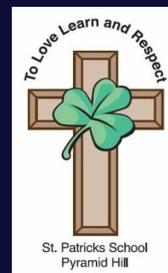


ST. PATRICK'S PRIMARY SCHOOL PYRAMID HILL



Learner Management Policy

Rationale:

In accordance with St. Patrick's Identity and Vision Statements, we aim to develop within our Learners, the skills for effective citizenship, where values of acceptance, justice, forgiveness and a desire to work for the common good are evident.

St. Patrick's is a community, which must reflect the commonly held values and practices of the wider Australian society. Our Learners, teachers and parents are valued and respected members of this community.

At St. Patrick's we do not use corporal punishment.

Aim:

Our Learner management policy aims;

- To reflect the wider society and represent the views of the members of our community.
- To promote a group oriented approach to Learner management and discipline which gives both Learners and staff a say in determining the rights and responsibilities of the group and individuals.
- To share collective responsibility to the school community and have a role to play in determining the expectations for behaviour and ensuring that Learners act in a way that is consistent with these expectations.
- To develop a positive approach to discipline, which presents a balance between reward and punishment.
- To provide more opportunity for Learners to participate in the decision making process as their ages and relevant skills increase. Through encouraging their participation we aim to foster self-discipline, an acceptance of personal responsibility and trusting and cooperative partnership between all members of the school community.

Implementation for the decision making process:

'Learners in Leadership' Team:

The 'Learners in Leadership' team provides a forum for Learner input into the decision-making process and a formal means of liaison between staff and Learners. Members of the 'Learners in Leadership' Team will have the opportunity of contributing to the discipline policy of the school through ongoing discussions regarding the determination of the rights and responsibilities of community members and the consequences of misbehaviour. The staff representative at 'Learners in Leadership' meetings shall be the Principal.

School Captains:

Each school year two Senior Learners will be elected as school captains by the Learners of the school. Candidates for the position of School Captain will be required to address their fellow Learners and staff, outlining their vision and understanding of the requirements of this leadership position. They should have the ability to communicate with staff, Learners and parents and a desire to implement positive practices within the school community and beyond.

Teachers

Teachers are responsible for Learner management. This responsibility is to establish and maintain an environment where every Learner has the capacity to reach his/ her fullest potential. This means, providing a safe, secure and happy environment where children work, play and interact in an atmosphere of respect. It is the responsibility of the teacher to know and adhere to the contents of this policy and the Student Management Protocols, including Individual Behavioural plans established under the guidance of Leadership and CEO Support Staff.

Through effective Student Management we aim to help our Learners develop a climate of;

- Positive self image
- Positive social capabilities
- Positive approach to learning

Each child at St. Patrick's has these rights;

- To learn and play without interference
- To be treated with respect
- To feel safe

Each child then has a responsibility to;

- Allow others to learn and play safely
- To treat others with respect and care

To ensure that these rights and responsibilities are acted upon we have established the following rules for the classroom and playground.

Collaborative decision making is essential practice in all classes at St. Patrick's. Learners and their teachers will formulate appropriate rights and responsibilities within the four school wide rules and determine the positive and negative consequences of behaviour. Class rules are to be structured in a positive way with a balanced approach to reward and consequence. With each right and responsibility there should be an agreed consequence for behaviour. It is important that positive behaviour is also recognised.

Rules for the Classroom & Playground:

At St. Patrick's we:

1. **Respect Ourselves**
2. **Respect Others**
3. **Respect Our Environment**
4. **Respect Our Resources**

St. Patrick's Learners in collaboration with staff composed a set of whole expectations of behaviours for whom we are different places and learning scenarios throughout the school. Our expectations are continually on display throughout our learning environments for both staff and students to refer to.

It is the child's right to feel that the playground is a place of safety. It is essential that all children are aware of expected behaviours and that they are closely monitored to ensure that playground rules are adhered to. It is our hope that children will develop self discipline when outside and will demonstrate an awareness of the rights and responsibilities of themselves and others. Staff and 'Learners in Leadership' Team meetings to ensure common beliefs and understandings. Teachers on yard duty will handover information about Learner behaviour to the teacher taking over.

CONSEQUENCES FOR NOT OBEYING SCHOOL RULES:

1. Discuss the inappropriate behaviour with the teacher
2. Allow the Learner to identify the wrong behaviour and negotiate a consequence
3. Be prepared to be given a consequence to the action; when, where and why needs to be explicit
4. Discuss whether the parents are to be informed
5. Start over with a fresh start

**Learners with special needs may have differentiated behaviour management programs based on their individual needs with appropriate consequences.*

DETENTION:

A Learner receiving a detention will have his or her parents notified by a phone or written note. Predominately a detention will be a loss of a lunch/ recess time, outing or any event seen appropriately by Leadership.

Immediate Detentions will be given for:

1. Refusal to obey the teachers directions/ instructions
2. Any form of physical abuse with the intent to harm - either to a person or property
3. Stealing of property from individuals or the school
4. Any form of verbal abuse with the intent to harm

A record of children receiving detentions will be kept and parents will be notified in writing. Parents will be informed about the incident and the consequence. Each written notification must be signed by the Principal and distributing teacher.

PROCEDURES FOR SUSPENSION, EXPULSION & EXCLUSION:

A Learner receiving a suspension, expulsion or exclusion will have his or her parents notified by phone by the Principal. Parents will be invited to discuss the event and appropriate consequences will be set in partnership. St. Patrick's will complete an incident report and have parents, teacher, principal and involved Learner sign. The incident report will document the event, actions and consequences and be kept on the Learners files. Suspension and exclusion may be given for repeated offences of; any physical abuse with the intent of harm - either to a person or property, stealing of property from individuals or the school or any form of verbal abuse with the intent to harm.

Suspension and exclusion may be held on or off site depending on the discussion between parents and the school.

PROCEDURES FOR SUCCESSFUL STUDENT MANAGEMENT & WELLBEING:

Anti - Bullying:	See Staff Handbook & OH&S Handbook
On Site Supervision of Learners:	See Staff Handbook & OH&S Handbook
Off Site Supervision of Learners:	See Staff Handbook & OH&S Handbook
Learner Learning with an External Provider:	See Staff Handbook & OH&S Handbook
Distributing Medicine:	See St. Patrick's Communication Site
First Aid:	See St. Patrick's Communication Site
Digital Citizen:	See St. Patrick's Communication Site
Technology Acceptable User Agreement:	See St. Patrick's Communication Site

RESTRAINT OF LEARNERS

Source of Obligation

The Victorian Registration Standards (sch 4 cl 12) (CECV Guidelines ref 4.1) require that the School must ensure that the care, safety and welfare of all Learners attending the School is in accordance with any applicable State and Commonwealth laws, and that all staff are advised of their obligations under those laws.

This includes having policies and procedures for when it may be necessary to use restrictive interventions to protect the safety of a Learner and members of the School community.

Definition of Restraint

The Department of Education defines restraint to mean the use of physical force to prevent, restrict or subdue movement of a Learner's body or part of their body. Learners are not free to move away when they are being restrained.

While the VRQA Guidelines to the Minimum Standards and Requirements for School Registration requires policies and procedures for "restrictive interventions", this policy uses the term "restraint" as "restrictive interventions" and practices is a term used in the disability context and only registered disability service providers that have the approval of the Secretary, Department of Health and Human Services can use restrictive interventions.

In some limited circumstances, restraint may also include restraining a Learner from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the Learner or any other person.

Seclusion is the solitary confinement of a Learner in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a Learner is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked. The School will ensure that any Learner in seclusion confinement will be able to respond to an evacuation alarm.

Prone restraint involves holding a Learner face down and is not permitted at the School.

Supine restraint involves holding a Learner face up and is not permitted at the School.

Our Policy

It is the School's policy that:

- restraint and seclusion must only be used as a last resort in an emergency where there is an imminent threat of physical harm or danger to the Learner or others
- every instance of restraint or seclusion is reported and recorded through our Safety Incident Form
- in every instance of restraint, the breathing of the Learner should be visually monitored
- in every instance of seclusion the student must be visually monitored throughout the incident by a staff member to ensure that the seclusion is justified, time limited and that the Learner, and other Learners and staff are safe
- restraint or seclusion is not used except in situations where:
 - the Learner's behaviour poses an imminent threat of physical harm or danger to self or others
 - where such action would be considered reasonable in all the circumstances
 - where there is no less restrictive means of responding in the circumstances
- restraint or seclusion should be discontinued as soon as the imminent danger has dissipated.

When Restraint Should Not Be Used

Restraint and seclusion should not be used as part of a behaviour support plan for a Learner, or used as a routine behaviour management technique, to punish or discipline a Learner or to respond to:

- a Learner's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the Learner or another person
- a Learner leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the Learner or another person
- verbal threats of harm from a Learner, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the Learners unless that destruction is placing any person at immediate risk of harm.

Mechanical restraints should never be used unless the device is for a therapeutic purpose with written evidence of the prescription or recommendation of use, or if the restraint is required for safe travel in a vehicle.

When Restraint May Be Used

Staff may only use restraint or seclusion of Learner in an emergency when there is an imminent threat of physical harm or danger to the Learner or others, and where such action would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

It should only be used as a last resort and the decision about whether to use restraint or seclusion should be made in accordance with the staff member's own professional judgment.

When applying restraint, staff:

- must use the minimum force required to avoid the dangerous behaviour or risk of harm to others and only restrain the Learner for the minimum duration required and stop restraining the Learner once the danger has passed
- should continue to engage with the Learner in a calm and measured way and explain why the restraint is being applied and that it will cease once the Learner is no longer a danger to themselves or others.

The type of restraint used must be consistent with a student's individual needs and circumstances including their age, size, gender, anticipated response and any physical, mental or psychological conditions or impairments.

Additional Guidance

The CECV Guidelines for Behaviour Support provide additional guidance for schools for the use of restraint in schools.

Documentation

All instances of restraint or seclusion are recorded using the Safety Incident Form in CompliSpace Assurance.

Implementation

The Principal is responsible for the effective implementation of this Policy.

See [CECV Positive Behaviours Guidelines](#)

Assessment & Evaluation:

This policy will be reviewed annually with both staff and Learners, or as need arises.

Policy review date: August 2020

Next review date: February 2021

St. Patricks School
Pyramid Hill