



Nurture for today • Learning for tomorrow • Character for eternity

# Student Management Guidelines (Primary)

## **Rationale**

The Student Management Guidelines (Primary) 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 (Primary) 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. This is a relationship based discipline process where corporal punishment is neither sanctioned nor allowed.

1 Thessalonians 5:11-15 contains much of the essence of the KAS Student Management Guidelines. It is a focus on the pro-active rather than the re-active. It is based on respect rather than power. It is a model of encouragement and redemption rather than criticism and punishment. It is a challenge to raise standards and elevate character rather than lower expectations in order to remain 'in control'.

*"Therefore encourage one another and build each other up, just as in fact you are doing.*

*Now we ask you, brothers, to respect those who work hard among you, who are over you in the Lord and who admonish you. Hold them in the highest regard in love because of their work. Live in peace with each other.*

*And we urge you, brothers, warn those who are idle, encourage the timid, help the weak, and be patient with everyone.*

*Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else."*

*1 Thessalonians 5:11-15*

## **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 primary 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 (Primary), both in its intent and expectations of student's behaviour:

1. I will support and be respectful of the spiritual activities of the school
2. I will do my best at all times to demonstrate respect for my classmates regardless of the background they come from
3. I will also behave in a manner that shows respect for my family and my school
4. I will use language that is kind to others. I will not swear or 'put-down' others
5. I will not bring electronic equipment to school or on the bus.
6. I will not use physical violence towards others in any way. If I see violence I will inform a teacher straight away.
7. I accept that I am responsible for my behaviour during lessons. I understand that others have a right to learn and I am not to interfere with their learning.
8. I will wear the school uniform with pride. My personal grooming will be neat and tidy. I will not wear jewellery, make-up or have hairstyles that are against the uniform policy.
9. I will not smoke cigarettes or drink alcohol. I will not use drugs in any way. I will not bring drugs to school.
10. I will do my homework each night and will complete any projects that I am given as extra homework.
11. I will respectfully follow directions given to me by my teachers. 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 my teacher
12. I recognize that bullying is not part of KAS culture. It can harm lots of people in many different ways. I will tell a teacher if I believe someone or my self is being bullied at school. That is one way I can show I am a great member of the KAS family.

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 (Primary) 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 levels. At each level, positive interventions are put in place to help the student remedy the behaviour problem and remain a part of the KAS program
- Students who continue to disregard the KAS Code of Conduct and Expectations will lose privileges, and ultimately face possible loss of the privilege of attending KAS
- A student's choice is made known by his/her actions. A student who continues to disrupt, communicates to the teacher and the KAS community that he/she is choosing to violate the rights of others, and is, therefore, choosing to subject themselves to the processes of the Student Management Guideline. In the same way, a student who complies with classroom/learning environment expectations is choosing to remain in the KAS community
- Students who make a positive choice to meet KAS Code of Conduct and Expectations 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 (Primary), is to teach and to encourage positive choices.

Hence, the aims of the Student Management Guidelines (Primary) include:

- A student/teacher relationship based on mutual respect
- A high standard of classroom/learning environment conduct
- A clear communication of KAS Code of Conduct and Expectations
- The involvement of parents/guardians in dealing with student's behavioural problems
- An 'ownership' of behavioural problems by the student
- The identification of clear and logical consequences for poor behaviour

## **Student Management Guideline and Registration**

The KAS Student Management Guidelines (Primary) values the support of the school administration, teachers, students, parents/guardians and the School Council. As such at the point of registration each year both students and their parents/guardians will be asked to sign a Student Management Guidelines (Primary) document acknowledging receipt of a copy of the KAS Student Management Guidelines

(Primary) and their acceptance of its processes. Failure by either students or parents to sign the Student Management Guidelines (Primary) document will result in the student being considered ineligible for registration.

## **Student Management Guidelines (Primary) Processes**

### **Section A**

#### **Managing Positive Behaviour**

See Appendix B

#### **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 D for a sample of the school positive reinforcement strategy).

#### **Management of Negative Behaviour**

See Appendix C

#### **General Note**

It is important to note that general classroom/school discipline is the teacher's responsibility; however the discipline 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. If a child receives an Off Campus Suspension, a re-entry fee of \$50 may be required.

### **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.

### **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.

### **KAS 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:

- Deputy Principal (Primary)
- Stage Dean
- Classroom teacher
- Chaplain (Primary)
- School Counselor
- 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.

### **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.

## **Section B**

### **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, primary 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 Deputy Principal (Primary) for a decision on discipline. In most cases a time out will be required. Any such discipline may occur in the presence of the particular student's teacher who first reported the incident or a KAS Chaplain or Counsellor. As bullying behaviour involves both anti-social behaviour and victimisation, the parents/guardians of affected students, will be notified by letter that a counselling procedure has occurred.

Once a student has been involved in the initial discipline 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:** Student will do an R&R with the Deputy Principal (Primary) or their delegate. The parents will be informed with a phone call.

**Third bullying incident:** At this point a student will be referred directly to the KAS Student Management Committee. (Parents/Guardians of both affected students will



be notified by letter). 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 (Primary) 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 (Primary) 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.

### **Evaluation**

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

 KEMPSEY ADVENTIST SCHOOL
Adopted by the SC    /    /
Signed _____ (SC Chairperson)
Date for review    /    /

# **Appendix A**

Students at KAS accept responsibility for their own behaviour. All students are encouraged to read the school's Student Management Guidelines (Primary) to know what the school expects of them. To show this responsibility students sign the KAS Code of Conduct each school year. The Code of Conduct and the KAS Student Management Guidelines (Primary) work together to help students with their behaviour at school.

KAS Code of Conduct:

1. I will support and be respectful of the spiritual activities of the school
2. I will do my best at all times to demonstrate respect for my classmates regardless of the background they come from
3. I will also behaviour in an manner that shows respect for my family and my school
4. I will use language that is kind to others. I will not swear or 'put-down' others
5. I will not bring any electronic equipment to school or on the bus.
6. I will not use physical violence towards others in any way. If I see violence I will inform a teacher straight away
7. I accept that I am responsible for my behaviour during lessons. I understand that others have a right to learn and I am not to interfere with their learning
8. I will wear the school uniform with pride. My personal grooming will be neat and tidy. I will not wear jewellery, make-up or have hairstyles that are against the uniform policy.
9. I will not smoke cigarettes or drink alcohol. I will not use drugs in any way. I will not bring drugs to school. I will tell a teacher straight away if I find out some else has bought drugs to school.
10. I will do my homework each night and will complete any projects that I am given as extra homework.
11. I will respectfully follow directions given to me by my teachers. 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 my teacher.
12. I recognize that bullying is not part of KAS culture. It can harm lots of people in many different ways. I will tell a teacher if I believe someone or my self is being bullied at school. That is one way I can show I am great member of the KAS family.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix B



## 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 may be 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.



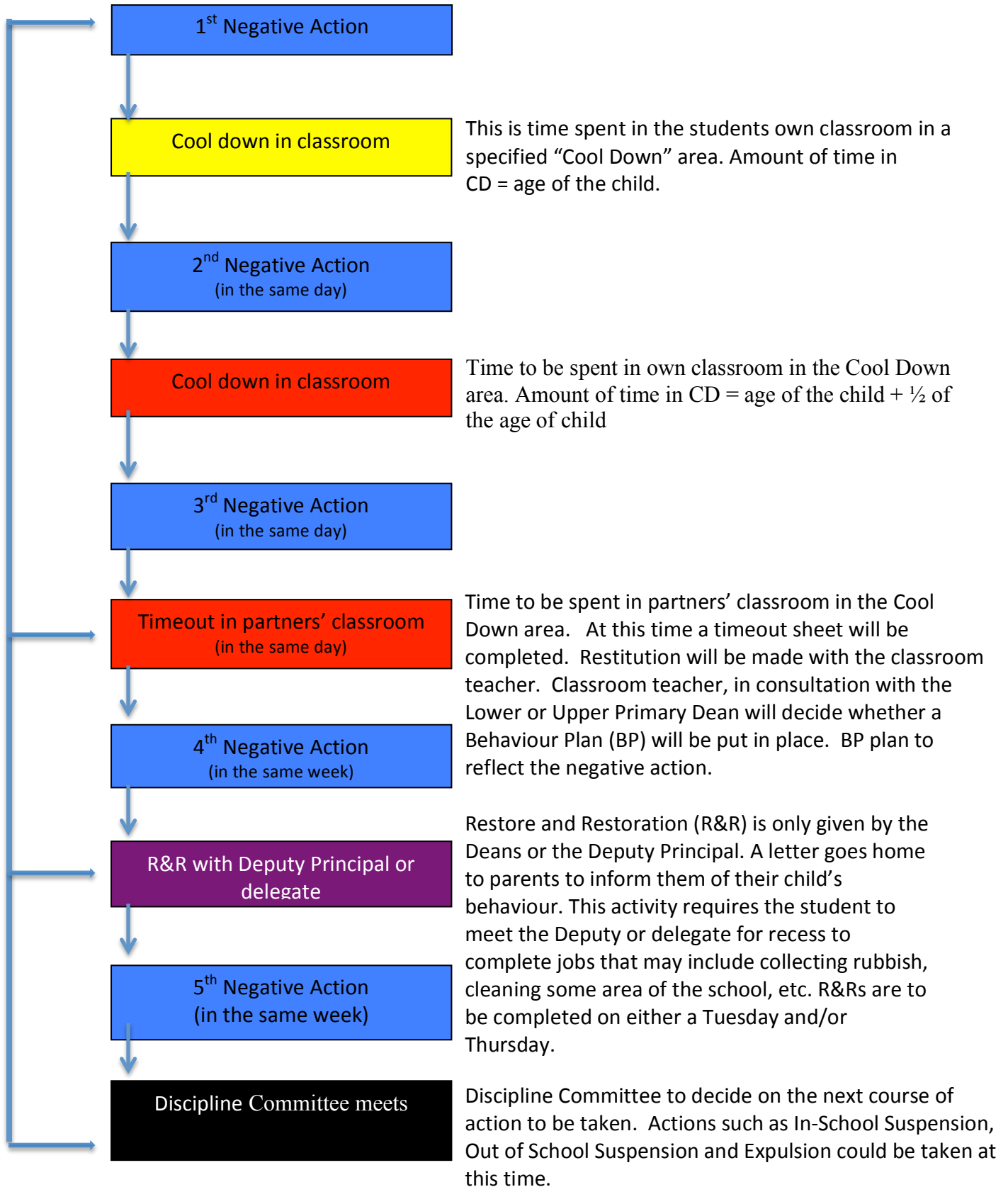
Student moves down to Bronze level if they receive 1 more timeout in a partner's classroom or a R&R. (4 altogether)  
This could also mean – if a student is on an in-school or out of school suspension they are immediately on Bronze level.

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 C**

## Student Management System Primary (Negative)



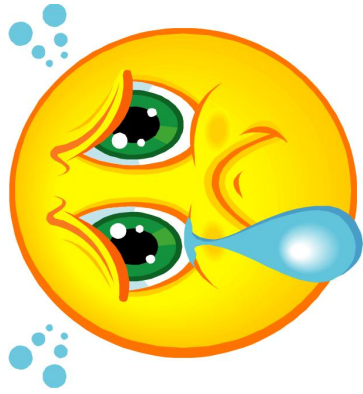
NB: Children may skip the Cool Down or Timeout or R&R and go straight to a suspension or expulsion depending on the severity of the action.

# **Appendix D**



**Appendix D**

**FACES (Sample)**



**COLOURS (Sample)**

