



MOUNT ANNAN
CHRISTIAN COLLEGE

Primary

Student Management Policy

Providing a Christ centred learning environment that empowers each individual to live a life of purpose.

Reviewed January 2017

As a Christ-centered learning environment, Mount Annan Christian College is committed in providing a safe and supportive environment where the welfare of its students is integral to its existence. We believe that all students should be able to learn and develop in a safe and secure Godly environment. We value the importance of student safety and well-being as essential pre requisites for effective learning. This policy aims to support students in becoming self-directed and responsible. We desire to see our students trained in the ways of God so that when they are older they will not depart from them (Proverbs 22:6). A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the College and families based on shared responsibility and mutual respect.

Safe Environment

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

Supportive Environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment can be described as one in which:

- Students are treated with respect and fairness by teachers, other staff and other students
- Members of the school community feel valued
- Effective teaching and learning takes place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- Consultation takes place on matters relating to students' education and welfare.

Corporal Punishment

- In meeting the requirements of the Education reform (School Discipline) Act 1995, corporal punishment is expressly prohibited at Mount Annan Christian College.
- Mount Annan Christian College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at school.

Student Welfare

Student welfare encompasses the mental, physical and emotional wellbeing of the student. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare could include:

- Programs that the school provides to meet the personal, social and learning needs of the students
- Effective discipline early intervention programs for students at risk
- Student, family and community support networks
- Opportunities that the school provides for students to enjoy success and recognition
- Make a useful contribution to the life of the school
- Derive enjoyment from their learning

Procedural Fairness

- The Mount Annan Christian College Student Management Policy and Procedures are governed by principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities.

Students who are alleged to have breached the Student Management Policy have the right to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.
- Students who are alleged to have breached the Student Management Policy have the right to an unbiased decision, which includes the right to:
 - impartiality in an investigation and decision-making
 - an absence of bias by a decision-maker.

Whole College Rules

The College Rules are to be followed by students in both Primary and Secondary. All College rules could be prefaced by the general rule of 'Common Sense'.

- Work hard and learn to the best of your ability
- Respect others and their property
- Be in the right place at the right time doing the right thing
- Behave sensibly and safely
- Be a great ambassador of the College at all times.

Procedures

- Mount Annan Christian College is committed to ensuring that the College Student Management Policy and Procedures are made available to students and parents/guardians through a mail out (or email) of the policy at the beginning of each academic year.
- Details of an alleged student breach (specific matter or incident) of the policy are communicated to parents through a diary entry, phone call, Detention Notification, or Suspension Letter and/or parent interview.
- In some circumstances different staff may be asked carry out the investigation and decision-making stages, as directed by the Head of Primary or Secondary, or the Headmaster.
- Parents are entitled to contact the College to clarify the details of any disciplinary incident that involves their child.
- In serious alleged student breaches of the policy, such as matters that may involve a suspension or expulsion, a support person (parent/guardian) may attend formal interviews and the key points will be recorded in writing.

Suspension and Expulsion

Serious breaches of behaviour will result in an immediate referral of a student to the Head of Primary or Head of Secondary immediately.

Examples of this serious behaviour may include:

- Violence, discrimination, harassment, bullying or intimidation.
- The carrying and/or use of weapons, illegal drugs, alcohol or tobacco

Continued non-compliance or repeated lesser breaches of behaviour within the classroom, playground or non responsiveness to corrective measures will also be referred to Head of Primary or Head of Secondary.

In these circumstance the Headmaster or his delegate will be consulted and they may initiate a suspension or expulsion.

The College may issue the following types of Suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

In School Suspension is the temporary withdrawal from the classroom and playground. The student works in isolation under the supervision of the Head of Primary with set work to be provided by the class teacher. Parents/Caregivers of students receiving this type of Suspension will be notified through an In School Suspension Notification letter as well as a phone call home from the Head of Primary. This is NOT recorded as a Suspension on the Student Attendance Roll.

Out of School Suspension is the temporary removal of a student from all classes they would normally attend, for a set period of time. It is served for a major incident or as a result of persistent misbehaviour where the intervention of the College has had no effect in changing the student's behaviour. Parents/Caregivers of students receiving this type of Suspension will be notified through a Suspension Notification letter as well as a phone call home from the Head of Primary/Secondary or the Headmaster.

During the suspension period, the College will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. The Suspension will be recorded on the Student Attendance Roll. A suspension resolution meeting may be held prior to the student returning to school. This resolution meeting will be sought in the best interest of the student and be held with the Head of Primary/Secondary, or the Headmaster, student and parents/caregivers.

Expulsion

Expulsion is the immediate termination of a student's enrolment. It may be applied for a major incident or as a result of serious persistent misbehaviour where the intervention of the College has had no or limited effect in changing the student's behaviour.

Students who are expelled will be required to attend a meeting with the Headmaster (with a parent/guardian present) and will receive an Expulsion Notification Letter from the Headmaster.

GRIEVANCE PROCEDURES

If a student wishes to seek a review of the decision made in response to an allegation, this grievance procedure should be undertaken.

1. In the event that a student has been through the Discipline Procedures above and does not agree with the process or outcome of the decision, they may lodge a grievance in writing to the Headmaster, setting out the nature of the grievance and grounds in support of the grievance.
2. After giving consideration to the grievance the Headmaster may do one or more of the following:
 - i. refer the matter back to the relevant School Executive member or to a nominee, with advice, for resolution; or
 - ii. initiate an investigation into the matter; or
 - iii. seek to resolve the matter directly.
3. Any determination made by the Headmaster in accordance with Step 2 of these Procedures with regard to the grievance will be final.
4. By initiating the Grievance procedure the student will be deemed to have agreed that no communication engaged in or any information granted to the student as part of the grievance procedures will be used for any other purpose.

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

Primary teachers regularly reward and recognise students who follow the rules in a variety of ways through encouragement and feedback. Each teacher designs and implements a positive consequences system in their classroom and playground, which is appropriate for the context of students' developmental stage. Rewards may include:

- Verbal praise
- Stickers/stamps/prizes
- Tokens/reward spots

- Additional choices within the classroom
- A positive telephone call home to parents/carers etc
- Playground rewards
- Three weekly class Merit Awards are awarded at Friday morning Assemblies
- Three class KLA Awards are awarded at Primary Assemblies twice per term

Much research exists on the powerfulness of students understanding the purpose of what they are learning and what they need to develop in their behaviour. It has long been understood that if students are aware of what needs to be demonstrated then they will work tremendously hard towards achieving it.

We operate a level system encompassing a single Bronze, Silver and Gold Award. Each award has criteria that students must demonstrate in order to achieve a particular level. Teachers will meet with students at least twice per term to discuss progress made toward the criteria. Students and teachers will set goals for achieving criteria at each of these meetings.

To ensure that the award system is spread across the entire school year the following timeframe has been developed.

Award	Terms Given	Rewards
Bronze	Terms 1, 2, 3 & 4	<ul style="list-style-type: none"> ▪ Written Award presented in class ▪ Ice Block
Silver	Terms 2, 3 & 4	<ul style="list-style-type: none"> ▪ Written Award presented at Primary Assembly ▪ Movie Afternoon
Gold	Term 4	<ul style="list-style-type: none"> ▪ Written Award presented at final Primary Assembly ▪ Gold Celebration Party/Reward Day

Kindergarten – Year 2 Criteria

To achieve each level students must demonstrate the ability to regularly meet the majority of the criteria below. This needs to be demonstrated to all teachers both in the classroom, playground and all school functions.

Bronze Award	<ul style="list-style-type: none"> • Often follows class rules • Listens carefully in class • Tries to do his/her best work • Looks after his/her belongings • Finishes his/her school work on time • Tries hard to play safely in the classroom and playground • Is kind and caring to his/her friends • Takes care of school property
Silver Award	<ul style="list-style-type: none"> • Regularly follows school rules • Listens carefully in class and school activities • Always tries hard to his/her best work • Always finishes his/her work on time • Behaves sensibly and safely in the classroom and playground • Is always kind and caring towards others • Takes care of his/her belongings and school property • Wears the school uniform appropriately
Gold Award	<ul style="list-style-type: none"> • Follows school rules and is an outstanding example for others • Listens carefully and actively engages in class activities • Always completes work to the best of his/her ability • Displays outstanding work habits and attitude • Completes all class work proudly • Always behaves sensibly and safely in the classroom and playground • Demonstrates outstanding citizenship in the school community • Always takes care of his/her belongings and school property • Always wears the school uniform in a tidy manner

Year 3-4 Criteria

Bronze Award	<ul style="list-style-type: none"> • Regularly follow school rules • Regularly listens attentively in class and school settings • Often strives for excellence in learning • Often demonstrates positive and well organised work habits • Completes most tasks and demonstrates pride in their work • Regularly demonstrates the ability to act and play safely • Often displays a caring attitude to others • Usually demonstrates responsibility for personal and school property
Silver Award	<ul style="list-style-type: none"> • Consistently follows School rules • Listens attentively in all situations • Continuously strives for excellence in their learning • Displays positive work habits and attitude • Completes tasks and demonstrates pride in all their work • Acts and plays safely constantly and respecting others • Regularly displays a caring attitude toward others • Consistently takes responsibility for personal and school property • Displays excellent behaviour when representing the school • Consistently wears the school uniform appropriately
Gold Award	<ul style="list-style-type: none"> • Consistently follows school rules being an outstanding role model for others • Listens attentively and actively engages in class activities • Continuously displays excellence in their learning • Displays outstanding work habits and attitude • Completes all tasks and demonstrates pride in all their work • Acts and plays safely demonstrating respect for others • Demonstrates outstanding citizenship in the school and community • Always displays responsibility for personal and school property • Promotes the school through consistent wearing of the school uniform in a tidy manner

Year 5-6 Criteria

Bronze Award	<ul style="list-style-type: none"> • Regularly follow school rules • Regularly listens attentively in class and school settings • Often demonstrates well-organised work habits • Completes most tasks and demonstrates pride in their work • Usually demonstrates responsibility for personal and school property • Demonstrates a Servant-heart toward teachers and peers • Displays tenacity in coping with situations • Often strives for excellence in academic learning. • Regularly demonstrates the ability to act and socialise respectfully
Silver Award	<ul style="list-style-type: none"> • Consistently follows School rules • Displays positive work habits and attitude • Consistently is organised for class with correct books and equipment • Completes tasks and demonstrates pride in all their work • Consistently takes responsibility for personal and school property • Consistently wears the school uniform correctly • Regularly displays a Servant-heart toward teachers and peers • Regularly displays tenacity when coping with situations • Regularly strives for excellence in academic learning. • Regularly acts and interacts with respect toward others
Gold Award	<ul style="list-style-type: none"> • Consistently follows school rules being an outstanding role model for others • Listens attentively and actively engages in class activities • Displays outstanding work habits and attitude • Completes all tasks and demonstrates pride in their work-including assessment tasks. • Demonstrates outstanding citizenship in the school and community – is connected and gets involved

	<ul style="list-style-type: none"> • Always displays responsibility for personal and school property • Consistently displays a servant-heart toward teachers and peers • Consistently demonstrates a tenacious personality. • Consistently displays excellence in their academic learning-demonstrating a desire to improve achievement. • Consistently acts and interacts with respect toward others
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STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The disciplinary component of this policy encompasses the following beliefs:

- When a child breaks a rule, no matter how small the breach may be, correction needs to take place.
- Steps in the plan need to be easily reinforced and sequenced from mild to severe punishments.
- Punishment should be enforced without anger.
- Under no circumstances will corporal punishment be used.
- As each child is an individual - each incident must be treated individually taking into account the circumstances of the unacceptable behaviour.

Suggested Procedures Within the Classroom

Students are provided with a consistent number of opportunities to change misbehaviour within the classroom. Each classroom teacher utilises an age appropriate classroom warning/opportunity system designed within the themes and/or needs of their individual classes. These procedures are recorded in each classroom teachers individual teaching/learning program. It should be noted that examples of extreme misbehavior and/or violence will be referred immediately to the Head of Primary

1 st Warning	2nd Warning	Class Timeout	Reflection Timeout	Head of Primary Intervention	Headmaster Intervention
State the wrong behaviour, rule that was broken & what student should've been doing.	A verbal warning, specific expectations and future consequences for continued behaviour to be discussed.	<u>Years K-4</u> Class timeout -1 minute per age. Teacher counsels student individually and assigns punishment eg loss of class privileges, picking up papers etc	<u>Years K-4</u> Buddy timeout (alternate classroom) 10-15mins reflection/thinking time. Half Lunch detention with class teacher. Students complete Reflection Time Journal. Send home for Parents to sign. 3 Reflection Timeouts will be referred to Head of Primary. <u>Years 5 and 6</u> RED CARD given. Reflection Journal completed during a half lunch detention with class teacher. Parents notified via Diary. 3 Red Cards will be referred to Head of Primary.	Head of Primary counsels student individually Head of Primary issues Reflection Time Detention and/or suitable consequences e.g. loss of privileges Additional strategies may include: <ul style="list-style-type: none"> • Parent contact • Communication Book developed • Daily Behaviour Tracking Sheet • Exclusion from playground or excursions • College Chaplain involvement • In-School Suspension 	Additional consequences may be applied and may include: <ul style="list-style-type: none"> • Parent contact • Suspension Warning • Suspension

Suggested Procedures Within the Playground

If rules are broken in the Playground, teachers will determine an appropriate response after an assessment of any incident. The following opportunities to change misbehavior remain consistent. It should be noted that examples of extreme misbehavior and/or violence will be referred immediately to the Head of Primary.

1 st Warning	2 nd Warning Playground Timeout	Exclusion from Playground	Head of Primary Intervention	Headmaster Intervention
State the wrong behaviour, rule that was broken & what student should've been doing	Timeout given for 10 minutes on silver seats or another area as appropriately designated by Duty Teacher	Student to sit on Silver Seats until end of recess or lunch. Duty Teacher to notify class teacher and record misbehaviour in the students Discipline record.	When 3 Playground misbehaviors are recorded in a week. Head of Primary will be alerted Student receives counselling from Head of Primary. Head of Primary issues Reflection Time Detention and/or suitable consequences e.g. loss of privileges Additional strategies may include: <ul style="list-style-type: none"> • Playground Record Card • Exclusion from playground or excursions • In School Suspension 	Additional consequences may be applied and may include: <ul style="list-style-type: none"> • Parent contact • Suspension Warning • Suspension