



# **Aranmore Catholic Primary School**

## **Student Management Policy**

Originally Released: Prior to 2002  
Revised: 2003  
Revised: 2004  
Revised: 2005  
Revised: 2011  
Revised: 2017  
Date for Review: 2021

## **RATIONALE**

The theory underlining all aspects of the discipline policy and guidelines is fundamental to all practices of our school.

We strive to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. Aranmore Catholic Primary School is a community that exemplifies the Mercy Values of Hospitality, Dignity, Service, Excellence, Compassion, Mercy, Stewardship and Justice. In this community, the cooperation of each member is required in order to create the common good. Through the example of Jesus, it is important for reconciliation between parties to be a part of the Aranmore Student Management Policy.

Any behaviour that seriously affect or endanger the well-being of the community need to be addressed with Christ-like compassion.

This policy needs to be read in conjunction with the School's Pastoral Care Policy and Dealing with Bullying and Harassment (Students) Policy as they are interrelated.

## **AIMS**

Aranmore Primary School endeavours to ensure all children accept responsibility for their education and behaviour, understanding that attitudes and behaviours have a natural consequence.

1. To foster an environment conducive to each individual student, teacher and parent to reach their potential.
2. To foster self-discipline and develop responsibility for one's own behaviour
3. To affirm respect of self, respect of others, respect of place and of property
4. To assist parents and caregivers in developing and maintaining their child's educational, physical and pastoral needs
5. To acknowledge the worth of all members of the community and their right to work and learn in a positive, harmonious, safe and supportive environment guided by the Gospel values.

## **GUIDELINES**

### **CLASSROOM MANAGEMENT POLICY**

All classes are to follow the standard school procedures for their Classroom Management Policy. Pre-Kindy, Kindergarten and Pre-Primary procedures may be modified in consultation with the Leadership Team.

Teachers to formulate classroom rules with their class so that students take ownership of the rules and are fully aware of the rules and positive and negative consequences. Parents need to be informed of the Classroom Management Policy at Parent Evenings and through the Parent Handbook. Teachers are to include information on their PowerPoint.

Staff are to follow the Bullying Policy regarding bullying behaviour. The Bullying Policy supersedes the Classroom Management Policy in such instances. (See Appendix I).

In addition to playground, supervision and bullying rules the following core school rules will be adhered to at all times;

1. Everyone at Aranmore Catholic Primary School has the RIGHT to LEARN, WORK and PLAY in a supportive, secure and safe environment.
2. Respect yourself, adults and other children.
3. Respect your property, the property of others and of the school.
4. Abide by Aranmore school policies at all times

### Rights and responsibilities of our school community

<p>Children have a right to:</p> <ul style="list-style-type: none"> <li>• Be safe at school</li> <li>• Learn without interference</li> <li>• Be treated with courtesy by staff, students and families</li> </ul>	<p>Children have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Obey school rules and safety guidelines</li> <li>• Endeavour to do their best</li> <li>• Treat others with respect and courtesy</li> <li>• Take responsibility for their behaviour and accept the consequences</li> </ul>
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### Set class rules:

Teachers to set rules with the students as a whole class and display rules within the classroom which reflects the school policy utilising a four-step system of behaviour management. This includes redirecting the student behaviour and allowing reflection time.

### Positive consequences:

Positive attitudes or desired behaviours will be rewarded and celebrated.

Processes for encouraging the desired behaviour includes:

- Merit Certificates issued weekly at Assemblies.
- Immediate social re-enforcement, such as praise, rewards, privileges e.g. free game computer time.
- Letters of praise to parents or verbal feedback.
- Stickers within the classroom.
- Positive written comments.
- Principal treasure box.
- Class reward time.

Individual, group and class positive consequences to be displayed in the classroom. These should encourage intrinsic motivation and relate to the school values.

### Negative consequences:

Process for discouraging inappropriate attitudes or behaviour may include:

- Ongoing re-direction within the context of the lesson.
- Individual discussion with the teacher away from the class lesson.
- Specialist teachers to inform class teaches of inappropriate behavior.
- Any major behaviour incidents will result in an immediate Think Sheet.

## **MINOR BEHAVIOUR INCIDENTS**

Minor behaviour incidents can be managed at a classroom level following the teacher's preferred behaviour management system and individual classroom rules. Classroom rules operate under the umbrella of the whole school student management policy and both must be adhered to.

### ***CONSEQUENCES***

1. Issue the first warning and redirect the student to appropriate behaviours
2. Issue 2<sup>nd</sup> warning, speak with the child privately about their behaviour before returning them to the group
3. Issue 3<sup>rd</sup> warning, student will miss out on play time by sitting on the bench and a note will be sent home informing parents of the behaviour.
4. Issue 4<sup>th</sup> warning, student to complete a 'Think Sheet' which needs to be signed by the Principal / Assistant Principal before going home to the parent for a signature. This then needs to be returned to the class teacher. Parents must be called before the 'Think Sheet' goes home.
5. Should misbehaviour continue, teacher to request a parent interview (Leadership may sit in and support). This shall be due to patterns of anti-social or misbehaviour.

### ***When a Think sheet is given:***

1. Teacher issues *Think Sheet*
2. Sign & date the *Think Sheet* and make a copy to be sent to the office for the Principal / Assistant Principal. Send this home.
3. Parents are called to inform them why the *Think Sheet* was given and to remind them to sign it.
4. Parents sign & date the *Think Sheet* and this is returned to school to be filed.
5. If a child receives three *Think Sheets*, Leadership is to call a meeting with parents to discuss behaviour modification plan.

**(Teachers to keep record of the *Think Sheet* and file in confidential folder at the end of the year.)**

\* The bench is not to be used for students who fail to do their homework or have not returned notes.

\*Please note that teachers, as professionals in their field, will modify this process depending on the individual needs of the student

## **MAJOR BEHAVIOUR INCIDENTS**

***Any behaviour that challenges the day to day running of the classroom or school and interferes with a positive and harmonious school environment.***

Major incidents of misbehaviour may include

- verbal
- physical
- social
- psychological

Any behaviour management incidents require the involvement of Leadership.

# Student Management Policy

Whole School Policy

Minor  
Behaviour  
Incident

*Minor behaviour incidents can be managed at a classroom level following the teacher's preferred behaviour management system and individual classroom rules.*

Major  
Behaviour  
Incident

*Any behaviour that challenges the day to day running of the classroom or school and interferes with a positive and harmonious school environment.*

## Classroom Behaviour Management Plan

This reflects the four-step system and is teacher directed.

## EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS

### Principles

1. Exclusion means total withdrawal of a student's right to attend a particular school.
2. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied as a last resort, normally after all other means have failed.
3. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community.
4. The Principal is expected to examine individual cases on their own merits and balance the principle of natural justice with the quality of mercy.
5. The decision to exclude a student shall be the responsibility of the Principal.

### Procedures

1. The school shall have a disciplinary policy which incorporates procedures for the suspension as well as for the exclusion of a student.
2. Where practicable, the Principal should delegate the responsibility to undertake the investigation to a member of staff. The investigation shall be based on the merits of the matter and provide a fair and unbiased hearing for the parties concerned.  
  
During the investigation and before any decision is made to exclude the student, the Investigating Staff Member is to ensure that:
  - the student has the right of representation, normally a parent/guardian
  - a student has the right of response to any allegations made against him/her
  - consultation with parents and staff involved takes place as soon as practicable
3. Where it is not practicable for the Principal to delegate the investigation, the Principal will discuss the merits of the matter with a peer Principal prior to proceeding to procedure four.
4. The Principal shall (where practicable) consult with the school Psychologist/Counsellor/Social Worker.
5. Diocesan Accountable School

If the Investigating Staff Member recommends to the Principal and/or the Principal forms the opinion that exclusion is an option, the Director of Catholic Education or the Director's

delegate(s) shall be informed and the circumstances pertaining to the prospective exclusion discussed prior to formalizing the decision to exclude the student.

6. Before any decision is made to exclude a student, the parent or guardian of the student shall be shall be informed personally that exclusion is a likely outcome based on the results of the investigation.
7. The parent or guardian shall then be given the option of voluntarily removing the student from the school.
8. Should a parent or guardian agree to remove a student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternative school for the student.
9. Only after a parent or guardian has been given the option to remove a student from the school and has declined to do so should the Principal take a decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.
10. After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent or guardian if assistance is sought to find an alternative school for the excluded student.
11. The Principal shall ensure that detailed records of the events and discussions related to the decision to exclude the student from the school, are maintained.
12. Records pertaining to the exclusion should be regarded as 'Restricted Access Records' [ref: Policy Statement: The Management of Confidential Information in Schools] and be accessible only to employees specifically designated by the Principal.