

# PRIMARY STUDENT MANAGEMENT POLICY

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## What you need to know

- As a Christ-centred learning environment, Mount Annan Christian College is committed to providing a safe and supportive environment where the welfare of its students is integral to its existence.
- We believe that all students should be able to learn and develop in a safe and secure Godly environment.
- We value the importance of student safety and wellbeing as essential prerequisites for effective learning.
- We desire to see our students trained in the ways of God so that when they are older, they will not depart from them (Proverbs 22:6).

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## Vision Statement

To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

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## Purpose

This policy aims to support students in becoming self-directed and responsible. A strong emphasis is placed on positive, proactive whole-school practices that promote a partnership between the College and families based on shared responsibility and mutual respect. This policy outlines the importance of a safe and supportive learning environment that promotes student wellbeing, maximises learning and reflects best practice.

The purpose of this policy is to:

- promote a safe, supportive, and positive environment for all learners and staff of the College.
- show commitment to overcoming challenging behaviours through proactive approaches to promote positive choices and behaviour.
- inform students and parents of the College's expectations and foster a productive partnership which helps to maintain positive relationships between students, staff, and parents.
- ensure that negative behaviour is dealt with fairly and consistently and that appropriate discipline and restorative practice principles are applied to restore relationships and move forward positively.

## Scope

This policy applies to all Primary students enrolled at the College. It also provides information and procedures for staff and parent/carer(s) to be aware of and uphold in order to maintain positive relationships between home and school and support students in making positive behaviour choices.

## Providing a safe and supportive environment

A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment, and racial vilification.

A supportive environment fosters the social, academic, physical, and emotional development of students. A supportive environment can be described as one in which:

- Students are treated with respect and fairness by teachers, other staff, and other students
- Members of the school community feel valued
- Effective teaching and learning takes place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled, and reinforced by members of the school community
- Consultation takes place on matters relating to students' education and welfare.

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## Student Wellbeing

Student wellbeing refers to the overall health and happiness of the individual, where they develop a positive sense of self and belonging, realise their own abilities, are empowered to make healthy choices to thrive and flourish in a safe and supportive environment.

Wellbeing refers to the overall health and holistic wellness of the individual; where they:

- Develop a positive sense of self
- Develop a sense of belonging and connectedness
- Realise their own abilities
- Are empowered to make healthy choices to thrive and flourish
- Are supported within a safe environment

## Corporal Punishment

In meeting the requirements of the Education Reform (School Discipline) Act 1995, corporal punishment is expressly prohibited at Mount Annan Christian College. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

## Procedural Fairness

The College's Student Management Policy and Procedures are governed by principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities.

Students who are alleged to have breached the Student Management Policy have the right to an unbiased decision, including the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.
- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

## Expectations for student behaviour

Our expectation is that all of our students will model the College's Core Values in the way that they behave towards all College staff, their peers, and the wider community.

We understand that there will be times when a student breaches the College rules in some way. In these situations, students will be counselled and disciplined in a compassionate, fair, firm, and consistent manner. The disciplinary measures used will vary according to the maturity of the student, his/her past behaviour, and the seriousness of the behaviour.

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## College Rules

At all times I will speak and behave toward others in a way that I will:

- Be kind and respectful
- Be safe
- Be a learner

<b>Within the College, I will:</b>	<b>Within the classroom, I will:</b>	<b>Within the community, I will:</b>
<ul style="list-style-type: none"> <li>● Behave sensibly</li> <li>● Accept responsibility</li> <li>● Seek opportunities to be kind and helpful to others</li> <li>● Care for the College environment</li> <li>● Be a great ambassador of the College at all times</li> </ul>	<ul style="list-style-type: none"> <li>● Be positive and always do quality work</li> <li>● Learn enthusiastically</li> <li>● Complete every task to the best of my ability</li> <li>● Work cooperatively</li> <li>● Bring the correct equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Be considerate of others</li> <li>● Obey all rules set by the bus company</li> <li>● Wear the College uniform with pride</li> </ul>

## Strategies for promoting positive behaviour

Positive relationships are central to effective teaching and learning within the College. These relationships are built on a foundation of mutual respect and trust, and at the College we acknowledge the importance of recognising and celebrating positive behaviour in the way that our students interact with one another, all staff members, and members of the wider community. Much research exists on the power of students understanding the purpose of what they are learning and what they need to develop in their behaviour. It has long been understood that if students are aware of what needs to be demonstrated then they will work tremendously hard towards achieving it. Students set personal goals and regularly revise these together with their class teacher and parents.

Teachers regularly reward and recognise students who are displaying positive behaviours in a variety of ways through encouragement and feedback. Each teacher designs and implements a positive consequences system in their classroom and playground, which is appropriate for the context of students' developmental stage.

## A Consistent Approach to Promoting Positive Behaviour in Prep to Year 2

At the College, we believe that consistency is key to developing positive behaviours and work habits. All classes, Prep to Year 2 implement a token or 'sparkle' system to promote and reinforce positive behaviour.

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## A Whole-School Approach to Learning at MACC

At the College, we believe that students should be nurtured for life and prepared for purpose. We believe learning is learnable, that every student can learn, and every student can become a more powerful learner. Students are encouraged to build their capabilities and learning muscles in each of the categories below:

**Resourceful** - Developing a learning tool belt and knowing which tools to draw upon. when they question, make connection and reason

**Resilient** - maintains focus, perseverant, immersed in learning

**Reflects** - Reflects upon and refines the learning process

**Reciprocates** - Listens, communicates, and cooperates

**Relates** – Christ-like, servant hearted

## Recognising positive behaviour and learning

We also believe in the power of recognising and rewarding students for their efforts in developing their learning muscles. As students display any of the key learning dispositions, this will be recorded as a 'Commendation' on our online platform Sentral. For every 5 commendations, given across any of the 5 domains, students will receive a Merit Award. Once 5 commendations are given within the same domain, students will receive a Learning Power Award for that domain.

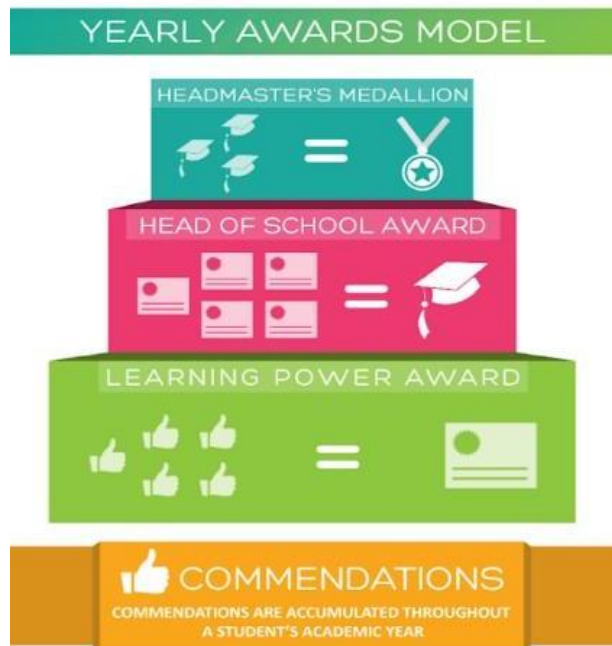
In summary:

- 5 Commendations = 1 Learning Power Award
- 5 Learning Power Awards = 1 Head of School Award
- 3 Head of School Awards = Headmaster's Medallion

To celebrate students' achievement in learning through the various dispositions, a special Celebration of Learning event will be held at the end of the year. All students will be part of this, as each student will develop the dispositions at their individual level and at their own pace.

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## Yearly Awards Model



## Summary of Awards

Award Type	When Given	How Often Given
<b>Class</b>	Friday Morning Assembly	Weekly
<b>IPSSO Sport</b>	Friday Morning Assembly	Weekly (within IPSSO Sport season)
<b>KLA (Key Learning Area)</b>	Friday Morning Assembly – twice per term	Two awards for each KLA per class per year
<b>Core Values</b>	Whole Primary Assembly – once per term	Two awards for each Core Value per class per year
<b>Learning Power</b>	Friday Morning Assembly	Ongoing - 5 commendations within a Key Disposition = 1 Learning Power Award
<b>Head of School</b>	Whole Primary Assembly – once per term	Ongoing - 5 Learning Power Awards = Head of School Award
<b>Headmaster's Medallion</b>	Presentation Day – end of year	Ongoing – 3 Head of School Awards = Headmaster's Medallion

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## Restorative practices

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions (NSW Department of Education 2019). At Mount Annan Christian College, the aim of using restorative practices is to help students understand the impact of their behaviour by holding them accountable through repairing harm and making amends. Our goal is to help children from the situations in which they find themselves and help them develop strategies for coping with future challenges or conflict.

### Effective Restorative Practice Questions

#### **What happened?**

- Value the student's voice and perspective.
- Focus on the timeline of events without blame.
- Understand and identify triggers.

#### **What were you thinking about at the time?**

- Develop emotional literacy by linking thoughts, feelings, and actions.

#### **What have your thoughts been since?**

- Assess reflection following the incident when emotions have de-escalated.

#### **Who has been affected by what happened?**

- The key question to trigger empathy and remorse.
- Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.

#### **In what way have they/you been affected?**

- Name or describe the impact and acknowledge the consequences.

#### **What do you think you need to do to make things right?**

- Devise agreed, realistic and meaningful resolutions to heal the harm.

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## If the same thing happened again, what would you do differently?

- An opportunity for learning and verbalising alternative strategies.

## Strategies for dealing with challenging behaviour

At Mount Annan Christian College, it is expected that students behave in a way that is courteous and respectful at all times. Behaviour that disrupts learning is disrespectful or creates an unsafe environment will be corrected. The disciplinary component of this policy encompasses the following beliefs:

- When a child breaks a rule, no matter how small the breach may be, counselling needs to occur and correction needs to take place.
- Steps in the plan need to be easily reinforced and sequenced from mild to severe punishments.
- Punishment should be enforced without anger.
- Under no circumstances will corporal punishment be used.
- As each child is an individual - each incident must be treated individually taking into account the circumstances of the unacceptable behaviour.

## Suggested Procedures within the Playground

If rules are broken in the playground, teachers will determine an appropriate response after an assessment of any incident. The following opportunities to change misbehaviour remain consistent. It should be noted that examples of extreme misbehaviour and/or violence will be referred immediately to the Assistant Head of Primary.

**Step 1: 1st Warning.** State the inappropriate behaviour and what the student should have been doing.

**Step 2: Reflection Time.** If behaviour continues, the student is asked to move to a reflection space for an agreed period of time. Playground Duty Teacher counsels the student using restorative practice principles.

**Step 3: Extended Reflection Time.** If behaviour continues or is more serious in nature, the student is asked to move to a reflection space until the end of the break. Playground Duty Teacher to notify class teacher of the incident and to provide a verbal and written record of misbehaviour to the class teacher. Student to complete a reflection sheet. If seriousness warrants or is a repeat offence, playground and/or classroom teacher to refer to the Stage Coordinator.

**Step 4: Stage Coordinator Intervention.** Incidents on the playground are recorded and class teachers and coordinators are notified. Incidents that are serious in nature or are reflective of a pattern of behaviour attract counselling from Stage Coordinator using restorative practice principles. Stage Coordinator issues Reflection Time and/or suitable consequences e.g. loss of privileges. Additional strategies may include a playground record card or exclusion from playground or excursions.

**Step 5: Assistant Head of Primary Intervention.** Additional consequences may be applied and may include: parent contact, Return to Playground Behaviour Plan developed, suspension warning, in school suspension - in consultation with Head of Primary.



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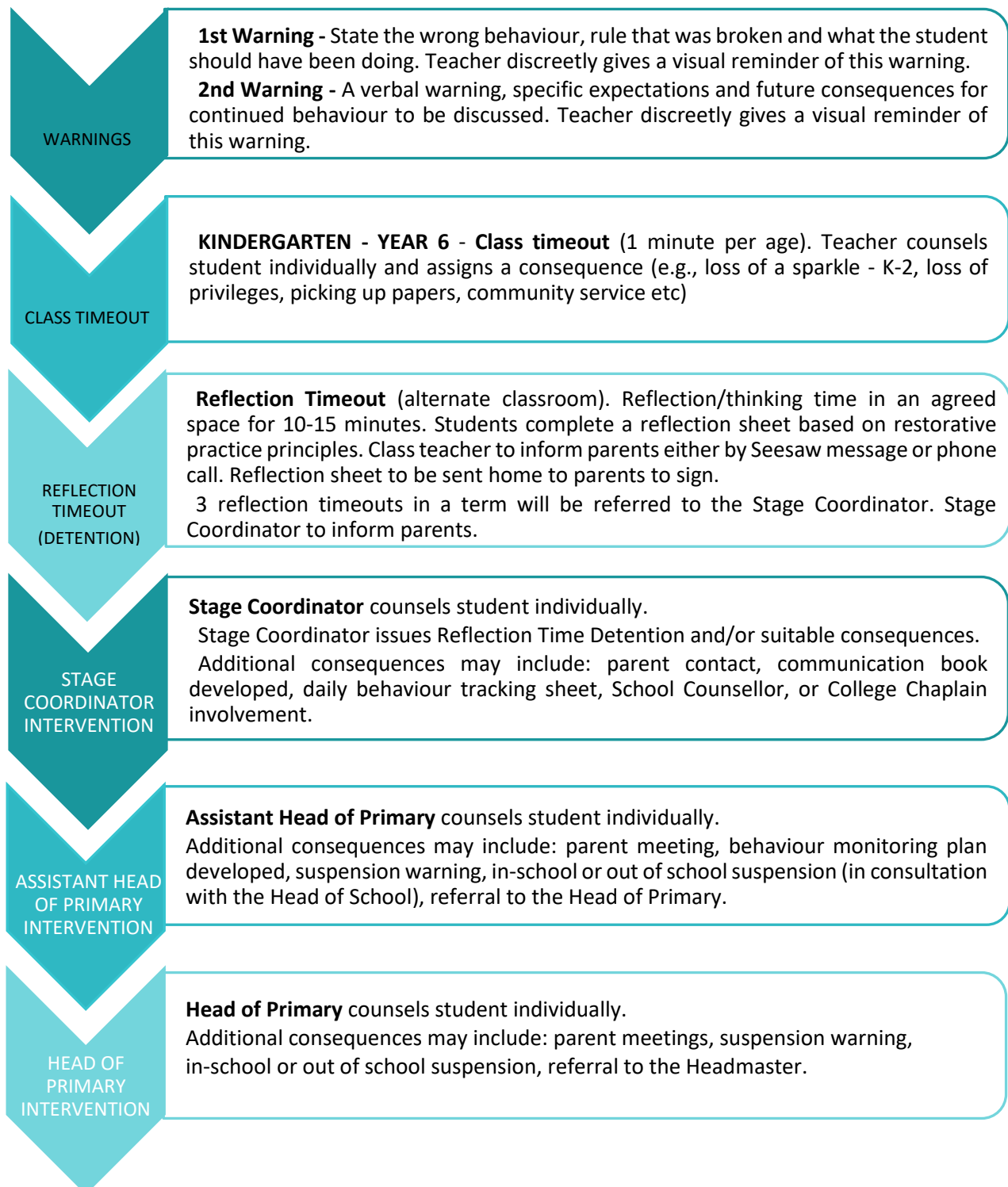
**Step 6: Head of Primary Intervention.** Additional consequences may be applied and may include: parent contact, suspension warning, in school suspension or out of school suspension.

### *Suggested Procedures within the Classroom*

Students are provided with many opportunities to change misbehaviour within the classroom. Teachers employ a range of **positive reinforcement** strategies to give students as many opportunities as possible to change their behaviour. Each classroom teacher utilises an age-appropriate classroom warning/opportunity system designed within the themes and/or needs of their individual classes. These procedures are recorded in each classroom and teacher's individual teaching/learning program. It should be noted that examples of extreme misbehaviour and/or violence will be referred immediately to the Head of Primary.

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## Summary of Intervention Strategies:



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## Procedures

Mount Annan Christian College is committed to ensuring that the relevant Student Management Policy is made available to students and parents/guardians.

Details of an alleged student breach (specific matter or incident) of the policy are communicated to parents through a diary entry, phone call, Detention Notification, or Suspension Letter and/or parent interview. In some circumstances, additional staff may be asked to carry out the investigation and decision-making stages, as directed by the Head of Primary or Secondary or Headmaster. Parents are entitled to contact the College to clarify the details of any disciplinary incident that involves their child.

In serious alleged student breaches of the policy, such as matters that may involve a suspension or expulsion, a support person (parent/guardian) may attend formal interviews, and the key points will be recorded in writing.

## Matters of Concern

Negative behaviours are categorised into the following areas across the whole school and recording on our online platform Sentral for consistent record keeping and to track student behaviour, interventions and encourage accountability:

### **Uniform:**

- Hair
- Jewellery
- make up/nail polish
- clothing/shoes
- highly inappropriate/offensive

### **Learning Infringements/Lateness:**

- lateness with no reason
- failure to bring equipment
- disengagement from classwork/lack of application
- plagiarism, cheating or collusion – assessment tasks
- non-completion of assessment tasks

### **Disruption to Learning/Use of Technology:**

- disruption to others
- inappropriate use of devices
- consistent, ongoing disruption in class/activity

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## **Defiance/Disrespect:**

- accessing out of bounds areas
- disobeying teacher instruction
- littering
- serious inappropriate comments

## **Inappropriate Physical Behaviour:**

- inappropriate physical behaviour
- repeated or intentional inappropriate physical behaviour
- deliberate or serious physical behaviour

## **Inappropriate Verbal Behaviour:**

- argument
- harassment
- insolence
- minor inappropriate verbal behaviour
- towards staff
- verbal aggression

## **Anti-Social Behaviour:**

- littering
- out of bounds
- taking or removing property without permission
- theft
- truancy
- unsafe behaviour
- damage of property
- vandalism – minor
- vandalism – severe or inappropriate images
- fraudulent behaviour

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## **Bullying (including Cyberbullying):**

- bullying including Cyberbullying
- serious, ongoing, or abusive behaviours (including cyberbullying)

## Follow-up Actions:

When Matters of Concern are recorded in Sentral, the staff member will apply one or more of the following follow-up actions to support the student in making more appropriate and positive choices:

- Restorative conversation in class
- Restorative conversation out of class
- Sent out of class
- Detention
- Referred to Head Teacher or Year Advisor (only if behaviour is continued)

## Notifying Relevant Staff:

In recording Matters of Concern on Sentral, the staff member will notify the other relevant staff members of the challenging behaviour which has taken place to ensure adequate support and accountability for students.

## Recording Follow-up of Behaviour:

Staff may record on Sentral follow-up for challenging behaviour exhibited by students such as:

- Detention
- Counselling
- Interview request
- Behaviour plan modification
- Severe consequences
- Outside agency involvement

## Suspension and Expulsion

Serious breaches of behaviour will result in an immediate referral of a student to the Head of Primary or Head of Secondary immediately.

Examples of this serious behaviour may include:

- Violence, discrimination, harassment, bullying or intimidation.
- The carrying and/or use of weapons, illegal drugs, alcohol, vapes or tobacco

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Continued non-compliance or repeated lesser breaches of behaviour within the classroom, playground or non-responsiveness to corrective measures will also be referred to Head of Primary and Secondary.

In these circumstances, the Headmaster or his delegate will be consulted, and they may initiate a suspension or expulsion. The College may issue the following types of Suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

In-School Suspension is the temporary withdrawal from the classroom and playground. The student works in isolation under the supervision of the Assistant Head of Primary with set work to be provided by the class teacher. Parents/Caregivers of students receiving this type of Suspension will be notified through an In-School Suspension Notification letter as well as a phone call home from the Assistant Head of Primary. This is NOT recorded as a Suspension on the Student Attendance Roll.

Out of School Suspension is the temporary removal of a student from all classes they would normally attend for a set period of time. It is served for a major incident or as a result of persistent misbehaviour where the intervention of the College has had no effect in changing the student's behaviour. Parents/Caregivers of students receiving this type of Suspension will be notified through a Suspension Notification letter as well as a phone call home from the Head of Primary.

During the suspension period, the College will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. The Suspension will be recorded on the Student Attendance Roll. A suspension resolution meeting may be held prior to the student returning to school. This resolution meeting will be sought in the best interest of the student and be held with the Head of Primary, Headmaster, student, and parents/caregivers.

Expulsion is the immediate termination of a student's enrolment. It may be applied for a major incident or as a result of serious persistent misbehaviour where the intervention of the College has had no or limited effect in changing the student's behaviour.

Students who are expelled will be required to attend a meeting with the Headmaster (with a parent/guardian present) and will receive an Expulsion Notification Letter from the Headmaster.

### Grievance procedures

If a Parent/Carer or student wishes to seek a review of the decision made in response to an allegation, this grievance procedure should be undertaken.

1. In the event that a student has been through the Discipline Procedures above and does not agree with the process or outcome of the decision, they may lodge a grievance in writing to the Headmaster, setting out the nature of the grievance and grounds in support of the grievance.
2. After giving consideration to the grievance the Headmaster may do one or more of the following:
  - i. refer the matter back to the relevant School Executive member or to a nominee, with advice, for resolution; or
  - ii. initiate an investigation into the matter; or
  - iii. seek to resolve the matter directly.

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3. Any determination made by the Headmaster in accordance with Step 2 of these Procedures with regard to the grievance will be final.
4. By initiating the Grievance procedure, the student will be deemed to have agreed that no communication engaged in or any information granted to the student as part of the grievance procedures will be used for any other purpose.

### Related policies and procedures

- Education Act (1990)  
[Education Act 1990 No 8 - NSW Legislation](#)
- Education Reform Amendment (School Discipline) Act 1995  
[Education Reform Amendment \(School Discipline\) Act-1995-93 \(nsw.gov.au\)](#)
- Restorative Practices NSW Dept of Education & Training (2019)  
[Restorative practices \(nsw.gov.au\)](#)
- [Australian Student Wellbeing Framework](#) booklet
- Secondary Student Management (Discipline) Policy
- Mandatory BYOD Acceptable Use Policy
- Mobile Phones Acceptable Use Policy
- Staff Code of Conduct
- Grievance Policy
- Primary Reflection Journal K-2
- Primary Reflection Journal 3-6
- Primary Coordinator Note to Parents - 3 Reflections
- Statement of Faith
- This policy needs to be read in conjunction with all other College policies