



# Northholm Grammar

## STUDENT MANAGEMENT POLICY (PRIMARY YEARS)

### POLICY OBJECTIVE

This policy aims to provide a safe and caring environment for our young men and women, which fosters respect for others.

### POLICY STATEMENT

The management of students at Northholm Grammar is undertaken within the framework of the school's commitment to Pastoral Care and hence a commitment to work in partnership with students and parents/carers. Student management is practised as a whole school approach at Northholm Grammar with specific attention to the needs of the Primary and Secondary Years students. It is based upon respect for self, respect for others and respect for the proper use of authority. It always involves listening, acceptance, apology and forgiveness.

The overall well-being and growth of each individual; as well as the welfare of the entire School community, is intrinsic to the management of students. The just and equitable treatment of students and the maintenance of their dignity are principles that underpin this policy. A primary focus at Northholm Grammar is to assist students to develop a genuine sense of social responsibility for themselves and the wider community.

Student management practices focus on developing self-discipline within students and for students to understand that there are consequences to their actions. Northholm Grammar affirms and rewards positive behaviours and intentions. Behaviours that have an adverse impact on the individual student and those around them require sanctions.

In line with the Education Act 1990 and subsequent amendment, Education Discipline Act 1995; it is reinforced that at Northholm Grammar, the Student Management Policy does NOT permit corporal punishment in the discipline of students attending the school. Northholm Grammar expressly prohibits the use of corporal punishment by any staff member or member of the wider community to enforce discipline at the school. The principles of procedural fairness are followed in regard to the follow-up of any behaviour issue.

As a community of students, staff and parents/carers, we believe that we have the following rights and responsibilities:

### Student Rights:

- To be treated justly and to be valued as an individual
- To feel safe and secure and to be free from discrimination and intimidation
- To be provided with a safe and healthy school environment
- To have a positive and supportive atmosphere that is conducive to learning
- To be provided with a quality education that caters for individual differences in ability and talents and that develops the whole person

### Student Responsibilities:

- To treat others justly and value them as individuals
- To contribute to a safe and secure school that is free from discrimination and intimidation
- To work together to maintain an environment which is safe, healthy and clean
- To have a positive and responsible attitude towards learning and to respect the right of all students to learn
- To promote and enhance a positive image of the school by observing all School rules

## **Parent/Carer Rights:**

- To know that their child will be treated justly and be valued as an individual in the light of Christian values
- To be kept informed of events occurring at the school through the various modes of communication
- To be consulted via appropriate forums on relevant matters concerning their child and their education
- To be heard through clearly identified School channels and have their opinions valued and respected in matters relating to their child's education, welfare and spiritual development

## **Parent/Carer Responsibilities:**

- To work in partnership with the staff to ensure the best possible educational outcomes for their child
- To inform the school of any matters (social, emotional, physical or learning) that may impact on their child's welfare
- To support the school's programs in meeting the educative needs of their child
- To meet their obligations in relation to all matters relating to their child's education as stated in the School Enrolment Policy
- To ensure that their child attends the school (as required by NESAs) and in times of approved leave ensures their child completes any work/assessment that may be missed
- To work with the school in the implementation of rules, regulations and procedures as identified in the Student Management Policy and outlined in the School Diary

## **Staff Rights and Responsibilities**

Please refer to the Staff Code of Conduct Policy located on the Staff Portal

**Complaints** – all complaints regarding the management of students will be dealt with as per the Northholm Grammar Resolution of Complaints Policy. This policy can be accessed on the School website.

## **PROCEDURES**

### **Expectations of students**

The students at Northholm Grammar make a commitment to show respect for themselves, all members of the school community and their property. Students are expected to always conduct themselves in a manner befitting the School's ethos and to take an active role in the school in contributing to its good reputation.

They undertake to:

- Show self-discipline and take responsibility with a growth mindset for their actions
- Complete all school tasks to the best of their ability and submit all school tasks on time
- Actively participate in School events
- Be honest in their dealings with other students, members of staff and parents/carers
- Be just and fair in the way they speak about and treat other students and members of staff
- Be open and accepting of others by including them in their activities and friendships
- Be polite, well-mannered and considerate to all – both inside and outside of the school
- Be co-operative and follow instructions and directions
- Be aware of the safety of themselves, others and their environment
- Be punctual
- Meet commitments made to others and the school
- Wear all School uniforms correctly
- Comply with the regulations and guidelines as set out in the Student Diary and school Policies
- Make amends and accept consequences if they have breached the expectations of the school
- Undertake to care for the environment by actively keeping playground and classroom areas clean and tidy; free from graffiti and litter

## Expectations of staff

The staff at Northholm Grammar make a commitment to promote the Christian values of the school in their interaction with students. They recognise that each student is an individual and each class is a special community. They endeavour to create an environment in which teaching and learning can take place. They undertake to:

- Treat students with justice, consideration and compassion
- Allow students the opportunity to express themselves in a fair and just manner
- Listen to students and try to understand their viewpoint
- Involve students, where possible and appropriate, in decision-making situations
- Manage student behaviour in a way that endeavours to avoid embarrassment to the individual
- Keep order in the class by creating a firm and caring atmosphere that supports a positive learning environment
- Start lessons punctually
- Provide lessons that are well prepared, appropriate and challenging to the group
- Support the different learning needs of each individual student
- Mark and return student work received by the due date within a reasonable time and with meaningful feedback
- Avoid applying group consequences
- Comply with School student welfare policies and procedures

## Raising concerns

It is important that parents/carers and staff work closely together – in partnership. If there are any concerns or problems, then a solution can most often be reached if members of the community work on it together. If there are disruptions or stress within families, then it is very helpful for Northholm Grammar to know so that further support can be provided to a student at school.

Who to Contact		
If a student has problems with their home learning, assessment tasks, co-curricular area or wellbeing concerns	THEN	The parent/ carer should contact the class teacher FIRST
If a parent/ carer has any concerns about a student's academic progress	THEN	The parent/ carer should contact the class teacher or the Primary Years Curriculum Coordinator
If a parent/ carer has any concerns about a student's wellbeing or peer relationships	THEN	The parent/ carer should contact the class teacher or the Primary Years Wellbeing Coordinator
For matters of a serious concern, the Deputy Principal and the Principal, are available. Parents/carers are advised to phone to make an appointment.		

## Behaviour Management and referral

Northholm Grammar has a number of policies, regulations and guidelines so that students can achieve their common purpose of becoming the best versions of themselves. These regulations are meant to safeguard the rights and reputation of each student individually and the school as a Christian community. It is hoped that every student at this school will have such respect for themselves and for their school that they will do their best to meet expectations. Failure to follow these policies, regulations and guidelines is a failure in personal responsibility. If this happens, behaviour management referral will be taken as detailed below:

Managed by	Behaviours	Teacher/School Actions
<b>Playground/ class teacher</b>	<p><u>LOW LEVEL (level 1)</u></p> <ul style="list-style-type: none"> <li>• out of bounds (classroom hallway, in the Secondary school)</li> <li>• running on asphalt</li> <li>• playing in toilet/bubbler areas</li> <li>• late to lines after lunch/recess</li> <li>• littering</li> <li>• hugging/picking up others</li> <li>• minor classroom rule breaches</li> <li>• disruptive behaviour in lines/at assembly or chapel</li> <li>• standing up during eating time</li> <li>• no hat</li> </ul>	<p><b>Reminder/Warning:</b> Teacher gives a verbal warning and/or reminders</p>
<b>Playground/ class teacher</b>	<p><u>MODERATE LEVEL (level 2)</u></p> <ul style="list-style-type: none"> <li>• continued unacceptable or inappropriate playground/class behaviours as outlined above (break a rule more than once)</li> <li>• inappropriate play</li> <li>• disruptions to games or playground harmony</li> <li>• swearing amongst peers</li> <li>• teasing, unkind play</li> <li>• climbing trees/fences</li> <li>• playing on equipment without supervision</li> <li>• dangerous play on equipment</li> <li>• playing with sticks/rocks in a dangerous manner</li> <li>• encouraging fighting</li> <li>• disrupting the learning of others</li> <li>• using technology inappropriately during class time or in the playground</li> </ul>	<p><b>Playground timeout:</b> Teacher asks student to walk with the teacher or sit in an area for a period of time</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Classroom timeout:</b> Teacher asks student to sit in a different place for a period of time</p> <p style="text-align: center;"><b>AND</b></p> <p>Teacher records incident using electronic incident form.</p> <p>The incident form database is checked Weekly by Primary Wellbeing Coordinator and reported on at PY and meeting with Deputy Principal.</p>
<b>Playground/class teacher in consultation with Primary Wellbeing Coordinator</b>	<p><u>HIGH LEVEL (level 3)</u></p> <ul style="list-style-type: none"> <li>• continued unacceptable or inappropriate playground/class behaviours as outlined above (Habitual rule breaking)</li> <li>• rough and dangerous play (wrestling, tackling, pushing, tripping, lifting another student, etc)</li> <li>• hitting/kicking/inappropriately touching another person</li> <li>• spitting at another person</li> <li>• throwing objects at another person</li> <li>• demanding possessions/money</li> <li>• name calling/verbal taunting/swearing at someone</li> <li>• inappropriate play and treatment of others</li> <li>• lying to a person in authority</li> <li>• significant disruption to the learning of others</li> <li>• inappropriate use of technology including using technology during class time or in the playground</li> </ul>	<p>Completion of electronic incident form <b>and timeout:</b> Teacher records incident. The student receives timeout immediately.</p> <p>The incident form database is checked Weekly by Primary Wellbeing Coordinator and reported on at PY and meeting with Deputy Principal.</p> <p style="text-align: center;"><b>AND</b></p> <p><b>Reflection:</b> Teacher informs student that they will have a reflection for half of lunchtime.</p> <p>Parents will be phoned by the class teacher or Primary Wellbeing Coordinator and will receive an email outlining the reasons for reflection.</p>

		<p style="text-align: center;"><b>IF NEEDED</b></p> <p><b>Removal from playground/classroom:</b> If required, the teacher can also ask to have the student/s removed from the playground/ classroom.</p>
<p><b>Playground/class teacher in consultation with Primary Wellbeing Coordinator and Deputy Principal</b></p>	<p><u>VERY HIGH LEVEL (level 4)</u></p> <ul style="list-style-type: none"> <li>• continued unacceptable or inappropriate playground/class behaviours as outlined above</li> <li>• bullying (verbal, physical, physiological, social)**</li> <li>• cyber bullying **</li> <li>• inappropriate use of technology/Internet</li> <li>• racism***</li> <li>• open defiance to a person of authority</li> <li>• throwing dangerous objects at another person</li> <li>• hitting another person with a stick/object</li> <li>• physical action on another person</li> <li>• promoting anti-social/gang behaviour</li> <li>• stealing (food, possessions, money, etc)</li> <li>• defacing property/graffiti</li> </ul> <p>** refer to Anti-Bullying Policy ***refer to Anti-Racism Policy</p>	<p><b>Interview:</b> Parent interview with the teacher and Primary Wellbeing Coordinator</p> <p>Teacher records incident on electronic incident form. The student receives timeout immediately.</p> <p>The incident form database is checked Weekly by Primary Wellbeing Coordinator and reported on at PY and meeting with Deputy Principal.</p> <p><b>Restricted participation:</b> Student's participation in any special activities over the next week will be considered and decided upon by teacher and Primary Wellbeing Coordinator. These may include but are not limited to: out of school activities, performances, sports activities, events, class excursions, recess, lunch play</p> <p><b>Daily Behaviour Report Card:</b> Card given to student for the minimum period of 5 days (or notes kept by supervising teacher).</p> <p><b>Removal from playground/classroom:</b> If required, the teacher can also ask to have the student/s removed from the playground/ classroom by sending for the Primary Wellbeing Coordinator.</p>
<p><b>Playground/class teacher in consultation with Primary Wellbeing Coordinator &amp; Deputy Principal</b></p>	<p><u>SEVERE LEVEL (level 5)</u></p> <ul style="list-style-type: none"> <li>• deliberate and continued unacceptable or inappropriate disruptive playground/class behaviour</li> <li>• repeated or persistent bullying</li> <li>• serious threatening of another student</li> <li>• throwing objects with intent of injury</li> <li>• aggressive behaviour towards others including intentional physical contact</li> <li>• pre-mediated fighting/physical abuse</li> <li>• repeated stealing</li> </ul>	<p><b>Interview:</b> Parent interview with the teacher, Primary Wellbeing Coordinator and Deputy Principal</p> <p><b>Daily Behaviour Report Card:</b> Card given to student for a minimum period of 10 days.</p> <p><b>Removal from playground/classroom:</b> If required, the teacher can also ask to have the student/s removed from the playground/ classroom pending investigation</p> <p><b>Referral to Diverse Learning team</b></p>

	<ul style="list-style-type: none"> <li>intentional damage to property (student, staff or school)</li> <li>leaving school grounds without permission</li> <li>swearing or verbal abuse at person in authority</li> </ul>	<p><b>Restricted participation:</b> Student will be unable to participate in any out of school activities and class excursions for the following week. Any participation in overnight excursions will be considered and decided upon by teacher, Primary Wellbeing Coordinator and Deputy Principal</p>
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**School Counsellor**  
The Primary Years Wellbeing Coordinator (after consultation with the parents and relevant teachers) can refer students to the School Counsellor in regards to any issues, and inform the Deputy Principal.

**School Principal**  
Ongoing and serious behaviour management problems that remain unresolved or difficult and place the student and others within the School community at risk are referred to the Principal.

**Severe Behaviour**

The School reserves the right to place a student at an appropriate level or suspend a student immediately in the case of severe behaviours. This will be at the discretion of the Deputy Principal, in consultation with the Principal.

**Suspension and Expulsion**

Suspension may be in school or out-of-school. The most serious of the possible consequences referred to in this policy are the out-of-school suspension and the discontinuation of enrolment (referred to from now on as suspension and expulsion respectively).

**Suspension**

Suspension is the temporary withdrawal of a student’s right to attend school and/or school activities for a specified period of time.

The Principal or the Deputy Principal may suspend a student. Without limiting the circumstances in which this may happen, students may expect to be suspended where there is unacceptable behaviour that conflicts with the values, expectations and ethos of the school.

**A student may be suspended with immediate effect. Students may expect this to happen where:**

- Their behaviour or threatened behaviour puts at risk the safety of students, staff or themselves
- They are found to possess illegal drugs, substances suspected to be illegal drugs or substances represented by the students to be illegal drugs
- They possess a weapon or an object which they use or threaten to use as a weapon

When a student is suspended, Northholm Grammar will organise a program of study for the student appropriate to the length of suspension.

As soon as possible after a student has been suspended, the Principal or Deputy Principal, and class teacher will convene a suspension resolution meeting with the student and their parent/carer to discuss the basis on which the suspension will end and the student returns to normal schooling.

If the parents/carers are unable or unwilling to attend that meeting, the Principal or delegate, after consideration of all the circumstances, may determine the basis upon which the student may return to normal schooling. If the student or their parents/ carers are not willing to have the student return to normal schooling upon that basis, the Principal may notify the parents/carers of the possibility of expulsion and follow the procedure set out in this policy where that happens.

## **Expulsion**

Expulsion is the permanent withdrawal of a student's right to attend Northholm Grammar.

The Principal may expel a student. Without limiting the circumstances in which this may happen, students may expect to be expelled where:

- They have engaged in any of the misconduct which can lead to suspension
- They have behaved in a way which seriously undermines the ethos of Northholm Grammar
- Their behaviour has put at risk the wellbeing of Northholm Grammar, its staff, its students or any member of its community
- They have sold or distributed illegal substances (including cigarettes, alcohol, vapes and illegal drugs)
- They have engaged in repeated breaches of 'School Expectations of Students'
- They have consistently and deliberately interfered with the educational opportunities and endeavours of other Northholm Grammar students
- They have engaged in conduct of a criminal or illegal nature

The Chair of the School Board will be informed of any prolonged suspension and/or expulsion.

## **Procedural fairness – suspension and expulsion**

Northholm Grammar acknowledges that suspension and expulsion have serious consequences for students. Accordingly, Northholm Grammar is committed to adopting procedures in relation to suspension and expulsion which are in all respects fair and appropriate and which are designed to avoid practical injustice.

## **Accordingly, Northholm Grammar will normally:**

- Fully inform a student and their parent/carer of the student's alleged misconduct
- Give the student and their parent/carer the opportunity to provide a response
- Ensure that the alleged misconduct is properly investigated
- Ensure that the person who makes a final decision acts fairly and without bias
- In particular, where a student is to be or has been suspended or is facing the possibility of expulsion, to ensure fairness, the following steps will normally take place:
- A member of the Leadership Team or an appropriate Leader appointed by the Principal will investigate the alleged misconduct.

As soon as possible, the investigator will:

- Inform the student and their parent/carer of the suspension or possible expulsion
- Provide to them copies of relevant policy and procedure documents
- Provide to them details of the student's alleged misconduct and any matter adverse to the student which has come to the investigator's notice
- Make available to the student a member of the Pastoral Team to assist the student and her parent/carer to prepare a response to what has been alleged;
- Provide the student and their parent/carer opportunity to respond in person and/or in writing to what has been alleged and to what is proposed (suspension or expulsion)
- Consider any response given together with all other relevant material and will make any enquiries that are warranted by the student's response before reporting to the Principal.

- Consider all relevant material, including both internal and external strategies that have been tried to that point, before any final decisions are made and inform the student and their parent/ carer of those final decisions (normally in person)
- Offer the student Counselling support.

While Northholm Grammar is committed to providing the student and their parent/carer with details of the alleged misconduct, this does not mean that the student or their parent/carer are always entitled to the names of those who have made allegations or who have assisted in the investigation.

### **Appeal Process**

Students and parents/carers who consider that correct procedures have not been followed or that an unreasonable decision has been made may appeal.

Appeals must be in writing, addressed to the school Principal stating the grounds on which the appeal is being made and lodged with the school within 7 days of the decision to exclude the student.

Upon receipt of the appeal, the Principal will refer the matter to a Committee, which is part of the School Council, who will conduct an investigation to ensure that procedural fairness has occurred. At the completion of the investigation, the student and parent/ carer will be informed at an interview of the outcome of the investigation and the grounds on which the review of exclusion has been either upheld or declined. Written confirmation of the outcome will be given to the parent/carer. This will occur within 10 school days of receipt of the appeal.

Mary Falvey

**Primary Years Wellbeing Coordinator**

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