



# Yarralumla Primary School

## Student Management and Welfare Policy

<b>Issue Date: October 2011</b>	<b>Review Date: October 2014</b>
<b>Related Policies – ACT Education and Training Directorate:</b> <a href="http://www.det.act.gov.au/">http://www.det.act.gov.au/</a> Providing Safe Schools P-12 Bullying, Harassment and Violence, Countering, in ACT Public Schools Racism, Countering, in ACT Public Schools Suspension, Exclusion or Transfer of Students in ACT Public Schools	
<b>Related Policies – School</b> Anti-Bullying Policy (2011)	
<b>Appendices</b> 1. Classroom behaviour flow chart and Playground behaviour flow chart 2. Management and welfare statement for The Yarralumla Preschool 3. Yarralumla Montessori School Positive Behaviour Guidance – General Strategies	

### 1. Purpose

This policy sets out a whole school approach to student management and welfare. It includes procedures to be followed and the responsibilities of staff and students and our community.

### 2. Beliefs

The Yarralumla school community is committed to creating a safe, inclusive school culture free of all forms of bullying, harassment, racism and abuse and believes that all children have the right to develop, grow and learn in an environment where each individual is valued and respected.

### 3. Procedures:

- The school will apply a consistent school wide approach to student management.
- All new school staff will be informed of the school's student management policy and procedures as part of their induction to the school.
- The school's procedures will emphasise the students' role in making appropriate behaviour choices.
- Each class will develop and display a Code of Cooperation – A class agreement on how to get along and work with each other in the classroom.
- The parent community will be informed and reminded of class codes of cooperation through classroom communication including the term 1 overview.
- The school's Code of Conduct will be displayed throughout the school.
- The class Code of Cooperation and the student Code of Conduct are explicitly taught as part of the school's 'Creating Our Learning Community' unit of work at the start of each year.
- For inappropriate behaviour choices teachers will follow the steps outlined in classroom and playground flowcharts (see appendix)
- The classroom behaviour flow chart steps will be displayed in every class.
- For instances of violence, abusive behaviour or sexual harassment the following steps will be followed:
  - Immediate referral to the executive teacher / principal.
  - Parents contacted.
  - Any action regarding suspension will be done in accordance with the Directorate's procedures.

### 4. The Yarralumla Preschool and Yarralumla Montessori School

The Yarralumla Preschool will follow the steps outlined in the 'Management and welfare statement for preschool' document (appendix 2).

The Yarralumla Montessori School will follow the steps outlined in the 'Yarralumla Montessori School Positive Behaviour Guidance – General Strategies' document (appendix 3).

## **5. School Code of Conduct**

The school's Student Code of Conduct was developed in consultation with the school community in 2008. This process was led by the school's Year 6 Student Representative Council.

As students of Yarralumla Primary we agree to:

- be responsible
- own our behaviour
- show respect
- have fun safely
- do our best and
- care for others.

## **6. Rights and Responsibilities**

Everyone in the school community has rights and responsibilities.

### *Rights and Responsibilities of the Student*

Students have the right to:

- feel safe all the time
- be treated fairly with dignity and respect
- quality learning opportunities and
- be involved in decision making.

Students have the responsibility to:

- follow the school and class rules / codes of cooperation
- engage in their own learning and do their best
- acknowledge their role in choosing acceptable behaviour and
- talk honestly about their behaviour choices and work with staff to make plans for improvement if necessary.

### *Rights and Responsibilities of Teachers and Staff*

Teachers and staff have the right to:

- a consistent student management policy that supports teaching, learning and social interaction
- work in a safe, supportive environment
- appropriate professional development
- be involved in the policy making, planning and development of the school and
- know they have the support of the Principal, the School Board, other staff members and officers within the Education Directorate.

Teachers and staff have the responsibility to:

- use teaching strategies which provide appropriate learning opportunities for all students
- model positive behaviours and values
- create a supportive classroom environment that promotes all student's self esteem
- foster a classroom environment in which all children have the right to learn without undue disruption from other students
- implement the school's student management policy in a consistent manner

- ensure they have routine classroom meetings that allow student voices to be heard
- act fairly and impartially in all matters concerning student management and
- keep parents informed of any issues of concern.

### *Rights and Responsibilities of Parents*

Parents have the right to:

- know that procedures are in place, which are intended to encourage positive behaviour, develop self-discipline and self-esteem and promote healthy emotional and social development
- information about the school's Student Management and Welfare policy and processes and
- be informed of their child's social, behavioural and academic progress.

Parents have the responsibility to:

- support the school's student management policy and
- communicate with staff regarding queries and concerns.

*Bullying, racism and sexual harassment are not tolerated. We urge students and parents to report to staff any incidents of these behaviours so they can be dealt with immediately and effectively.*

## **7. Strategies to help create a safe, productive learning environment**

We are committed to providing a safe and caring school environment by implementing the following strategies to recognise positive behaviour and develop resilience in students.

### *Positive Classroom Environment*

Teachers at Yarralumla are committed to providing positive classroom environments where all students feel safe, respected, welcomed and valued. We aim to create positive classrooms based on mutual respect. We use respectful voices when speaking to students and model positive language and behaviour.

In developing positive and inclusive classrooms staff recognise the importance of:

- a differentiated curriculum to support individual needs
- being proactive
- being consistent
- displaying and reminding students of the class Code of Cooperation and the school Code of Conduct
- using positive language
- praising and rewarding positive choices and positive behaviours
- modelling appropriate behaviour and
- employing humour and fun.

### *Creating Our Learning Communities*

At the start of each year all classes spend the first few weeks engaged in the unit: 'Creating Our Learning Community'. Students look at key themes including, 'I get along with other people' and 'I learn about myself and others'. During this unit of study each class collaboratively develops a Code of Cooperation. This code complements the school's Code of Conduct and together they form the agreed rules for the class.

### *Class Meetings / Circle Time:*

Class meetings provide students with the opportunity to raise any issues of concern including issues from the playground. These meeting times are also an opportunity for discussing and reviewing classroom and school expectations.

### *Morning Assembly*

The school has a morning assembly each morning. This forum is used to:

- share information about upcoming events
- acknowledge student achievements and
- remind students about school rules and expectations.

### *Student Representative Council (SRC):*

The senior students and teachers are involved in collaborative decision-making and problem solving around school issues. Past areas of focus have included litter, recycling and sports equipment for lunchtimes.

### *Restorative Practices:*

Discussions of behaviour choices focus on what has happened, who is responsible and how others have been affected. The focus is on mending relationships and making things alright with the other people who may have been affected by a student's behaviour choice.

### *Personal Development Programs*

#### Implementation of the Bully Busters Program K-6 (At least every two years)

Through the program students learn to:

- identify bullying behaviour
- engage in responsible reporting when witnessing or experiencing injustice
- demonstrate a repertoire of self management strategies
- build resilience so as to free oneself from thinking like a victim and
- feel empathy for targeted members of the school community and, as a result, take safe and sensible action as bystanders.

#### Protective Behaviours (At least every two years)

The Protective Behaviour Program is also undertaken every two years. The two core themes are:

1. Everyone has the right to feel safe at all times.
2. Nothing is so awful that you can't talk to someone about it.

### *Positive Playground Practices*

- Training the Year 6 children as Sports Leaders so that they may lead games on the playground.
- Providing play equipment for the children to use at lunchtime. A sports equipment borrowing program is run by the SRC.
- Provide alternative play areas.
- Providing daily computer lab access during the recess break.
- Providing daily access to the school library for the second half of lunch.

### *School Counsellor*

The school counsellor works with students, parents or carers and teachers in a variety of ways to help support our students and families.

Their work includes:

- investigating students' learning and behaviour
- assisting parents or carers to make informed decisions about their child's education
- counselling
- testing to help identify reasons which may be affecting a students' learning and
- liaising with other agencies concerned with the well-being of students

## **8. Learning Support Units (Autism specific)**

The Learning Support Units use the Yarralumla Primary School Classroom Behaviour Management Policy for guiding positive behavioural outcomes. However, this is also supplemented with autism specific programs, which organises, alerts and calms the students. An example is the SCERTS Model, which monitors Social Communication, Emotional Regulation and Transactional Support. The TEACCH (Treatment and Education of Autistic and Communication related handicapped Children) Model also creates a positive learning environment through structured teaching, which also assists in keeping the students organised and calm resulting in the reduction of anxiety. When the student demonstrates a high level of need, in terms of behaviour, a Positive Behaviour Plan is written.

### **9. Keeping Parents Informed**

Teachers will inform parents if there are issues of concern around students repeatedly making inappropriate behaviour choices.

### **10. Record Keeping**

Teachers are to keep accurate records of when students are sent to timeout. Executive staff will keep records of when students have needed to be sent to Stage #3 – Timeout.

### **11. Persistent Disruptive Behaviour**

Teachers are encouraged to make a referral to the school's Special Needs team for any child whose behaviour may be affecting either their own or other students' learning.

Support in managing disruptive behaviour will be sought from other agencies as required. This may include a referral to the school counsellor who works in consultation with members of the Special Needs team and teachers. The counsellor also works directly with students, parents and outside agencies.

Individual Incident Response Plans / Critical Incident Management Plans will be compiled for individual students if executive staff decide that this is necessary.

### **12. Suspension and Exclusion**

Suspension will be considered in the case of persistent disruptive behaviour and especially in cases of physical violence towards other students or staff. Any action will be done in accordance with the Directorate's 'The Suspension, exclusion or transfer of students in ACT public schools' (SETS201010) policy.

## **Conclusion**

Yarralumla Primary School is committed to providing a safe school environment, free of all forms of bullying, harassment, racism and abuse. The Principal and executive teaching staff are committed to supporting teachers and students in the development of a positive school culture by recognising success and modelling a culture of cooperation.