

	<p>FRANKSTON PRIMARY SCHOOL</p> <p>Student Management Policy and Procedures</p>	<p>Developed 2018 Review: 2021</p>
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1. Student Behaviour – School Context

Frankston Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The School works collaboratively with students and parents / carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social behaviours and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Frankston Primary School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Teaching and Learning programs provide students with individualised learning to ensure student literacy and numeracy needs are being addressed. Our welfare programs are tailored to address students' personal and social learning at various stages. Our PSD provides vital assistance and support to students in and out of the classroom. Student leadership is fostered through the Student Representative Council, and our Year 6 Student Leaders Program, which includes the role of school captains, house and sports captains and many other positions of responsibility.

Student wellbeing is addressed in a number of ways. At risk students are supported by our Wellbeing Coordinator and a team which includes DET employed SSSO's. External agencies also work with students and families on a more targeted and individualised level.

STUDENT MANAGEMENT POLICY AND PROCEDURES

In order to maintain effective relationships between members of the school community, our Welfare Coordinator (Assistant Principal) leads a strong team of dedicated teachers in providing assistance and advice for those who require it. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place strategies to combat poor attendance. Attendance is monitored and student absences are followed up by teachers in the first instance before being passed on to the Assistant Principal or Principal.

Frankston Primary School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides assistance and encouragement to Parents in an effort to build a sense of community.

2. Rights and Responsibilities:

It is the right of all members of the Frankston Primary School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying Policy and Diversity and Inclusion Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

		<p>progress and communicate with the school when necessary</p> <ul style="list-style-type: none"> • Are informed and supportive of school programs and actively participate in school events/parent groups 	
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual every day that the school is open to students • be prepared to participate fully in lessons 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each day and follow up on absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values • comply with the schools Behavioural Policy and work with teachers and 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school in regards to their child's circumstances • Cooperate with the school by assisting 	<ul style="list-style-type: none"> • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on social behaviours in curriculum content. • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm

	parents in developing strategies to improve outcomes	in the development and enforcement of strategies to address individual needs	<p>for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <ul style="list-style-type: none"> • The school will consistently apply its Student Code of Conduct Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion
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4. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Student Code of Conduct Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Welfare Coordinator and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to detention.
- Convening of a school support group.

When considering suspension or expulsion, the school follows the DET (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

Communication with our Parent Community

Frankston Primary School will communicate all student wellbeing and discipline related policies and procedures to our school community through the school website, through regular school newsletter items, and through parent information sessions as they occur on various topics throughout the year.

DEVELOPED	2018
PRINCIPAL	Renée Kennedy
SCHOOL COUNCIL PRESIDENT	Chad Wilson
EVALUATION	This policy will be reviewed as part of the school’s three year review cycle, or as required due to changes in relevant Acts, Laws, DET mandates, or should situations arise that require earlier consideration.