

## **STUDENT MANAGEMENT AND WELFARE POLICY**

### **GORDON PRIMARY SCHOOL**

A whole school approach is taken to student management. It is consistent with the school philosophy and policies that together work to form a quality school.

#### **BACKGROUND**

Student management and welfare at Gordon is based on assumptions and beliefs which are integral to Dr William Glasser's Choice Theory and quality school ethos and Restorative Practices.

The basic tenet of Choice Theory is that all human behaviour, actions, thoughts, feelings and physiology are generated from within and are the result of our efforts to satisfy our basic needs.

The first basic need is a physical one, the need for security and safety. When this basic need is satisfied, individuals can take control of their lives and be happy fulfilled people by choosing appropriate behaviours that satisfy the basic psychological needs for

- love and belonging
- empowerment and recognition
- freedom and choice
- fun and learning

without impinging on the basic needs of others. Nothing outside of us, including school, can ever fulfil our needs, as we can only do this for ourselves.

#### **RATIONALE**

Gordon Primary School expects, and will help all students to achieve their personal best and to take responsibility for their own total behaviour. Expected positive behaviour will be valued, modelled and acknowledged. It will be shared and made explicit to all. We aim to create an environment in which teachers can exercise their right to teach and children their right to learn, without interruption.

Student management is based on mutual respect and confidentiality, where all members have their rights and their responsibilities recognised. It is expected that children will take responsibility for their own needs without interfering with the needs of others. We strongly believe in the positive and peaceful resolution of conflict and students will be supported and helped to develop the skills for personal conflict resolution.

Self esteem will be fostered and developed so that students have the confidence to make their own choices to meet their needs and accept the consequences of those choices. The school will provide a safe and secure learning environment in which to make such choices.

Our curriculum is relevant to the needs of our students and oriented to individual success. It underpins effective management of student behaviour. We aim to have all children engaged in their own learning and involved in school decision-making processes. Programs will include decision-making and problem solving, fun, excitement and challenge. Cooperative learning is an essential element of the Gordon Primary School curriculum.

We are committed to the elimination of bullying, violence and all forms of harassment.

Acceptable behaviour will be supported and reinforced by working towards a strong partnership between parents and teachers. A comprehensive set of references is being built up in the Resource Centre and both parents and teachers are encouraged to borrow from this source or discuss their particular area of interest with the Teacher Librarian. The student management policy is discussed at parent meetings each year.

## **IMPLEMENTATION**

We aim that this policy will be implemented with consistency and understanding by all members of our school community.

All staff need to understand and implement the student management and welfare policy with the full support of their colleagues. Casual relief staff will be provided with the policy and expected to adhere to it.

All students will participate in defining and maintaining positive and expected behaviour. Student involvement in behaviour management will be through class meetings, circle time, Student Representative Council, school assemblies and participating in school and unit rule making.

The Gordon Primary School Code of Conduct entitled "Gordon Gold" will be displayed prominently throughout the school and will be consistently reinforced.

Class rules will be clearly displayed in classrooms. Rules will be few in number, reflect school policy and be expressed in positive terms. Effective choices in behaviour will be discussed, made explicit and expected.

A system of consequences will be developed for irresponsible and responsible behaviour. There will be a systematic recognition and valuing of acceptable behaviour. Consequences of behaviour will be nonviolent, related to the behaviour, negotiated and known in advance, consistent and appropriate to the situation and the student. Misbehaviour will not be dealt with when either teacher or student is angry. Everyone is entitled to a "cooling off" time so that positive resolution can occur.

## **SPECIAL NEEDS TEAM**

The Special Needs Team in the school consists of the Deputy Principal (co-ordinator), Counsellor, and appropriate staff who are in close contact with the student under discussion. The team meets weekly to discuss and allocate cases referred to it and to prioritise the work of the team. Teachers who wish to use the Special Needs Team will have taken the following steps before referring a student by completing the referral form:

- documented the strategies used so far
- discussed the problem at a unit meeting and tried strategies suggested
- conferred with the relevant executive member.

Referrals will usually be determined by team meetings.

## **STUDENT REPRESENTATIVE COUNCIL (SRC)**

Students from each class are elected to represent peers on the Student Representative Council. A school president and vice president will be elected from Year 6. Regular class meetings will be the focus for this communication. Classroom meetings will involve problem solving and both open ended and evaluative discussions.

## **FORMAL RECOGNITION OF POSITIVE BEHAVIOUR**

Each fortnight in line with Gordon Gold, each unit decides on an appropriate behaviour to model and practise. At assemblies, merit certificates are given to students from each class who have best modelled behavior that reflects Gordon Gold values. School awards are also given on occasion to celebrate a particular, personal best achievement as decided by staff or through the SRC.

## **CLASSROOM ACTION PLAN**

Each classroom supports a safe, caring, positive environment where each child can experience success and a sense of belonging.

As a team, unit members will decide whether irresponsible behaviour is low-level, moderate or repeated. Low-level misbehaviour should be responded to early with minimum disruption to the student group. Disruptive students may be given quiet, non-distractive warnings and then may be asked to go to a designated time out area in the classroom. For moderate or repeated misbehaviour, negotiated and agreed logical consequences are applied.

**TIME OUT** may be quiet thinking time and/or involve discussion with teacher of appropriate and inappropriate behaviour choices and their consequences.

If disruptive behaviour continues the teacher sends the student to time out in another

classroom .

### **PROGRESSION OF CONSEQUENCES:**

*Further removal to unit time-out area or to another unit (may involve a yellow card i.e. reference to an Executive Teacher).*

Return to class is conditional upon an agreed plan to correct the behaviour. This plan may be written, drawn or oral. (These consequences will be flexible according to the organisation of the unit).

The Executive teacher or delegate facilitates this process in each unit.

#### ***Removal to school time-out area.***

Student is sent to an Executive Teacher. A yellow card may be taken to the executive office by a reliable class member if the student needing support refuses to take the card or refuses to go to the designated area. At this point (depending on the severity of the behaviour) parents may be contacted and informed of the circumstances. Students wait for an appropriate opportunity to conference with relevant class or executive teacher. A written, illustrated or oral plan will be agreed upon. The incident will be recorded in MAZE.

When the above consequences are not successful, or when students choose dangerous or violent behaviour, an in-school suspension may be applied. This means that the student is removed from class to a designated time out area with alternative recess and lunch arrangements. Parents are contacted to explain the procedure and a plan for return to the class is established. The duration of the in-school suspension depends on the successful implementation of the agreed plan. During the suspension time the student reflects on his/her total behaviour and how his/her needs are being met. More appropriate choices of behaviour are discussed and practised.

If a student will not remain in time - out then arrangements are made for immediate parent contact and/or suspension.

*Violence or offensive language to staff are not tolerated at Gordon Primary School. Parents are notified and appropriate behaviour management processes are followed. These may include suspension. Return to school is conditional and clearly understood by the student, parents and staff. Parents are required to attend a re entry meeting. Outside agencies may possibly be involved at this time.*

A red card is issued to gain support for emergency situations (e.g. Imminent physical harm, medical emergency)

### **PLAYGROUND ACTION PLAN**

The Gordon Primary School playground is seen as a place for safe and cooperative play for students of all ages from Kindergarten through to Year 6. If students choose behaviours which jeopardise this playground context, then the following progression of consequences applies:

- Student is quietly reminded about the rules and more appropriate behaviour is chosen.
- Student asked to sit in designated time-out area for specified time. They will be given assistance in choosing and agreeing upon appropriate behaviour for their return to play.
- Referral to an Executive teacher
- Incident is recorded by the relevant teacher.
- If inappropriate behaviour continues, parents are usually contacted and more extensive time off the playground is negotiated with all parties. A similar hierarchy of consequences is applied to that which occurs in response to classroom misbehaviour.

## **SUCCESS INDICATORS**

The Gordon Primary School Student Management Policy will be evaluated as successful when the following indicators are met:

- students are happy and content with their needs being met appropriately
- students are involved in the school based decision making program
- students are successful in managing their own behaviour. Instances of rule breaking are decreasing.
- students accept the logical consequences of their behaviour
- students understand and are able to plan strategies for improvement in their behaviour
- time out locations are set up and administered as set out in the policy
- each child is aware of the Gordon Gold Code of Conduct and of school rules
- each family is given a copy of the student management policy when enrolling their child at Gordon Primary School
- all students are encouraged and given opportunities to be successful and academic, social and physical achievements are acknowledged
- the school is a safe and happy place.

## **REFERENCES**

Glasser, W. The Quality School Schools Without Failure Control Theory  
The Quality School  
Control Theory in the Classroom Reality Therapy  
Both Win Management  
The Quality School Teacher

Rogers, Bill Dempster & Raft E. Perry Good.  
What's a fair rule? Class Meetings  
M and M Pathways  
In Pursuit of Happiness It's OK to be Boss  
Helping Kids Help Themselves  
Reference for Resorative Practices ?