



Nurture for today • Learning for tomorrow • Character for eternity

Student Management Guidelines

Rationale

The Student Management Guidelines at Kempsey Adventist School (KAS) seeks to embrace all sections of the school community through a structured system of behavioural expectations and outcomes. The KAS Student Management Guidelines is built upon a foundation of students taking responsibility for their own actions in an environment where respect between all members of the school community is highly valued. It is based on Bill Rogers, *the right to learn, the right to respect and the right to safety* and Marvin Marshalls' *raising responsibility*. This is a restorative, relationship based student management program where corporal punishment is neither sanctioned nor permitted.

The following principles are incorporated:

1. Positivity is a more constructive teacher than negativity.
2. Choice empowers.
3. Self-evaluation is essential for lasting improvement.
4. People choose their own behaviours.
5. Self-Correction is the most effective approach to change behaviour.
6. Acting responsibility is the most satisfying of rewards.
7. Growth is greater when authority is used without punishment.
8. Positive partnerships between the school and parents/guardians/carers, supports young people.

KAS Code of Conduct

(See Appendix A for the Student copy)

Central to a student's development is the acceptance of responsibility for their own conduct. As such, all students at KAS are encouraged through the school's Student Management Guidelines, to develop a high level of personal responsibility. To support students in this process KAS desires that each student acknowledge their personal level of responsibility for caring for the community, which is our school. Such care is demonstrated through the signing of the KAS Code of Conduct at the start of each school year. The Code of Conduct as set out below is supported by the KAS Student Management Guidelines, both in its intent and expectations of student's behaviour:

1. I will support and be respectful of the faith-based culture and programs of the school.
2. Respect is valued in our school community. I have a responsibility to respect others and expect respect from others regardless of ethnicity, religious beliefs, gender, socioeconomic status and/or cultural background.
3. I will use language that is kind to others. I will not swear or 'put-down' others
4. I will follow the schools responsible usage of technology guidelines, applicable to my year level.

5. I will not use physical violence towards others in any way. If I see violence I will inform a teacher straight away.
6. I accept that I am responsible for my behaviour. I understand that others have a right to learn and feel safe. I am not to interfere with the learning and safety of others.
7. I will wear the school uniform with pride and in accordance with the schools published uniform expectations. Likewise, my personal grooming, including jewellery, make-up and hairstyles will also comply with the schools published expectations.
8. I understand that as a student at KAS I am a representative of the school at all times and will not use drugs, cigarettes or alcohol outside of school hours and/or bring drugs, cigarettes or alcohol to school.
9. I commit to completing all my schoolwork, including any homework or assessments to the best of my ability and to bring to each class all required equipment, including a growth mindset.
10. I will respectfully follow directions given to me by staff. However, if I am unhappy with a direction I have been given, I may choose to make an appointment to politely discuss my concerns after class with the staff member. If I feel that I can't talk to the staff member, I will talk to a Dean of Learning or a Deputy Principal.
11. I recognize that bullying is not part of KAS culture. I will tell a teacher if I myself or another person is being bullied at school.

Flowing from the KAS Code of Conduct are the KAS Expectations. The expectations students must show respect for:

1. All KAS personnel and their directions
2. Other students and their rights
3. The KAS environment (Spiritual/Academic/Physical/Emotional)
4. Themselves by taking responsibility for their choices and learning

The choice by a student to violate the rights of others, as defined by the KAS Student Management Guidelines, is a choice by the student to submit themselves to the processes of the Student Management Guidelines as set out in this document.

Behaviour System

There are times when, for a variety of reasons and despite the best efforts of KAS staff to encourage responsible thinking, a student may persist in disregarding the expectations of KAS. At such times, there is a need for further disciplinary action.

In such cases the Student Management Guideline includes a clearly defined process for both the management and re-instatement of a student.

- If a student chooses to continue to disregard KAS Code of Conduct and Expectations, he/she will progress through a series of phases. At each phase, positive interventions are put in place to help the student to take responsibility for their behaviour and move from *below the line* behaviours to *above the line* behaviours.
- Students who continue to disregard the KAS Code of Conduct and Classroom Behaviour Agreements may lose privileges, and risk exclusion from the school.
- Students who make a positive choice to meet KAS Code of Conduct and Classroom Behaviour Agreements will be encouraged and recognized.

It is the responsibility of the student to make positive behavioural choices. The role of the KAS Student Management Guidelines, is to teach and to encourage positive choices.

Classroom Behaviour Agreements and Registration

All students in K-10 create a classroom Behaviour Agreement based on Bill Rogers', *the right to learn, the right to respect and the right to safety*, during the establishment phase of the year. Students and their families must sign a Code of Conduct (K-12) and Classroom Behaviour Agreement (K-10) at the beginning of each school year.

Student Management Committee

In the event that a student breaks the contract they have made with the school as per above they will be required to appear directly before the KAS Student Management Committee.

In such cases the KAS Student Management Committee will consist of:

- Applicable Deputy Principal
- Applicable Dean of Learning
- Applicable Classroom Teacher
- Chaplain

- Student Wellbeing staff member
- Aboriginal Support Worker (if relevant/appropriate)

In the event that a decision cannot be reached the committee will defer to the Principal for a final decision.

Exceptional Circumstances

The KAS Executive, consisting of the Principal and Deputy Principals, reserves the right, notwithstanding the processes outlined above, when it is deemed necessary by the KAS Executive, to refer any matter directly to the KAS Student Management Committee for consideration or action.

Appeal of a Decision Made by the Discipline Committee

A decision made by the Student Management Committee is considered as final. However, in the event that a student/family directly connected to a given decision made by the Student Management Committee wishes to have a given decision reviewed and/or reconsidered, the following process will apply:

- Any request for a review must be made in writing to the KAS Principal.
- Any review will be conducted by the School Executive.
- A party requesting a review will be notified in writing by the Principal of the any decision made by the School Executive in regards to the requested review.
- Any review conducted by the School Executive will be considered as final.

Anti-Social Behaviour (Bullying of other students or staff)

Preamble

The KAS Student Management Guidelines (Primary) acknowledges that KAS is essentially a microcosm of society. Hence, while members of the student body will always be encouraged and supported to achieve the highest standards of social behaviour, there will from time to time, despite the best efforts of both students and staff, be those students whose behaviour falls within the category of bullying.

It is important to note that bullying is not an anti-social behaviour that occurs solely in schools. It is in fact a social phenomenon that is present across all sections and levels of society regardless of income, ethnicity, religious or other apparently contributing factors. Psychologists describe the concept of bullying as a societal norm and have identified bullying within the Australian adult population as being akin to a 'silent epidemic' which contributes significantly to diminished levels of individual happiness, both in domestic and workplace settings.

Hence the presence of bullying, if or when it does occur, does not immediately indicate a failure on the part of KAS to address such anti-social behaviour. KAS students will in large part reflect behaviours that they see displayed within the context of the broader Australian society of which we are all a part. KAS does however seek to create a school environment where all students feel safe, valued and able to learn and grow as individuals without unwelcome interference from other students. Within the context of the broader societal environment as described above, the KAS Student Management Guidelines (Primary) will focus on the concept of harm reduction in relation to bullying. Harm reduction will be achieved via a multi-faceted approach, which is described later in this section.

Bullying Defined

Psychologists define bullying generally as being anti-social behaviour, which is voluntary, intentional and harmful. More broadly, bullying is broken into two specific areas, those being:

- **Physical aggression:** Includes direct bodily harm, such as hitting, or harm directed at another's possessions.
- **Relational aggression:** Includes psychological harm resulting from verbal harassment such as the spreading of rumours, name calling, the breaking of confidences, ostracism and negative looks or gestures.

Anti-Social Behaviour (Bullying) Processes

The harm reduction strategy employed at KAS to address instances of bullying will follow the outline listed below:

Each academic year all primary students at KAS will take part in an education program aimed at not only identifying various types of anti-social behaviour and understanding how such behaviours occur, but also aimed at equipping students with the necessary skills to overcome the negative effects of bullying, regardless of when or where such behaviour occurs.

First bullying incident: Upon becoming aware of an incident involving bullying, staff, after satisfying themselves that such an incident has occurred, must direct both the bullied student and the student who is accused of being a bully, to the appropriate Dean of Learning. The Dean of Learning will refer the incident to the Student Management Committee who will make recommendations. As bullying behaviour involves both anti-social behaviour and victimisation, the parents/guardians/carers of affected students, will be notified as to what has occurred.

Once a student has been involved in the initial process as described above, where they have been identified as a bullying student, any future instances of bullying which occur within the same academic year will result in the student moving through the following process:

Second bullying incident: In the event of a second incident, it will be referred back to the Student Management commitment who will make recommendations that may include; R & R (Primary), Phase 3 Guided choices (Secondary). Parents/guardians/carers will be notified of actions and may be involved in a meeting.

Third bullying incident: At this point a student will be referred directly to the KAS Student Management Committee. (Parents/Guardians/carers of both affected students will be notified). The KAS Student Management Committee may take the following actions in relation to the particular student which may include, but is not limited to;

- Suspension from KAS
- Return to KAS conditional upon the signing of a behaviour related contract
- Professional counselling (funded by the student)
- Expulsion from KAS

Exceptional Circumstances

The KAS Executive, consisting of the Principal and the Deputy Principals, reserves the right, notwithstanding the processes outlined above, when it is deemed necessary by the KAS Executive, to refer any matter directly to the KAS Student Management Committee for consideration or action.

Prevention and Early Detection of Bullying Behaviour

Anti-social behaviour has the potential to rob students of self-confidence and happiness in what psychologists have identified as one of life's most difficult transition periods. That is, the transition from child to adult. To this end the KAS Student Management Guidelines encourages all members of the school community, including but not limited to staff, students and parents/guardians, to be aware of the insidious nature of bullying. All members of the school community are encouraged to discuss openly and honestly when incidents of bullying first occur and also, to recognise the value of the KAS Student Management Guidelines in supporting all students to both identify bullying and develop strategies to deal with incidents of bullying if and when they occur within the KAS community.

Where bullying, as defined by the outline above, occurs at KAS, the following processes are to be followed by the Applicable Deputy Principal, or their delegate:

- All behaviour incidents are logged onto SEQTA.
- Complete a *KAS Student at Risk* form.
- Report the matter per the *KAS Student at Risk* form processes.
- Advise the student's parent/guardian of the contact details for the local NSW Police – School Liaison Program.
- Ensure that the relevant student and/or family are also provided with appropriate support from the KAS Student Wellbeing Department.

Student Management Guidelines (Primary) Processes

Managing Positive Behaviour

See Appendix A1

General Note

Primary teachers focus on the good things that happen on a day-to-day basis. Students are encouraged to behave in a positive manner towards other students and all staff. Teachers use positive reinforcement strategies to encourage students to behave in a positive way. (See Appendix A3 for a sample of the school positive reinforcement strategy).

Management of Negative Behaviour

See Appendix A2

General Note

It is important to note that general classroom/school discipline is the teacher's responsibility; however the student management system, as outlined below, is designed to support the teacher in and beyond normal classroom management.

Cool Down

Cool downs are used to assist students and teachers in correcting student behaviour before it escalates. Students who go into Cool Down are to go to the designated Cool Down area of the classroom and remain there for their age. If a second cool down is required students will remain in Cool Down for their age plus half their age. This is used prior to Time Out.

Time Out

Time Outs are used when a Cool Down has not worked. Time outs occur in a partner teacher's classroom and are used to help students to identify incorrect behaviour, state what went wrong and what they can do to avoid a repeat of similar behaviour in the future. Time Out sheets are intended as a time of reflection and behaviour modification. The student, and the teacher who issued the Time Out, must have a conversation at the end of the Time Out to determine whether that will be the end of the incident or whether the student needs to go on a behaviour card.

Behaviour Cards

Behaviour Cards are used when the student's behaviour is continuous with no change in sight. Behaviour Cards are to be written with the Deputy Principal or their delegate, the classroom teacher and the student present. The Deputy Principal or their delegate determines the length of the Behaviour Card. At the end of that time a meeting is held with the before mentioned parties to determine whether the student remains on the Behaviour Card.

Throughout this process staff will communicate with parents regarding incidents and the measures the school is taking to manage inappropriate behaviour.

Process During Suspension

Students are required to complete schoolwork tasks, fill in an apology letter sheet, do an activity related to the misbehaviour, attend a re-entry interview (parent to be in attendance) and may be visited by the school chaplain.

The Student Management Committee, in consultation with the School Executive, will make a decision on re-entry and/or expulsion.

Appendix A1 Student Management System (Primary) (Positive)

All students begin the term on Diamond level. (It's up to each child to remain on Diamond level for the term). At the end of the term all children who have remained on Diamond will participate in a Diamond Celebration event. These events will occur at school. Events maybe things such as longer recess time, games on the oval, afternoon tea in the hall etc. Only Diamond Level awardees will participate in this event. At the beginning of each term all children will begin on Diamond Level again.



Student moves down to Gold level if they receive 2 timeouts in a partner's classroom or 1 R&R occurs in a term.



Student moves down to Silver level if they receive a further timeout in a partner's classroom (3 all together) or they receive a R&R in a term.

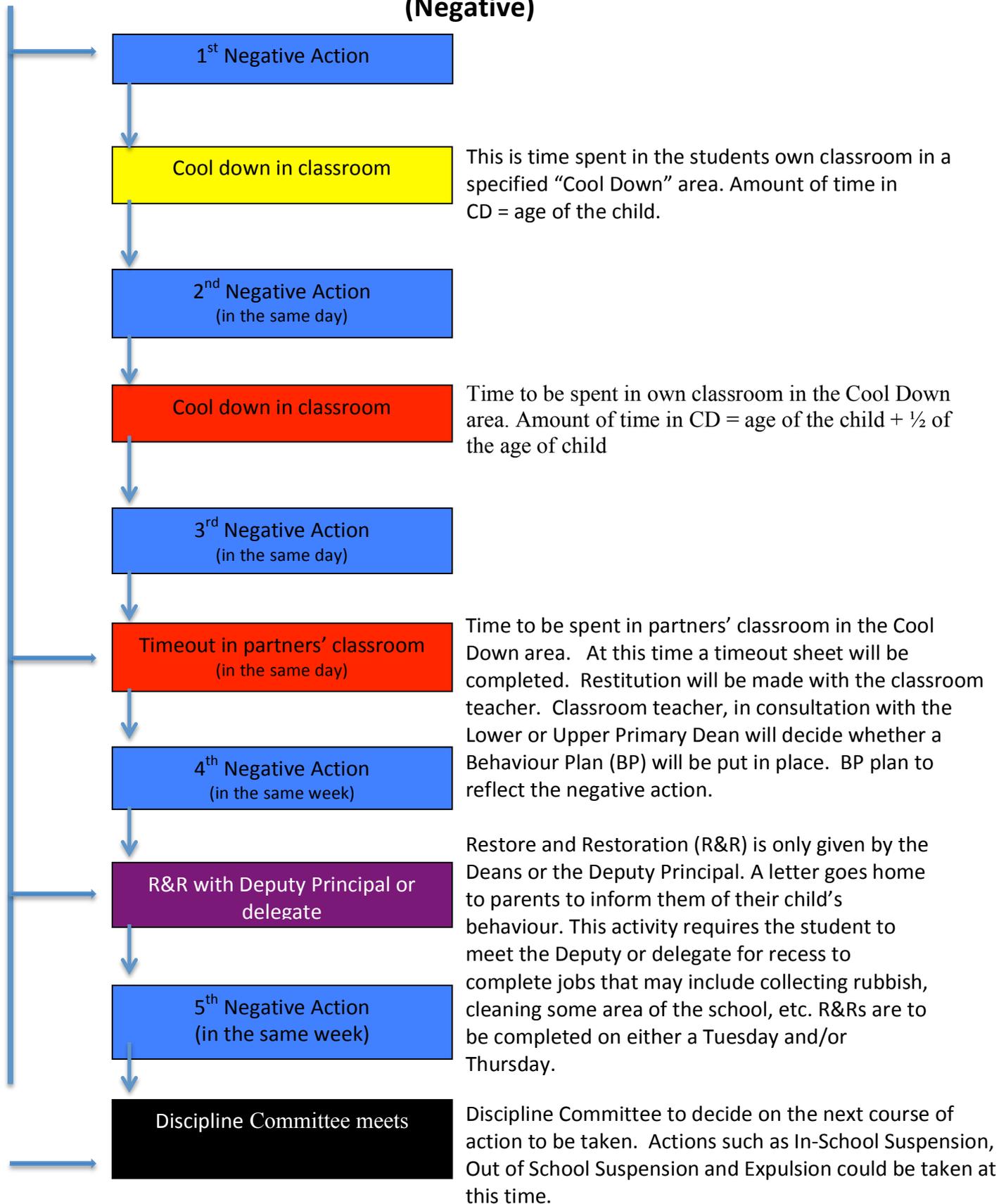


Student moves down to Bronze level if they receive 1 more timeout in a partner's classroom or a R&R. (4 altogether)
This could also mean – if a student is on an in-school or out of school suspension they are immediately on Bronze level.

Award	Discipline	Celebration
Diamond	1 Timeouts	Attends all of the celebration event
Gold	2 Timeouts or R&R	Attends three quarters of the celebration event
Silver	3 Timeouts or R&R	Attends half of the celebration event
Bronze	4 Timeouts, R&R (or Suspension)	Attends a quarter of the celebration event

NB: At the beginning of each term all children will begin on Diamond Level again.

Appendix A2 Student Management System (Primary) (Negative)



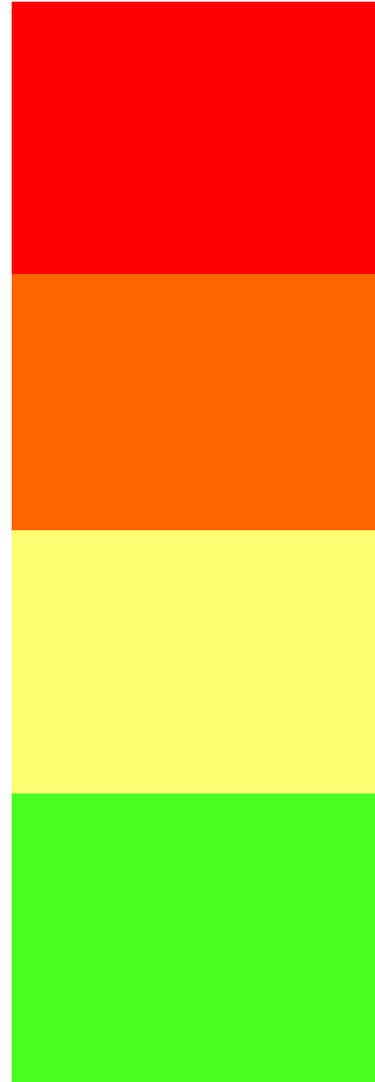
NB: Children may skip the Cool Down or Timeout or R&R and go straight to a suspension or expulsion depending on the severity of the action.

Appendix A3

FACES (Sample)



COLOURS (Sample)



Student Management Guidelines (Secondary) Processes

Teaching The Hierarchy of Social Development- Phase 1

(Appendix B1)

Secondary students will be taught the four concepts of the Hierarchy of Social Development. This is designed to be a proactive approach to assist young people in developing responsibility while creating consistent language and process across the school.

The terminology of 'Above the Line' and 'Below the Line Behaviours' will be introduced during the establishment of Classroom Behaviour Agreements based on Bill Rogers' the Right to Learn, The Right to Respect and the Right to Safety, during the Establishment phase of the year for Years 7-10. Stage 6 will discuss during their Homeroom classes.

Process of Raising Responsibility

(Appendix B2)

Creating a culture where students are able to reflect on their choices is how we encourage young people to take responsibility for their behaviour.

The Phases of the 'Raise Responsibility' System are incorporated into our school system and are outlined in the flowchart found in Appendix B2.

Phase 1- Teaching the Hierarchy of Social Development. (See Appendix B1)

Phase 2 Checking for Understanding by asking questions. We can control someone but we cannot change someone else, only ourselves. Learning to reflect through role-play and questions assists us in taking responsibility. Our teachers will help us to learn to reflect.

Phase 3- Guided Choices. When people reflect on their chosen level *and* continue irresponsible behaviour, then authority without coercion is used by eliciting a consequence or procedure. Guided choices elicits a response rather than imposes one.

Buddy Roster – Working it Out

Students who are exhibiting Level B behaviour will be sent to a Buddy Class to provide them an opportunity to reflect on their choices. When they are ready, with the support of a staff member rostered on, they will complete the worksheet. (Appendix B3) Following this, they will arrange a time with their class teacher to work through the Working it Out worksheet and discuss logical consequences that will help them to take responsibility.

Appendix B1

Hierarchy of Social Development- Dr Marvin Marshall		
ABOVE THE LINE BEHAVIOURS	LEVEL D – Democracy (highest level) Develops self-discipline Demonstrates initiative Displays responsibility Does good because it is the right thing to do	Motivation is <i>INTERNAL</i> The term “Democracy” is used because <i>democracy and responsibility are inseparable.</i> Motivation at this level brings the most satisfaction and is the major contributor to healthy self-esteem.
	Acceptable	LEVEL C – Cooperation/Conformity Considerate Cooperates Complies Conforms
BELOW THE LINE BEHAVIOURS	LEVEL B – Bullying/Bossing Bosses others Bothers others Bullies others Breaks laws and makes own standards	Must be bossed to behave This level is characterized by a lack of impulse control , a lack of consideration for others, and by displaying inappropriate behaviors. “Control us because we are not capable of controlling ourselves.”
	Not Acceptable	LEVEL A – Anarchy (lowest level) Absence of order Aimless and chaotic Absence of government

The difference between Level D & C is in the **motivation**—rather than in the **behaviour**. For example, a student is asked (Level C – *external motivation*) to pick up rubbish. However, if the person sees the rubbish and takes the *initiative* to pick it up WITHOUT BEING ASKED, the *motivation* would be Level D. The action of *disposing the trash is identical* in both C and D; the difference is in the *motivation*. *NOTE: Level C is expected. Level D is voluntary. The objective is for young people to reflect on their motivation: External vs. Internal.*

The higher levels of MOTIVATION for Level D & C are BOTH acceptable and describe how most of us live our lives most of the time.

The two lower levels of B & A BEHAVIOR are NOT acceptable and intentionally prompt negative feelings because they are undesirable and not permitted.

Taken from: Dr Marvin Marshall's *Discipline without Stress*

Appendix B2

KAS Secondary Students

Raising Responsibility Flowchart



You will be developing positive habits that will help you to be successful in life. Level D (Democracy) is the highest level of social development. Level D behaviour is the GOAL! Students who display Level D behaviour are responsible and dependable. They show initiative and self-discipline. Students whose behaviour is at Level D do the right thing because they WANT to do the right thing. Their behaviour is internally motivated. These students are creating a safe and positive learning environment at KAS.

Level C behaviour (Conformity/Cooperation) is when students do what is expected, show kindness, and take responsibility when someone is present.

At KAS, we want all members of our community to learn to take responsibility by acknowledging inappropriate behaviour, self-evaluating, taking ownership and developing a plan for improvement with the support of a staff member.

All students will be taught the Hierarchy of Social Development

KAS staff will support students in developing responsibility by encouraging through positive affirmation, communicating positive messages to home through letters, phone calls and emails, awards, and with celebration of achievements both as individuals and as a class.



Level A (Anarchy) and B (Bossing/Bullying) behaviour is UNACCEPTABLE.

Students who display Level B behaviour will be referred back to their Classroom Behaviour Agreement. Their teacher will support them by using *Phase 2 Checking for Understanding Strategies*, asking questions to help them identify the rights of others that are being broken and how to choose 'Above the Line behaviour.' Your teacher will record the coaching session on SEQTA.



Students who do not choose 'Above the Line' behaviours following this coaching session, may be sent to 'Buddy class' for time to reflect on their choices. After they have cooled down at Buddy, they will complete a 'Working It Out' sheet to help them reflect on what has occurred. The teacher in the Buddy class will assist them on reflecting about what has happened and how to take responsibility. The completed sheet will be taken back to the original teacher near the end of the period to be used as a prompt and to later be scanned/uploaded. Repairing and Rebuilding the relationship will begin at this time, or be referred to the next suitable non-class time e.g. lunch or recess.



Students who would benefit from focusing on learning in class will support with their learning, will be referred to the 'Study club' at lunchtime as a logical consequence.

KAS Secondary Students Raising Responsibility Flowchart (continued)



Staff will check SEQTA for prior information logged prior to phone calls home.

Students will be involved in deciding on what encourages them to engage in Level C behaviour as they form their Classroom Behaviour Agreements.

All students are encouraged to engage in 'Above the Line' behaviours.



Students, who continue to display Level B behaviour, will be referred to the appropriate Dean of Learning to discuss interventions using *Phase 3 Guided Choices*. After discussion with the Dean, parents/carers will be contacted by phone and/or through written communication. They may meet. Appropriate, logical consequences will occur to raise responsibility.



Students who display Level A behaviour will be sent straight to the appropriate Dean of Learning at the point of behaviour, to work through *Phase 3 Guided Choices*. This will involve interventions to support responsibility and change and will involve logical choices. Parents/Carers will be contacted and written communication sent home by the Dean. The Dean may refer incidents to the Student Management Committee.



Individual incidents or ongoing 'Below the Line' behaviour may be referred to the Student Management committee at any point, where de-registration may occur.

Appendix B3

KEMPSEY ADVENTIST SCHOOL – BUDDY SYSTEM

Referred Student:

Year:

Referring Teacher:

Receiving Teacher:

Room:

Time Left:

Time Arrived:

Summary of reason the student has been sent to a Buddy class:

Receiving Teacher, please allow Referred Student back to class 5 minutes before the end of class.

“Working It Out”

Before you do your allocated work, please take some time to complete this ‘Working it Out’ sheet.

What choices have I made to be sent to another class to work?

How were my classmates affected by my choices? What rights were broken?

How was my teacher affected by my choices?

What do I need to do differently next time?

Referring Teacher to briefly summarise conversation with student on re-entry to your class

(either at the end of the Period OR at an agreed time such as lunchtime or recess).
Please list any agreed actions:

Teacher Signature:

Student Signature:

Further Action

- Log on SEQTA including any logical consequence
- Call parent/carer AFTER discussion with Dean of Learning (Pastoral Care)
- Document scanned and attached to student file
- 'Student At Risk' form completed and passed on
- Other _____

Further Information

Evaluation

These guidelines will be reviewed as part of a three-year school review cycle.



Adopted by the SC / /

Signed _____
(SC Chairperson)

Date for review / /