

# STUDENT MANAGEMENT POLICY

SAINT MARY MACKILLOP PRIMARY SCHOOL  
KEILOR DOWNS



St Mary MacKillop School has a strong commitment to child safety as is reflected in our Vision Statement: “In and through positive relationships, we aspire to protect all children under our care, prioritising their safety and wellbeing.” We continually strive to ensure that every child is safe from harm including all forms of abuse. We exercise zero tolerance to abuse.

## Vision Statement

**Inspired by the Gospels and in the spirit of Mary MacKillop,  
we never see a need without taking action.  
We live and celebrate our Catholic faith.  
In and through  
positive relationships,  
we aspire to protect all children  
under our care, prioritising  
their safety and wellbeing.  
We are a community of lifelong learners.**

At Saint Mary MacKillop Primary School (SMMPs) we endeavour to create a caring, supportive atmosphere based on kindness, firmness, dignity, responsibility and mutual respect. We are determined to create a school where all children feel safe and in which all children learn to take responsibility for their actions.

In affirming children for their efforts and by ensuring that all children receive the attention they deserve, we seek to create a secure environment, where children feel safe, are encouraged to speak, listen and to take an active role in their learning. In this way we support the children as they grow to become functional and successful members of society.

Working in relationships that are based on trust and mutual respect, we endeavour to develop a culture in which children feel that they are capable, they count and they have the courage to successfully meet life’s challenges.

The school is committed to the **School Wide Positive Behaviour Support (SWPBS)** Framework, (Sugai & Horner, 2002) as the preferred student management structure. SWPBS recognises the importance of positive relationships among all members the school community to enhance learning. It is a systematic whole school approach for implementing proactive behaviours.

This approach looks to:

- develop a positive culture that promotes social and academic success
- identify and prevent problematic behavior in the early stages
- directly teach appropriate social skills
- provide behavioural support for students.

### **SWPBS Behaviour Purpose Statement**

*SMMPS is a community that is committed to building positive and respectful relationships within a safe learning environment. We value cooperation, hard work and being resourceful. We make positive choices to maximize academic and social growth.*

Positive behaviours and attitudes we all expect are known as the '**3R'S** **Responsible, Respectful, Resourceful and Safe.**

- **I am a responsible learner**
- **I am a respectful learner**
- **I am a resourceful learner**
- **I am a safe learner**

Our expectations are also explicitly written in a **Whole School Teaching Matrix**. (See Appendix A) This positively and clearly outlines what is expected from students in various places around the school. They are all written in positive language and taught explicitly to the students through the year.

### **Acknowledgements**

At SMMPS we believe in effectively and positively acknowledging appropriate behavior. This can come in a variety of ways. (E.g. Verbal recognition, visual displays of; individual, group or class charts, tangible items, group/ class participation in enjoyable activities etc.)

Grades and year levels design effective ways of acknowledging positive behaviours from our matrix.

**There are three tiers to the implementation of the SWPBS Framework.**

#### **Tier 1**

We first put in place universal expectations for all students. This is about having clear rules and expectations, that are consistently reinforced in both classroom and non-classroom settings.

#### **Tier 2 (Currently in development stages)**

We use data to identify the students for whom the universals didn't work, and look for some targeted approaches as a second tier strategy. We teach the rule or expectation again in a more targeted way that makes it easier for these students to understand. We give multiple opportunities for these students to practice the strategy

#### **Tier 3 (Currently in development stages)**

Finally, we analyse our data again, and we look at the third tier of strategies needed, for those students who may now need an intensive individualised approach. We predict why these students might still be having problems, and we seek new solutions to prevent the problem.

In 2015 a Behaviour Management Flow Chart (See Appendix B) was developed to identify issues as either Minor or Major Behaviours and the appropriate action to be taken in responding to behavior management issues in and out of the classroom.

### **Implementation of the School's Behavioural Expectations**

1. The SWPBS Matrix of Behavioural Expectations are discussed at the beginning of each school year and referred to regularly. Discussions are in terms that are appropriate to the varying ages and levels of the students.
2. From the SWPBS Matrix of Behavioural Expectations, each year level determines the order in which the behavioural expectations are taught throughout the year.
3. Acknowledgement of pro-social behaviour and progress in addressing their behaviour, takes place both formally and informally.

4. Staff members are required to complete a Behaviour Management Incident Report form (See Appendix C) for incidents that require assistance from a member of the Wellbeing Team and for behaviour management incidents where a parent has been contacted or contacts the school. (Introduced February 2017)
5. The school does not endorse or permit the use of any form of corporal punishment.

### **Responding to Challenging Behaviour**

*'Challenging behaviour is best understood as a continuum which ranges from student needs requiring universal classroom – based support, to the most complex needs requiring an individualized approach.'*

*Guidelines for Behaviour Support 2017 Pg 6*

There are a number of actions that the school takes to respond appropriately when challenging behaviour presents such as Behaviour Support and Student Safety Plans and at its most extreme suspension and expulsion.

### **Student Behaviour Support Plans**

A Student Behaviour Support Plan is created to outline the adjustments to be implemented in developing the necessary skills for positive social interaction along with the skills to become a more effective and successful learner. Through a collaborative problem solving process which includes the significant individuals in a child's life from home and school, the student's strengths and needs are identified along with the underlying causes or functions of the student's behaviour.

The focus is on proactive strategies, teaching replacement behaviours, and positive reinforcement as well planned strategic responses. The plan will have key goals that use the **SMART** [specific, measurable, achievable, relevant and time referenced] that describe the skills to be developed, and ways these will be developed and monitored. Each plan will be monitored and adjusted as the student demonstrates progress in the specific skills. The plan will have a set time for review, when through discussion, a further plan may be devised or the current plan concluded.

Templates have been devised by Catholic Education Melbourne (See Appendix D).

### **Student Safety Plan**

For a student who exhibits complex and challenging behaviour, a holistic response involving the student's family and the school team along with other relevant professionals is required. The creation of a Student Safety Plan is one such response.

A Student Safety Plan includes identification of learning and/or behavioural needs, appropriate and targeted interventions, key relevant learning and teaching strategies, and additional support as needed. It identifies the risks that are posed by the student's behaviour to themselves and others and what actions are required to mitigate such risks. As with the Student Behaviour Support Plan process, the plan is reviewed and discussed, with alterations made as needed or concluded. (See Appendix E)

### **Student Wrongful Behaviour of a Serious Nature**

Under the Pastoral Care of Student Policy 2.26, Catholic Education Melbourne, wrongful behaviour of a serious nature is viewed as activity or behaviour which:

- *Seriously undermines the ethos of the Catholic school, and/or*
- *Consistently and deliberately fails to comply with any lawful order of principal or teacher: and/or*
- *Is offensive or dangerous to the physical or emotional health of student or staff member, and or*
- *Consistently and deliberately interferes with the educational opportunities of other students.*

*Some wrongful behaviours of a serious nature are by definition unlawful. When the principal determines that such an offence has occurred, the incident will be reported to the police and other relevant agencies for example D.H.S. as the welfare needs of the offending student is paramount.*

### **Procedures for Managing an Incident of Wrongful Behaviour of a Serious Nature.**

When an event of wrongful behaviour of a serious nature has been determined, a Behaviour Management Support Group will be formed to create a plan to assist the student and the school community.

#### **A Behaviour Management Support Group (BMSG)**

This group's role is to consider the student's behaviour in light of their personal and social needs and its implications for the school community. The group then determines the most appropriate behaviour management plan that includes strategies to assist the student to manage the serious behaviour and to be re-established satisfactorily into the school community. A formal plan is devised with input from the student (where possible), student's parent(s), Principal, class teacher and other relevant individuals. (See Appendix F)

#### **In-school Withdrawal**

As a behaviour management process, the use of the withdrawal from class and/or other school activities is applied to maintain the student's connectedness and engagement with the school. This process may give the student time to reflect on their actions, attitudes, the impact the behaviour may have had on others and opportunities to discuss ways to engage in acceptable behaviour.

#### **Suspension of Students from the school community**

In some instances, where a student's behaviour is considered to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the school community before a BMSG meeting can be held. This will be at the discretion of the principal or principal's nominee.

#### **Out -of-school Suspension**

If judged appropriate, an out of school suspension of the student will take place once there has been a meeting with the parent(s)/guardian(s) of the student to discuss the related aspects of the situation. A formal letter written by the school will indicate the reason and purpose for the suspension, and the date(s) on which the suspension will occur.

#### **Negotiated Transfer**

In some serious circumstances, the change of school or a move to an alternative setting may be deemed the most appropriate action to assist the student's wellbeing. Negotiating such a change provides a fresh start in an environment more suited to their needs and circumstances, and can provide opportunities for personal growth. This process requires extensive discussion between parent(s) of the student, the current school and prospective school leadership.

#### **Expulsion**

This process may be the only responsible action left to the school when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have been unsuccessful. Having sought prior approval from the Executive Director of Catholic Education Melbourne, the Principal has the authority to expel a student from their current school.

Reviewed 2017

# Whole School Teaching Matrix of Expected Behaviours

	Always	Indoor Learning Areas	Outdoors	In the Community	Digital
I am Responsible	<ul style="list-style-type: none"> <li>I speak and act politely</li> <li>I move around in a safe manner</li> <li>I follow staff members' instructions</li> <li>I use equipment for its purpose</li> <li>I let someone know if something is unsafe</li> <li>I am in the right place at the right time</li> <li>I seek assistance when needed</li> <li>I use good hygiene practices</li> <li>I wear my correct school uniform</li> </ul>	<ul style="list-style-type: none"> <li>I am prepared for learning</li> <li>I stay on task</li> <li>I work co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>I know where and how to play in each area</li> </ul>	<ul style="list-style-type: none"> <li>I look after my belongings</li> <li>I stay with my group</li> <li>I follow the rules of the place where we are visiting</li> </ul>	<ul style="list-style-type: none"> <li>I treat ICT equipment with care</li> <li>I follow the rules in the ICT agreement</li> <li>I will only access sites online that I am happy to show my teachers, class and family</li> </ul>
I am Respectful		<ul style="list-style-type: none"> <li>I use whole-body listening</li> <li>I allow others to learn</li> <li>I show patience</li> <li>I listen to all opinions</li> <li>I use an appropriate voice when I am inside</li> <li>I enter and exit learning areas calmly</li> </ul>	<ul style="list-style-type: none"> <li>I move to the line calmly and on time</li> <li>I keep the school grounds clean and take care of the environment</li> <li>I follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>I listen to the leader who is speaking</li> <li>I display courtesy to others</li> </ul>	<ul style="list-style-type: none"> <li>I will only post items online that I am happy to show my teachers, class and family</li> </ul>
I am Resourceful		<ul style="list-style-type: none"> <li>I give it a go and keep on trying</li> <li>I use what's around to help me</li> </ul>	<ul style="list-style-type: none"> <li>I seek solutions to problems</li> <li>I share space with others</li> </ul>	<ul style="list-style-type: none"> <li>I look for and follow community expectations</li> </ul>	<ul style="list-style-type: none"> <li>I access a variety of sites and technologies to support my learning</li> </ul>
I am Safe		<ul style="list-style-type: none"> <li>I put resources away when I am finished with them</li> <li>I sit when I eat</li> </ul>	<ul style="list-style-type: none"> <li>I walk in passive areas</li> <li>I am Sunsmart</li> </ul>	<ul style="list-style-type: none"> <li>I obey road, bus and pedestrian safety rules</li> </ul>	<ul style="list-style-type: none"> <li>I report anything that makes me feel uncomfortable</li> <li>I keep passwords and personal information private</li> </ul>

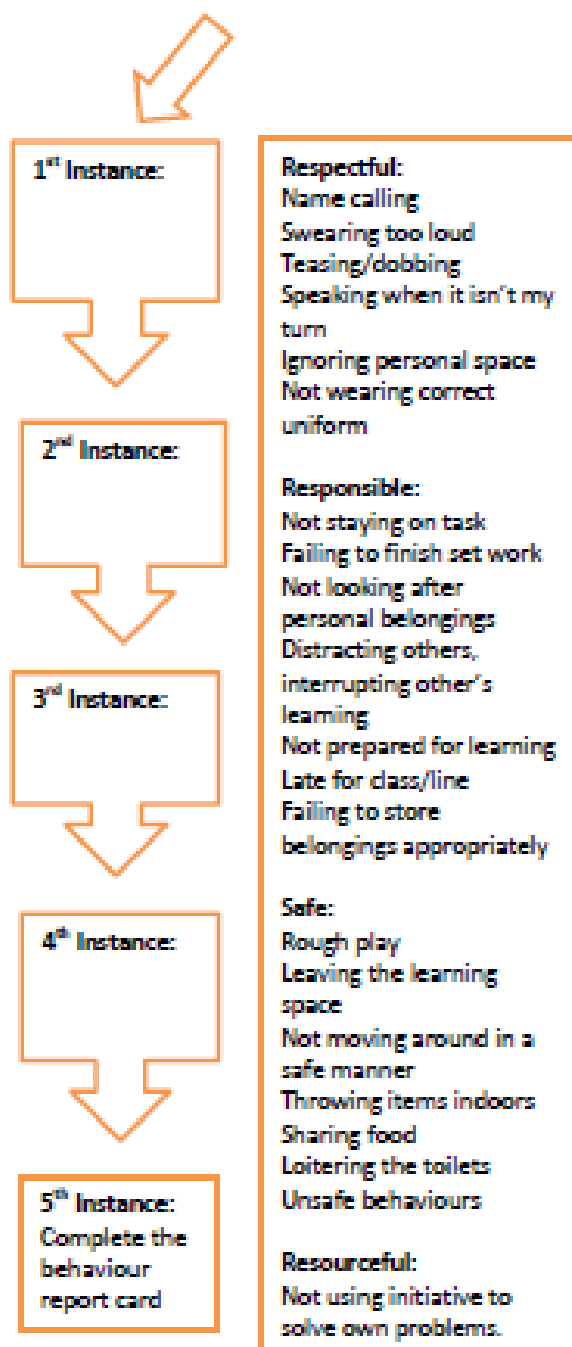
## Behaviour Management Flow Chart



# St. Mary MacKillop Primary School Behaviour Management Flow Chart

### Minor Behaviours

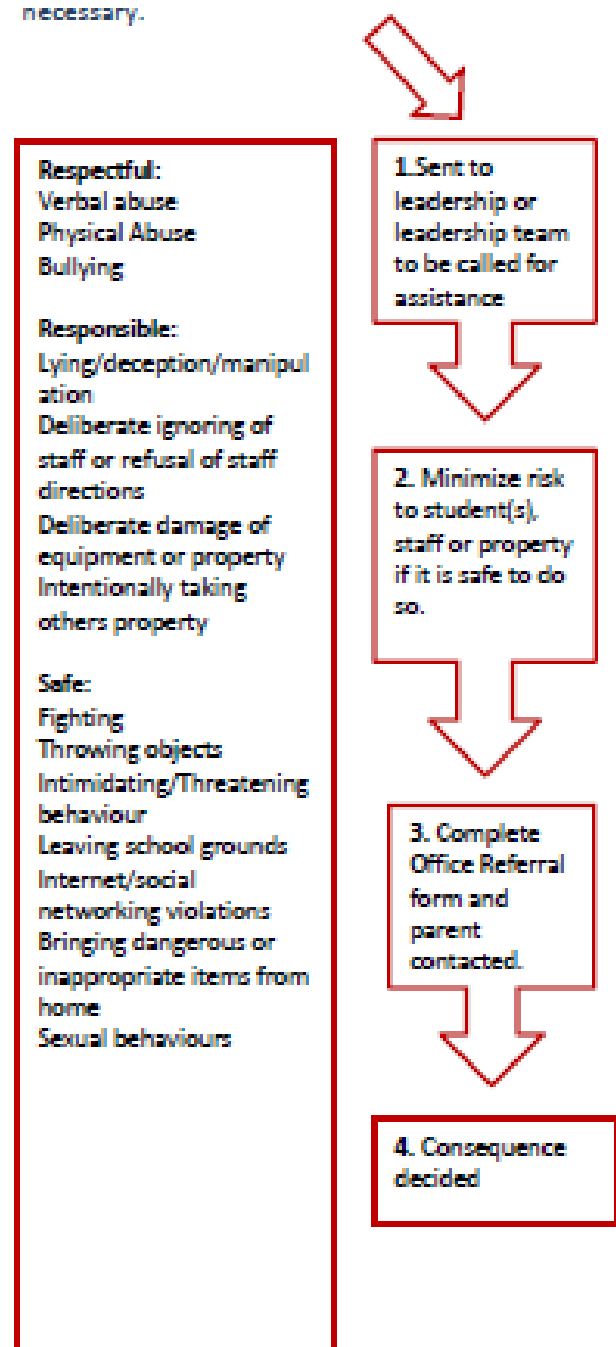
Teacher managed within the classroom.



### Major Behaviours

Externally Managed by Leadership/SWPBS Team.

Immediate support from Leadership Team if necessary.



## Behaviour Management Incident Report Form

**NAME (Student):**

**DATE:**

**NAME (Staff Member/s Dealing with the issue):**

**INCIDENT: (as per matrix)**

**Location:**

**Who is involved:**

**Describe Incident:**

**Action Taken:**

# Student Behaviour Support Plan

## Student Behaviour Support Plan Template

STUDENT: ..... YEAR LEVEL: .....

START DATE: ..... REVIEW DATE: .....

COORDINATOR: .....

This plan is committed to supporting the student in developing skills required for positive social interaction, in order to become a more successful learner, and to create a safe learning environment for all.

**BACKGROUND:** Information relating to factors that may be having an impact on the student

.....

**FORMAL ASSESSMENT/DIAGNOSIS:** Details from any reports/previous recommendations

.....

**TARGETED BEHAVIOURS:** Focus on one or two behaviours that are most prevalent and that are to be decreased. Be specific.

.....

**FUNCTION:** What is the student trying to access or avoid in this behaviour? Consider the presenting behaviour in light of: Frequency; Intensity; Duration

.....

**SIGNS/INDICATORS:** Student's expression/body language/statement prior to demonstration of behaviour

.....

**TRIGGERS:** Are there influences that 'provoke/activate' the behaviour?

.....

**GOALS:** SMART - exactly what replacement behaviour is desired?

.....

**PROACTIVE INTERVENTIONS:** Aimed specifically at teaching the desired behaviours

.....

**IMPLEMENTED BY:** Specific staff who will be responsible

.....

**EVALUATION:** Specify how the changes of behaviour will be monitored.

.....

**FUTURE ACTION:** What strategies will be constantly implemented in order to best support the student (e.g. 'Chill Out Zone')?

.....

I have read this plan and commit to its implementation.

TEAM MEMBER	ROLE	TEAM MEMBER	ROLE
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



# Student Safety Plan

## Student Safety Plan Template

STUDENT: ..... YEAR LEVEL: .....

DATE OF PLAN: ..... COORDINATOR: .....

This plan is committed to supporting the student on occasions when the behaviour escalates.

### BEHAVIOUR SUPPORT TEAM MEMBERS

Ensure that all staff are informed of the processes to be followed to achieve a consistent approach.

STUDENT'S BEHAVIOUR	PLANNED RESPONSE
FUNCTION: Identify what the student is trying to access or avoid in/from this behaviour	Conduct a simplified Functional Behavioural Assessment (see Colvin 2010, PBIS World 2016).
POTENTIAL TRIGGERS: Identify the activators/ prompts to the problem behaviour	
ESCALATION BEHAVIOURS: Identify the signs/ indicators that often precede the problem behaviour	
PROBLEM BEHAVIOURS: Identify the behaviours that require intervention for student's safety or wellbeing and that of others	
ENVIRONMENTAL FACTORS: Identify physical changes that can be made to ensure safety	
DE-ESCALATION BEHAVIOURS: Identify signs that the student is now calming	
POST-INCIDENT BEHAVIOURS: Identify signs that the student is now completely calm	
DEBRIEF with the student, reinforcing the desired appropriate behaviour and with the staff to check that the correct responses were implemented	
REPLACEMENT BEHAVIOUR: Identify skill/s to be taught	

# Behaviour Management Support Group

## SAMPLE OF BEHAVIOUR MANAGEMENT SUPPORT GROUP REPORT

Date .....

CONFIDENTIAL DOCUMENT – SCHOOL FILE

### REPORT OF THE BEHAVIOUR MANAGEMENT SUPPORT GROUP for

Name of Student: ..... of Year Level:.....

1. Membership of this Behaviour Management Support Group is as follows:
2. Brief description of the behaviour judged to be “of a serious nature within the school community” demonstrated by the student, that has led to the formation of this Support Group:
3. Implications of this behaviour for the student and for the school community:
4. Personal and social needs of the student, and how they may best be supported:
5. The Behaviour Management action (from within the school’s stated processes) judged by this Support Group to be most appropriate:
6. Strategies to assist the student to re-establish his/her place satisfactorily in the school community, following successful behaviour management:

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Principal’s authorisation: .....Date .....