



## Student Management Framework

POLICY APPROVED BY COUNCIL:

23 October 2014

DATE OF LAST REVIEW:

18 January 2019

SCHEDULED FOR REVIEW:

July 2022

### Background

The purpose of our Student Management Framework is to create a safe and supportive learning environment based on Christian teachings, where students develop an understanding of their responsibility for their own actions and the effect of their actions on others.

### Scope

Applies to all staff, students and families at King's College

### References

King's College *Bullying and Harassment Policy*

King's College *Child Protection Policy*

### Compliance Statement

King's College does not permit any form of corporal punishment or physical contact by a staff member with a student as part of a disciplinary response.

This statement is included in the College's Student Management Framework to comply with the Minimum Standard: Student Welfare Discipline for registered schools in Victoria.

### Values and Beliefs

At King's College we believe that all students have the right to learn in a supportive learning environment. Our Student Management Framework is based on the following beliefs;

- Student welfare at King's is founded on the Biblical principles of grace, mercy, justice, kindness and humility (Micah 6:8) and through this the ultimate goal is the full restoration of relationships;
- Behaviour occurs as a result of choices, which are based upon the student's perception of the best way to satisfy a particular need;
- Students have different levels of understanding of what is responsible behaviour;
- Co-operation between staff, students and their families provides the most successful development of responsible behaviour;
- Responsible behaviour protects the rights of students who want to learn and supports the rights of teachers to teach;
- Successful student management gives students involved a chance to learn how to make responsible choices in the future;
- The most effective discipline strategies are based upon good classroom management, flexibility and a range to teaching styles;



- To 'discipline' is to instruct until the individual reaches self control. *"Know then in your heart that, as a man disciplines his son, the Lord your God disciplines you."* Deuteronomy 8:5;
- Nurture and discipline embrace affirmation, example and correction in the context of a relationship of love and respect;
- We believe in encouraging student awareness of the nature of Christ, and seek to model Christian love and the Fruit of the Spirit (Galatians 5:22);
- Students are enabled to develop positive, constructive behaviours which go beyond mere compliance.

## Framework Aims

Our framework aims to:

- Develop each student's ability to relate positively to others at school and in the community;
- Guide students towards behaviour that is self-controlled that encourages the modification of inappropriate behaviours rather than suppressing these behaviours;
- Create a positive environment within the College and classrooms where students and staff can work successfully together;
- Create a caring and inclusive College environment where the rights and responsibilities of individuals are recognized;
- Maintain expectations that protects the needs of all individuals allowing all students to achieve their full God given potential;
- Maintain a clear set of consequences for individuals who do not accept their responsibilities and breach College expectations;
- Maintain a set of procedures which allow the resolution of conflicts in a positive and non-confrontational manner;
- Encourage students to value and foster a positive attitude to learning.

## Guiding Principles

### *Code of Behaviour*

- All students, staff and parents understand and accept that certain kinds of behaviour are expected.
- Everyone should be treated with courtesy and respect and everyone has rights related to safety, security and learning.
- The rights of individuals are related to responsibilities that must be recognised and respected.
- Positive consequences will result when these rights are respected and responsibilities carried out and negative consequences will occur when rights are infringed or when responsibilities are not carried out.
- Our framework is based on all individuals accepting responsibility for their own actions.



## **Code of Conduct**

Our Student Code of Conduct is accepted by all students and families on enrolment with the College. The Code is underpinned by the words of Jesus, *'Love your neighbour as yourself.'*

## **Pastoral Care**

At King's College students' pastoral care is integrated in curriculum studies and daily class or pastoral sessions and is of central importance to our support for our students. Teachers guide students in self discipline and reinforce College expectations and the Code of Conduct, which governs their behaviour through developing an understanding of:

- The values and beliefs of the College;
- The needs and responsibilities of students and staff as outlined in the framework; and
- The effect of their relationships and interactions with others.

Each area of the College may adopt a specific pastoral care program or focus to support the development and maintenance of a productive environment for students and staff. Such a program will be consistent with the values and beliefs and guiding principles of this framework.

All College staff have a role in pastoral care and are expected to prioritise the spiritual health and well being and support of all students within the College. The key staff members for student's pastoral care are:

- Early Years – Classroom Teacher
- Junior School – Classroom Teacher
- Middle School – Pastoral Care Teacher
- Senior School – Home Group Teacher

Teachers utilise a number of strategies in conducting their role of providing pastoral care:

- daily prayer with class members
- daily Bible-based devotions
- regular one-on-one sessions with each student
- regular contact with subject teachers to ascertain student progress
- regular contact with parents/caregivers
- regular discussion with Head of School regarding any student identified as at risk

## **Classroom Expectations**

Expectations for the guidance of student behaviour should be articulated and displayed in classrooms and in common areas where students gather. A common set of expectations will be available for student guidance. Teams may develop specific expectations for the



developmental age of students in their care and teachers may also develop specific expectations if required.

Such expectations are to be stated in a positive form and are to clearly state expectations. A set of consequences for dealing with breaches of expectations at a team or class level should be understood by the students.

### ***Creating a Supportive Environment***

All staff are to model appropriate behaviour for the students to follow. Staff, as much is professionally reasonable, are to be aware of students' backgrounds and circumstances, be positive in their relationships with students, be active listeners, allow students to become part of the decision making process and implement consistent decision making in the application of discipline techniques and consequences.

### ***Expectations and Responsibilities***

Expectations and responsibilities are inextricably linked and need to be considered in conjunction with one another. Staff should enshrine an individual's needs and wellbeing; define areas of responsibility and articulate expectations frequently.

### ***Student Needs and Responsibilities***

*As a student I can expect to:*

- Be in a safe, secure, clean and pleasant environment without distraction;
- Be valued as an individual;
- Be treated with respect, courtesy, politeness and honesty;
- Learn in a purposeful and supportive environment without distraction;
- Be taught by teachers who are competent, fair and understanding;
- Receive guidance in self discipline;
- Participate in decisions affecting my welfare;
- Feel proud of the College and earn the respect and support of the local community.

*As a student I have responsibility to:*

- Behave in a way that protects the safety and well being of others;
- Ensure that I am punctual, polite and prepared to behave in a positive manner;
- Adhere to the Student Code of Conduct and College expectations;
- Respect and value all other members of the College community;
- Ensure my behaviour is not disruptive to the learning environment;
- Do my best and follow the instructions of my teachers;
- Ensure that the College environment is kept neat, tidy and secure;
- Safeguard and treat with respect all College and personal property;
- Learn and encourage others to learn self discipline;
- Express constructive opinions relating to decisions;
- Behave and dress in a manner which will bring credit to me and to the College.



## ***Staff Expectations and Responsibilities***

*As a staff member I can expect to:*

- Be treated with understanding, respect, courtesy, honesty and trust;
- Teach in a safe, secure and healthy work environment;
- Teach in a purposeful and supportive environment;
- Make professional decisions according to each student's needs consistent with College policies;
- Access appropriate professional development and learning;
- Co-operation and support from students, parents and the College's senior staff;
- Interact and communicate openly with the College's senior staff, colleagues, parents and the College community;
- Expect that all students respect and adhere to the College's expectations of behaviour.

*As a staff member I have a responsibility to:*

- Treat students fairly, honestly and consistently; modeling appropriate behaviour;
- Provide a caring environment;
- Be punctual;
- Act at all times in a professional and confidential manner;
- Maximize learning time by preparing and presenting purposefully learning experiences for each student;
- Discipline students according to the guidelines outlined in the College's Student Management Framework;
- Seek guidance from colleagues and senior staff when necessary;
- Share professional knowledge and keep up to date with work and educational developments;
- Be fair and consistent in their discipline, bearing in mind the knowledge/ context of the discipline problem;
- Implement prompt actions in solving problems concerning student's welfare and wellbeing;
- Establish positive relationships with students, parents and other members of the College community;
- Support student progress and concerns to parents through regular communication;
- Listen to opinions and ideas of others and to be available for interaction with senior staff, parents and colleagues;
- Support decisions made by the College;
- Support colleagues, the College ethos and the College's Christian Professional Ethics.



All staff are expected to have a sound knowledge of the students they teach and the consequences to be applied when individuals fail to meet their responsibilities, as outlined in this Framework.

## **Principal and other senior staff Additional Responsibilities**

*In addition to the above, senior staff can expect to:*

- Have the co-operation and support of all staff members;
- Implement and review policies, programs and procedures.

*With the authority vested by the College Council, the Principal can expect to:*

- Be the ultimate authority on all school matters and to have decisions accepted and respected.

*In addition to the above, senior staff have a responsibility to:*

- Treat other staff with respect and courtesy acknowledging their individuality and role in the College;
- Act professionally and confidentially;
- Consult with staff where appropriate;
- Be accessible to staff, parents and students at a mutually appropriate time;
- Address issues equitably and consistently based on the principles of natural justice;
- Be aware of all staff achievements through supervision and conversations;
- Communicate information promptly;
- Be aware of educational issues and trends.

## **Parents Expectations and Responsibilities**

*As a parent I can expect:*

- To be treated with understanding, respect, honesty and trust;
- My child/ren to be safe and cared for in an environment where staff conduct themselves in a manner consistent with biblical principles;
- My child/ren to be educated by the College;
- Open communication with all teaching and senior staff at a mutually agreed time;
- My child/ren to be treated as individuals.

*As a parent I have a responsibility to:*

- Treat others politely and respect their individuality and position in the College;
- Prepare my child/ren for engagement in learning at the College;
- Observe the expectations and Code of Conduct of the College;



- Ensure that students are attired according to the College uniform policy/dress code;
- Ensure that my children are provided with all necessary equipment and that equipment is replaced when required;
- Co-operate with teachers and inform and discuss matters relevant to my child's education and wellbeing.

## Levels of Inappropriate Student Behaviour

Inappropriate Student Behaviour inside and outside the classroom has been classified into three levels:

Level 1	Low Level
Level 2	Mid Level
Level 3	High Level

**Level 1** incidents are low level incidents managed by the teacher. These incidents attract **one warning point**. Warning points along with a brief note about the incident are to be recorded in Compass.

**Level 2** incidents are mid-level incidents that are managed by the Head of School. These incidents automatically attract **three warning points**. Warning points along with details of the incident are to be recorded in Compass. Parent communication should also occur in relation to the incident.

**Any student who accrues three warning points automatically accrues a 30-minute lunchtime detention**

**Level 3** incidents involve serious breaches of the College Student Management Framework and are managed by the Deputy Principal or Principal. Level 3 incidents may result in an automatic detention or other more serious consequence.

**The key to any successful student management framework is consistent application by staff. It is acknowledged that there is discretion in how consequences are applied, but the common factor is that warning points must be applied and recorded for this approach to be successful. The following page outlines the type of behaviour and possible outcomes that sit at each level of behaviour.**



<b>Teacher</b> <b>Level 1</b>	<p><b>Teacher managed student behaviours</b></p> <p><b>Verbal/Non-Verbal Aggression:</b> Swearing, aggressive action, talking back, teasing, threatening</p> <p><b>Disruptive Behaviour:</b> Calling out, disruptive actions, making noises, moving around, off task, talking while the teacher is talking</p> <p><b>Routines:</b> Failure to complete set work, failure to submit assessment, uniform, lateness to class, refusal to follow classroom rules, failure to bring equipment, littering, mobile phones/MP3 players/headphones, out of bounds including gardens, IT Breach</p>	<p><b>Possible agreed/shared outcomes</b></p> <p>Identify challenging behaviours, and challenging practise and behaviour.</p> <p>Move student/change seating plan.</p> <p>Time out.</p> <p>Community service.</p> <p>Contact parent/guardian.</p>
<b>Head of School</b> <b>Level 2</b>	<p><b>Classroom Behaviours referred to Team Leader</b></p> <p>Persistent and repeated inappropriate/disruptive classroom behaviours and disobeying of routines</p> <p>Fighting/Assault</p> <p>Harassment/Bullying including social media</p> <p>Verbal Abuse</p> <p>Overtly aggressive/targeted behaviours</p>	<p><b>Possible agreed/shared outcomes</b></p> <p>Identify challenging behaviours, and challenging practise and behaviour.</p> <p>Contact parents/guardians.</p> <p>Written agreement.</p> <p>Detention. Class withdrawal. Exclusion from College activities.</p> <p>Community service.</p> <p>Recommendation to Principal for internal/external suspension.</p>
<b>Principal</b> <b>Level 3</b>	<p><b>Team Leader referral to Principal</b></p> <p>Illegal Substances</p> <p>Promotion of violent/threatening behaviour</p> <p>Serious Assault/Fighting</p> <p>Threat towards a staff member</p> <p>Serious vandalism/damage to school property</p> <p>Physical misconduct towards staff</p> <p>School refusal</p> <p>Serious misconduct</p>	<p><b>Possible agreed/shared outcomes</b></p> <p>Identify challenging behaviours, and challenging practise and behaviour.</p> <p>Contact parents/guardians.</p> <p>Written agreement.</p> <p>Detention. Class withdrawal. Community service. Loss of leadership position.</p> <p>Internal/external suspension. Cancellation of enrolment.</p>



## Restorative Practice

At King's College, teachers are encouraged to use a Restorative Practice approach to managing behaviour.

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively;
- Teachers can focus on the unacceptable behaviour of offenders rather than their moral character;
- This can lead to healthier interpersonal relations among members of the school community and more effective learning.

Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class. The work in schools with cases of bullying is commonly guided by flashcards or an agreed script which direct staff to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right. Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatized. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence. The situation is then monitored by school staff and further intervention occurs if the situation does not improve. In some cases, considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.

As part of a restorative framework, the following questions are used to guide discussion

### Restorative Questions

#### **When challenging behaviour:**

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way, have they been affected?

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

#### **To help those affected:**

What did you think when you realized what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?



## Review Record

Original Approval Date: 23 October 2014

Review Date	Notes on Review
July 2017	Significant Update on processes I.McKay
18/01/2019	Reviewed S. Philpot Formatting D.RIZZO <b>Changes Approved by A.ROUSE</b>