Purpose:
The purpose of the Student Management Policy at Rosedale Primary School is to provide a happy, secure and positive environment in which the rights and responsibilities of teachers, students and members of the school community are respected so that teaching/learning experiences can be maximised.

Guidelines:
- The prime role of the teacher in the educational process is to teach.
- The prime role of students in the educational process is to develop skills, attitudes and knowledge that will enhance their educational, physical, emotional and social well being.
- The prime role of parents in the educational process is to support the child and the school.
- The whole school uses “Assertive Discipline”.

Implementation:
- Teachers need to acknowledge positive behaviour, and apply consequences to unacceptable behaviour. This will be done in the following way...
  a) teachers will use the Assertive Discipline Approach.
  b) a whole school set of expectations that reflect our school FLAIR values will be displayed and interpreted in all classrooms.
  c) the teacher will have a set of strategies that provide positive reinforcement when the values are demonstrated. These must be consistently applied.
  d) a whole school set of consequences will be applied when unacceptable behaviour occurs. These consequences will be graded from a minor consequence for a first or minor offence, through to more serious consequences for continued or more serious offences. These must be consistently applied.
  e) the plan covering classroom rewards, expectations and consequences will be clearly communicated to the students, the principal and the parents so that all participants in the plan have a clear understanding of it.
  f) the staff will continually evaluate all aspects of the plan and make changes when necessary to improve its effectiveness.
  g) Teachers will follow the Behaviour Intervention Procedure.

More serious offences will be referred directly to the Principal, who may consider in-school suspension, suspension or expulsion as outlined in the DEECD, Ministerial Order 184, Procedures for Suspension and Expulsion, which took effect on 1 July 2009. Parents can expect to be notified on each occasion that their child has a period of withdrawal at the Principal’s office either by mail or phone call. Parent acknowledgement and support will help modify the inappropriate behaviour.
Implementation...
- The Principal will be the co-ordinator of the Student Management Policy and Program using the “Assertive Discipline” approach and the School Wide Positive Behaviour Support (SWPBS) and the School Wide Information System (SWIS). The role of the Principal shall be to...
  a) promote a positive attitude to behaviour throughout the school,
  b) ensure all staff members are familiar with and are using Assertive Discipline,
  c) assist teachers in developing and implementing the Assertive Discipline program,
  d) keep records of pupil behaviour to assist in taking appropriate action with the assistance of teachers and parents,
  e) devise through discussion with teachers and parents, special programs for children who are displaying behaviour problems,
  f) liaise with parents and teachers regarding pupil behaviour,
  g) refer to Anti-Bullying Policy for suggested approach when dealing with bullying.

Resources:
- Assertive Discipline Booklets.
  * Teacher Reference e.g. Helen McGrath books.
  * Playground behaviour records.
  * Individual contracts.
  * Communication booklets.
  * SWPBS resources
  * SWIS tracking system
  * Professional development funding to train new staff.
  * Folders, awards, etc. to support the program.

Evaluation:
- This policy will be reviewed as required.
- The program should be subject to on-going monitoring to ensure its effectiveness.
BEHAVIOUR MANAGEMENT
Rosedale Primary School uses the “Assertive Discipline Program” and the School Wide Positive Behaviour Support (SWPBS) and the School Wide Information System (SWIS) as a Whole School Approach. All students have a right to work and play in a co-operative, positive and secure environment. This will lead to the growth of positive self esteem and happiness.

(a) Developing And Maintaining A Caring/Sharing Environment
Teachers will consistently behave in a positive, supportive and courteous manner.

Teachers will develop a rapport with each class member so that each child feels safe, happy and confident.

Teachers will consistently involve children in activities and experiences which develop positive self esteem.

(b) Assuming An Assertive Attitude
In order to manage student behaviour effectively the teacher’s words and actions must reflect an assertive attitude: the teachers have the right to teach and the students have the right to learn.

(c) Management
- Each class plan will consist of three elements - expectations, positive consequences and disciplinary consequences.
- A behaviour folder will be used throughout the day to incorporate classroom, specialist areas, yard duty, sports activities, etc.

SCHOOL EXPECTATIONS:
These are based on our values of FLAIR.
- I will be a friend
- I will learn
- I will accept others
- I will show integrity
- I will be respectful

At the beginning of each year teachers will, with the assistance of their class, discuss and clarify the school expectations. The children’s involvement in interpreting the school expectations and understanding the consequences is important as it focuses their attention on appropriate behaviour. Their involvement also gives them ownership of the expectations. These expectations should be framed in a positive way. From time to time these expectations may be amended as the need arises.
POSITIVE ACKNOWLEDGEMENT
Positive acknowledgement by the teacher of appropriate pupil behaviour is the key to success in the assertive discipline program. Each teacher will clearly and firmly communicate instructions to children. They will then provide immediate positive acknowledgement to children who respond correctly. As a general rule teachers should, first give an instruction then positively acknowledge at least two children, before applying consequences for children who have not responded correctly.

For recognition of continued appropriate behaviour, acknowledgements will be consistently applied.
All teachers will…
- positively acknowledge every student consistently,
- use classroom acknowledgement that students like and look forward to receiving – weekly awards, Aussie of Month, classroom awards (happy faces, leaves, dots, etc.)
- use yard acknowledgements – verbal praise and awards and an incentive for all children who do not have their name in the book during an entire term.

CLASSROOM MANAGEMENT
Consequences
1. WARNINGS*
   - Junior School: two recorded.
   - Senior School: one recorded.
2. WITHDRAWAL.
   - Withdrawn – time out for 5 minutes within own classroom.
3. WITHDRAWAL
   - Withdrawn from classroom for 10 minutes to another classroom for reflection on behaviours (no work).
4. PRINCIPAL’S OFFICE
   - Classroom teacher/principal to ring parent so that the child can inform their parent.
   - Go to Principal’s Office with summary of behaviour.
   - Complete letter to parent.
   - ¾ hour withdrawn from classroom.
5. PRINCIPAL’S OFFICE
   - Return to Principal’s Office for ½ day.
6. INTERVIEW
   - Ring parent for interview.

* Teachers may skip a step in the Warning’s Protocol if they deem behaviour to require such a response.

**Please note – students are not permitted to sit outside classrooms unsupervised during class times. A student may be sent, with an accompanying student, to the Welfare Office in order to calm down or to diffuse a situation. The accompanying student will inform office staff that they are in that building.
CLASSROOM MANAGEMENT ....

(i) Severe Behaviour
If a teacher believes that a child’s behaviour is of a very serious nature (e.g. bullying, threatening behaviours, being violent, profound targeted swearing, leaving the class without permission, defiant refusal to cooperate), then the teacher sends the child straight to the office.

(ii) Continuing Misbehaviour – see Behaviour Intervention Procedure
Repeat offenders, three times to the office, during any one term will complete the Behaviour Intervention Procedure after going to the office.

(iii) Serious Offences
More serious offences will be referred directly to the Principal, who may consider in-school suspension (Strike 5), suspension or expulsion as outlined in the Ministerial Order 184, Procedures for Suspension and Expulsion, which took effect on 1 July 2009.

(iv) Modified Management Program
May be applied to individual students as required.

SPECIALIST CLASSROOM MANAGEMENT
Same set of consequences applies to specialist classes with the additional consequence of removal from a teacher selected program if the student has their name in book three times in a week while at a specialist program.

YARD MANAGEMENT

Consequences
Must issue a warning first unless for more serious infringements such as bullying, threatening behaviours, being violent, profound targeted swearing, leaving the grounds without permission, defiant refusal to cooperate, then the teacher sends the child straight to the office.

1. WARNING
   - Name in folder which is marked with a ‘W’. Students are only allowed one warning per day for minor offences.
2. WITHDRAWAL
   - Withdrawn for 5 minutes.
3. WITHDRAWAL
   - Withdrawn for 10 minutes.
4. OFFICE
   - In the Yard Book 3 times in a fortnight.
   - Withdrawn for half of the recess periods for one day.
   - Complete letter to parent.
5. OFFICE
   - Return to Office for half of the recess periods for three days, progressively increased during each term.
   - Play in courtyard area for 5 days.
6. INTERVIEW
   - Ring parent for interview.
**YARD MANAGEMENT …**

Consequences …

(i) **Continuing Misbehaviour**

Repeat offenders will have withdrawal periods progressively increased during each term and restricted areas eg. second withdrawal, half of recesses for two days. Parents will be invited to a meeting to help modify the behaviour of regular offenders.

(ii) **Severe Behaviour**

More serious offences, such as where a child deliberately causes physical or verbal harm to another child (bullying), or shows a blatant disrespect to adults, will result in immediate withdrawal from the yard for the remainder of the recess periods on that day and for half of the recess periods for the following day. The parents will be notified.

(iii) **Serious Offences**

In cases of continuing inappropriate yard behaviour, or serious offences the child may be suspended from school, at the discretion of the Principal following the guidelines outlined in the Ministerial Order 184, *Procedures for Suspension and Expulsion*, which took effect on 1 July 2009.

(iv) **Modified Management Program**

May be applied to individual students as required.

**SPECIFIC EXPECTATIONS**

(a) **Open Spaces**

Open spaces are for ball games and running games. Be aware of others using the area.

(b) **Climbing Equipment**

Use climbing equipment safely. Share and take turns. No sports equipment or running games allowed in this area. No blocking slides.

(c) **The Courtyard**

Ball games are allowed in central courtyard. Walkways are not to be used as ball game areas. Skipping rope area. No running. No kicking balls in the courtyard. Supervised eating, while sitting at tables, only at designated areas.

(d) **The Library**

The library expectations apply.

(e) **The Canteen**

At the Canteen wait your turn quietly in the queue. Speak politely. Stay off the bench.

(f) **The Stadium**

The Stadium which includes the area between the stadium and art room is out of bounds unless there are organised activities in which case the usual school expectations apply.
SPECIFIC EXPECTATIONS …

(g) **The Bike Shelter**
The bike shelter and area between the bike shelter and eastern fence is out of bounds during school hours. Children will have access only to their own bikes, and only after school hours. No roller blading, riding or skateboarding in school grounds.

(h) **Assembly:**

**Whole School**
Be on time. Listen to and look at the person speaking. Stand still. Place all equipment at feet. If late, wait at the side or back of assembled grade. Remove hat and join in singing the National Anthem on Monday mornings.

**Class Line Up**
Assemble outside classrooms according to class expectations. Quieten down during music. This time is to go to toilet and get a drink in preparation for learning. Wait quietly and sensibly to enter class.

(i) **Toilets**
Use toilets in accordance with FLAIR expectations.
Keep them in a clean condition.
No food, sports equipment or toys to be taken into toilets.
No playing in and around toilets.
No climbing over walls and only lock toilet door while in use.

(j) **Drinking Taps**
Use sensibly.
Take care of taps.
Wait your turn.
No squirting water or wetting self or others.

(k) **Friendship Seat**
Ask people to play and join in your games.

(l) **Classrooms**
Students do not enter the classroom without permission or without a teacher. Once children leave their classroom for recess or lunchbreak they are not allowed to go back into the room or corridors for any purpose without first getting permission from a teacher who will accompany the child into and from that room. This should only be necessary for very important reasons. Otherwise dismiss the request. Children should not be left in classrooms to complete work unsupervised.

(m) **Boundaries**
Stay within appropriate boundaries during school hours. Use gates when coming to and from school. Get permission from a teacher before retrieving any equipment that goes outside the fence.
SPECIFIC EXPECTATIONS …

(n) Out of Bounds
- Behind the garden sheds.
- Logs at end of stadium are boundary.
- Front of school.
- Car park.
- Gardens.
- Beyond the canteen.
- Beyond running track along the east, south and western boundaries.

(o) Sandpit:
- Be considerate of others.
- Don’t deliberately destroy others’ work.
- No throwing sand.
- Student constructions not to be interfered with for the day.

(p) Climbing
Climbing is only permitted on climbing equipment in designated playground areas, except outside of moonslide. Climbing on roof, verandah poles, shadecloth poles, trees and soccer/cricket nets is not acceptable.

(q) Exiting the School
Walk your bike to and from the kerb and use bike path or footpaths where available. Use the school crossing at all times. Wait inside the fence for friends or until parents arrive.

(r) Sunsmart
As outlined in the Sunsmart Policy, an approved hat must be worn between the 1 September and 30 April, otherwise playground access will be restricted to the solid shade areas.

(s) Banned Activities
Include scragging, brandy, British bulldog, piggy back activities, unfair or rough chasey games, throwing bark around buildings, play fighting and tackling.

(t) Communication
No swearing, no rude signs, no bullying, teasing or put downs.

DOCUMENTATION LOG
Teachers on yard duty will carry a Yard Behaviour folder. This folder will contain...
- A list of school expectations and disciplinary consequences.
- The positive acknowledgement plan.
- A pen and highlighter.
- Disposable gloves.
- Cards for emergencies.
- Sheet on front cover of folder to show children to complete time out. Cross children off list when time completed. Record of students with severe medical conditions including photograph and description of risk, symptoms and treatment.
COMMUNICATION

Parents:
A copy of our Behaviour Management Plan will be included in our information booklet which will be provided for new enrolments and sent home to each family. Parents are asked to discuss the expectations, consequences and positive acknowledgement with their children.

This policy was last ratified by School Council in... 2013