

MORNINGTON PARK PRIMARY SCHOOL



Student Management Policy

Through a sense of connectedness to peers, teachers and the community, Morningside Park Primary School provides a safe and harmonious learning environment which nurtures the whole child for success in a changing world.

Rationale

Morningside Park Primary School is a community-orientated school, which believes every student has the ability to learn. The belief is, that learning occurs best in a caring, positive and safe environment where all school community members have responsibilities and rights based on self-discipline and social responsibility.

At every stage, our school acknowledges that the most significant changes in student management will result from the provision of positive recognition for socially desirable behaviour. Morningside Park Primary School focusses on the promotion of good character and self-esteem through the use of our values – Kindness, Honesty, Cooperation, Responsibility and Perseverance following a School-Wide Positive Behaviour Support program. The Matrix of Expectations for students, staff and parents promote and support the Morningside Park Way. Our ‘I will’ statements have been kept simple for students to understand and relate to.

Morningside Park Primary School recognises that students come to school with different backgrounds, attitudes and values and mature at different rates. We also recognise rules and consequences based on fairness, equality and consistency. We promote positive interaction between all school community members whilst encouraging an atmosphere of respect that promotes learning, personal growth and positive self-esteem.

If students are to develop the ability to act independently and to regulate their own behaviours, then they must be given the opportunity to participate in the decisions which affect those behaviours. Hence, students will be involved in an annual review of the rules and consequences. Parents will also be notified annually to inform them of the school expectations, rights, responsibilities and consequences of behaviours within Morningside Park Primary School.

Attachments

- Matrix of Expectations – Students
- Matrix of Expectations – Parents
- Matrix of Expectations - Staff

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Code of Conduct

The Morningside Park Primary School Behaviour Management process will begin if a child chooses to engage in any of the following behaviours.

Tier 1	Tier 2
Offensive language and swearing.	Physical assault – punching, kicking, hitting.
Teasing and name calling.	Stealing
Answering back	Intentionally accessing inappropriate material online.
Aggressive body language	Using technology to harass others.
Exclusion from games, activities and social groups.	Intentionally vandalising.
Entering or leaving classroom without permission.	Threatening or discriminatory language.
Out of bounds without permission.	
Dangerous play.	
Hiding property of others.	
Damaging property.	
Not following teacher instructions.	

This document details the management strategies that must apply for the safety and well-being of our students but is not intended to minimise or over shadow the need to stay positive. Children are constantly reminded of the expected behaviours and praised when they act in accordance with the expectations.

Some children will be unable to follow this process and will need to be on a specific, individualised behaviour plan.

In all matters of student management, the Principal reserves the right to exercise discretion.

Attachment:

- Behaviour Management Process

Parents

For the education and safety of both my child/ren and other members of the school community

I , understand and agree to the Morningside Park Primary Code of Conduct and Behaviour Management Process.

Signature: **Date:**/...../.....

Tier 1

If the behaviour is not affecting the teaching or the other students ability to learn, ignoring the first time can be the best solution.

If the behaviour affects teaching or other students, a first warning is given (name on boards etc).
This may be a time to offer a time in or time out card to defuse the behaviour
If they choose this option they still need to return to class and finish their work/activity afterwards.

If the behaviour continues, the child will receive a mark against their name . 3 marks means a reflection.

Once in the reflection room another process begins. They discuss with the teacher in charge about what caused them to receive a reflection and the reasons behind them doing it.
The student then goes through the school values and 'I' statements and works out which ones were not followed and need to be practised.
The last stage is for the student to recognise what the natural consequence for his/her behaviour would be and then to follow through with it. Eg. If they were rude to the teacher, they would need to apologise and say why either by letter or verbally.

If a child receives 3 reflections in a term they will attend an after school detention to discuss strategies for improving their behaviour. An individual behaviour plan may be drawn up at this stage.

Tier 2

If the behaviour is physical or affects the safety of staff and/or students then an instant reflection is given.

Once in the reflection room another process begins. They discuss with the teacher in charge about what caused them to receive a reflection and the reasons behind them doing it.
The student then goes through the school values and 'I' statements and works out which ones were not followed and need to be practised.
The last stage is for the student to recognise what the natural consequence for his/her behaviour would be and then to follow through with it. Eg. If they were rude to the teacher, they would need to apologise and say why either by letter or verbally

If a child receives 3 reflections in a term, they will attend an after school detention to discuss strategies for improving their behaviour. An individual behaviour plan may be drawn up and an SSG arranged through SWPBS team..

