



# STUDENT MANAGEMENT POLICY

## RATIONALE

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Students are encouraged to become self directed, lifelong learners who can create a positive future for themselves and for the wider community.

## STATEMENT OF PURPOSE

When parents enrol their children at public schools they enter into a partnership with the school staff to support 'Good Discipline and Effective Learning'. This partnership is most effective when shared expectations of behaviour are established and each partner supports the decisions and responsibilities of the other. Each family will receive a copy of the student management policy upon enrolment, request or following review of the policy. Parents/carers are strongly encouraged to contact the school if they have any concerns regarding student management or welfare issues.

## OUTCOMES

We will endeavour to provide a learning environment that:

- ensures the wellbeing, safety and health of students, teachers and parents through partnership;
- maintains a strongly positive and encouraging focus on teaching and learning;
- is socially supportive and reflects principles of restorative justice and anti-discrimination;
- encourages students to accept responsibility for their actions and take control of strategies to manage their own behaviour.

## IMPLEMENTATION

Positive student behaviour will be supported by the implementation of:

1. Code of Behaviour.
2. School Rules
3. Playground Rules
4. Practices to promote good discipline and effective teaching
5. Practices designed to recognise and reinforce student achievement
6. Practices to manage student behaviour

### 1. CODE OF BEHAVIOUR

- Be Safe
- Be Respectful
- Be a Learner



## 2. SCHOOL RULES

Students are expected to:

- Show respect to self, others and school
- Be safe and sensible
- Be a learner

## 3. PLAYGROUND RULES

### Morning: 8:45 – 9:10

No running. No large balls on the playground in any space. Bags to be placed in a safe area. Once students arrive at school, they are to remain under the COLA or little grass area. At 9:10am, music will start playing which indicates it is time for students to collect their bags and go to the classroom.

### Wet/dangerous weather

All teachers and students to classrooms from 8:45am. Toilets/canteen supervision roster.

### Lunch

Eating time in the classroom with direct supervision from the teacher. Students who have no finished eating will need to sit on the COLA silver seats until they have finished their lunch. All students must wear their hats. No hat means that the student will need to play in the shade.

### Recess

Students are to sit while eating their recess.

### Playground areas

COLA: hand ball and passive play area. Walking in this space only.

COURT: ball games only. No food area. Water bottles only. Hat required.

TOP GRASS: running games. No tackling, wrestling, branding or batting games. No food area. Water bottles only. Hat required.

OVAL: running and ball games. No tackling, wrestling, branding or batting games. No food area. Water bottles only. Hat required.

STRUCTURED PLAY: board games, reading and quiet games. No tackling, wrestling, branding, kicking or batting games. Walking in this space only.

### Hat rules

No hat – play under the COLA shelter



### **Sweat or wet weather**

If over 40 degrees or storming, students will remain in classrooms. Follow the wet weather roster. Toilets and canteen supervision roster.

### **End of day**

All students should be collected from school by 3:20pm unless they are involved in an approved school activity and have written permission from a parent/caregiver. Students who are waiting for a parent/caregiver, will remain in the office from 3:20pm. While every effort will be made to contact parents/carers, in the event a parent/carer is unable to be located, it may be necessary to inform Green Valley Police.

### **Out of Bounds Areas**

- No Student is permitted in a classroom without direct teacher supervision. Classroom doors should be locked if the teacher is not in the room. Students are not permitted to return to classrooms during lunch and recess (even to collect forgotten items such as hats, food or money)
- All car park areas.
- If a ball goes onto the road or in the car park, a teacher may retrieve it once their duty is finished. Students must not enter the car park or leave school grounds to collect equipment. Parents should not be accessing car parks.
- Natural bushland areas
- Administration building (unless there is an emergency or the child has an office pass). Student access to the office is via the front office door.
- General Assistant's storeroom. Storeroom door should be closed before school, during lunch and recess.

### **Duty of Care and Professional Expectations while Supervising Playgrounds**

- Ensure playground area is clean by the end of rostered duty. Use the microphone to ask children to stop, listen and remove litter from playground.
- Circulate around the playground and remain visible and vigilant
- Carry allocated playground bags and use Office Cards as required
- Manage student behaviour consistently according to school expectations.
- Arrive on duty punctually and remain on duty until relieved. If a teachers duty area is closed, they should share supervision on another area.
- Regularly monitor toilet areas.
- Carry hot liquids only in spill proof containers.
- If student behaviour is causing serious concern: notify executive staff and direct students away from the student.



#### **4. PRACTICES TO PROMOTE GOOD DISCIPLINE & EFFECTIVE TEACHING**

- Outcomes based teaching and learning programs.
- Access to school support programs: Learning Assistance, School Counsellor Learning and Support, English as an additional language or dialect.
- Programs to support social development, gifted & talented students & students with special learning needs.
- Buddy classes, Child Protection, Drug Education and Anti-Racism programs.
- Staff model appropriate behaviours and attitudes.
- Student management policy based on negotiated and defined rules, support and sanctions.
- Staff and parent programs to assist in management of student behaviour/learning.
- School Development Days that provide training for staff.
- Restorative Justice practices.

#### **5. PRACTICES DESIGNED TO RECOGNISE & REINFORCE STUDENT ACHIEVEMENT**

Staff responsibilities

- Model appropriate behaviour and maintain a class behaviour plan as part of their teaching program.
- Negotiate and display classroom rules that reflect MGPS Student Management Policy.
- Display and make regular reference to the Middleton Grange Public School Code of Behaviour.
- Recognise, acknowledge and reinforce student behaviour through the use of positive reinforcement techniques including praise, reward and commendation certificates that form part of the School Merit Award Program.
- Maintain ongoing contact with parents/carers

#### **6. PRACTICES TO MANAGE STUDENT BEHAVIOUR**

Staff will:

- Be consistent and fair with expectations and consequences, however also be aware that this may mean that different students are dealt with in different ways if necessary – this is equity.
- Remain calm and listen to student's explanations. Ensure students are aware of the school rules and expectations. Encourage students to identify appropriate alternative behaviours. Restorative justice practice must be used for student discussions, this includes the following questions:
  1. What happened?
  2. What were you FEELING/THINKING at the time?



3. What have you THOUGHT/FELT SINCE?
4. WHO has been affected by what happened?
5. HOW can we make things right again?
  - Ensure students are satisfied with resolution and outline appeal process.
  - Contact parents to discuss student whose behaviour is causing concern if needed; investigate students learning needs;
  - Discuss ongoing inappropriate behaviour with Assistant Principal and referral to Learning & Support Team
  - Assistant Principal/s and Deputy Principal will decide on whether structured play is appropriate.
  - Document behaviours of concern on Sentral Welfare.
  - Ensure students complete unfinished work at a time that is reasonable and suitable. Assigning additional work or repetitive tasks as a consequence is inappropriate.
  - Defuse potentially dangerous situations. Send a student with your EMERGENCY CARD to the office/staffroom. Remove all students and self from danger.
  - Complete student referral forms and provide documentation to the Learning & Support Team to assist, design & implementation of intervention programs.

### **Potential Support Options**

- Teacher-Parent conference. An executive may be invited if necessary.
- Discussions with the Learning & Support Teacher and Assistant Principal during structured play
- Counselling by the school counsellor
- Informal monitoring of behaviour for a negotiated number of school days.
- Formal monitoring of behaviour for a negotiated number of school days.
- Communication book to monitor and communicate behaviour to parents/carers.
- A teacher mentor assigned to work with student on a regular basis.
- SLSO support

### **Potential consequences**

Assistant Principals will:

- Assess each referral and decide on the support program and/or sanctions to be implemented from the approved options (see below)
- Investigate a range of strategies to assist students in managing their own behaviour if appropriate.



Education

### Approved Consequences

- A letter to parents detailing the behaviour concerns.
- Withdrawal from the playground to structured play for a period of time to rebuild relationships or develop appropriate social skills.
- Restitution task - repair of damage done or a school service activity.
- Withdrawal from school functions (sporting events, excursions and social events) for a period of time.
- Daily behaviour report.
- Prevention from attending class lessons.
- Partial attendance program.
- Short Suspension - up to and including four (4) school days.
- Long suspension - up to and including twenty (20) school days.
- Recommendation by the Principal to the Director that the student be expelled from the Public Education system

### The Principal will:

- Evaluate student management policy and practices.
- Identify training and development opportunities for staff and parents.
- Provide students, parents/carers and staff with access to procedures for the "Resolution of Complaints".
- Intervene in situations where student(s) behaviour is of a criminal nature or where suspension is a possible sanction.
- Identify the school's Anti Racism Contact Officer (ARCO)

**Suspension and expulsion of students can occur at any time at the Principal's discretion in line with DOE's current policy and procedures for Suspension and Expulsion of School Students**

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