible choices
- Acknowledge responsible behaviour via PRIDE awards given at school assemblies
- Correspond with parents through formal communication at parent/ teacher interviews and written reports about responsible student behaviour
- Make phone calls to parents/ carers of students who display exemplary behaviour
- Class teachers use a variety of strategies to promote positive behaviours and promote student wellbeing.

Managing Playground Behaviour

Mediators' Program

A playground mediator program operates for all students and teachers on duty as well as providing Year 5/6 students with leadership opportunities in conflict resolution and mediation. Mediators are specially trained and junior students know that the mediators will be there to help them. Mediators can be easily identified in the playground by wearing of red vests.

Playground Behaviour Management Procedures

Minor Disruption

Teacher reminds students about appropriate behaviour and playground rules. Student to walk and talk with teacher in playground and the teacher records incidents on playground in the referral sheet.

Continuing Minor Disruptions

Teacher to record incident on playground referral sheet and indicate if further action is required or the incident has been resolved. Executive checks the playground slips daily and deals appropriately with incident. The student's class teachers are informed of the outcomes for the students involved.

Serious Infringements of Others' Rights

The duty teacher will send a red card to the staff room and an executive will attend to the incident. Teachers keep the student(s) with them if possible. Teachers record the incidents on a playground referral sheet as soon as is practicable.

The executive teacher will counsel the student(s) and further investigate the incident. Where there is an incident that has more than one student involved and a relationship has been harmed, the executive teacher will interview the perpetrator and the victim and record the details as well as having a meeting with parties involved to work towards restoring the relationship. The executive teacher will contact parents of all students involved in harmful playground incidents and advise of the consequential outcomes whilst being confidential about other students' names. Playground incidents will be recorded by executive teacher in both the Student Management folder, kept in the Deputy Principals office, and on the Behaviour Records grid located in the Student Wellbeing folder in the shared drive on the teacher computer network.

Students may be suspended and parents brought in for conversations on student behaviour expectations. The Network leaders will be informed, as may the school counsellor and other agencies.



Concluding Statement

The *Education Act 2004* states that ACT public schools will promote and seek to provide a supportive learning environment in which all students can expect to feel safe. Guiding principles for a safe and supportive learning environment include the development of school procedures based on the consultative review with students, parents, and carers, in alignment with current ACT Government policies. Refer to: http://www.det.act.gov.au/publications_and_policies. This was undertaken in 2010.