

MICHAEL PARK SCHOOL PROCEDURE STUDENT MANAGEMENT

Rationale

Michael Park recognizes that students and teachers have a right to a safe, inclusive and fulfilling learning environment. Students and staff need to be responsible for their own actions and show courtesy and respect for others, for the property of others and for the environment.

Purpose

1. To ensure there is a safe, inclusive, orderly and positive school environment in which students are supported and encouraged to take responsibility for their own learning and behaviour.
2. To assist students to develop appropriate social skills and modes of personal behaviour
3. To promote a culture of service leadership
4. To promote the principles of restorative practice
5. To ensure fair and consistent response to behaviour and wellbeing concerns
6. To ensure that the school community is well informed about the agreed standards of acceptable student behaviour

Guidelines

School-wide

1. All teachers will take responsibility for **monitoring pastoral wellbeing** of students and ensuring that timely, appropriate support and interventions are put in place where there are concerns about behaviour or wellbeing.
 - a. In the Lower School, concerns / incidents will be reported to *Class Teacher* who will inform the SENCO and section meeting teachers and ensure timely and appropriate support and interventions are put in place.
 - b. In the High School students of concern / incidents will be reported to the *Dean* [use student management slip / incident form] who will inform the Horizon Coordinator, kaitiaki and section meeting and ensure timely and appropriate support and interventions are put in place
 - c. Any school initiated referrals to the school counsellor or outside agencies will be in accordance with the school's Child Youth Protection Policy and the Health and Safety Policy.
2. **Assemblies** will be utilised for celebrating progress and excellence in achievement and service to community as well as work-sharing
3. A **code of conduct** will be developed in consultation with staff and students which describes standards of acceptable student behaviour, student responsibilities and rights. This will be published and freely available to students and staff. The Dean, or class teacher, will ensure that a copy of the code of conduct is displayed on the wall in every classroom.
4. A **dress-code** will be developed and implemented in consultation with staff and students. The dress-code will be differentiated in the High School and Lower School environment and take account of the special character and the age range of students. Teachers are expected to be familiar with the dress-code and administer this consistently and fairly.

5. The **school rules** will be developed in consultation with staff and aligned with the code of conduct. Teachers are expected to be familiar with the school rules and administer these consistently and fairly.
6. A **step-system** will be designed and published with the code of conduct to ensure consistent and fair response to any behaviour concerns. This step system will be differentiated in the Lower School (Ripple Effect) and High School (Poutama) taking account of the age of the students involved. All behavioural incidents step 3 and above must be reported to the Deputy Principal (Lower School) or Dean (High School), to the student's parents and recorded in student manager. The step system will be published and displayed with the code of conduct in each classroom.
7. Any **incidents** involving physical injury, allegations of bullying or targeted behaviour must be recorded on an incident / disclosure form and reported to Deputy Principal. Copies of incident forms are available from the School Office and the Dean. Ripple 4 / 5 incidents must be entered directly into student manager by the Dean (High School) and Deputy Principal (Lower School) and filed in the incidents and disclosures folder.
8. The Dean and Deputy Principal will report weekly to the SMT on any matters of concern relating to student management and attendance.
9. The **student code of conduct**, school rules, dress-code and step-system is applicable during the school day, when students are in transit between home and school and on all school trips, camps, after-hours events organised by the school.
10. **Stand-downs, suspensions and exclusions/expulsions** will be carried out as per the provisions in the Education Act and the guidelines issued by the Ministry of Education.
11. **Search and seizure** will be conducted in accordance with sections 139AAA – 139AAF of the Education Act 1989 and the Education Rule 2013.

LOWER SCHOOL (CLASSES 1-7)

1. Lower School step system (Ripple Effect) includes the following possible consequences which will be determined by the referring teacher. Note any referrals involving Ripple 3 and above must be recorded into student manager (see guidelines):
 - a. Monday – Friday loss of break privilege at morning tea or lunch outside staffroom (Classes 1-3 only)
 - b. Monday – Friday supervised community service or detention at lunchtime (Classes 4-7) (behavioural) – use a Lower School Student Management slip and place this in the Lower School Student Management folder in the office, outside Adam's office. The detention form will be signed by the detention supervisor on completion. The form is then returned to the issuing teacher, if the detention was for ripple 3 they will send a letter home (via email), CC'd to the class teacher, and enter the details on The Edge.
 - c. Monday – Friday supervised work-session at lunchtime (Classes 4 – 7) for off-task / unfinished work. – use a Lower School student management slip and place this in the Lower School Student Management folder in the office.
 - d. After-school detention (Class 7 only) – arranged via the Dean in the case of serious misconduct.
2. Daily report (Classes 4-7) - where there is a repeating pattern of behaviour or inattention it may be useful to implement a daily report programme. This is not a punitive strategy but a mechanism for providing more support and supervision of the student. Positive reinforcement should be provided at every opportunity. Daily report should specify the focus goals / strategies for the week and be implemented in consultation with the Deputy Principal (see separate forms). Parents must be involved.
3. Consequences should be timely, documented and appropriate to the misdemeanour and focus on restoration of positive behaviour. Any consequence / intervention should involve a reflective (metacognitive) conversation between the issuing teacher and the student(s) involved to review the events and identify positive steps the student can take to redeem the situation.

HIGH SCHOOL (CLASSES 8-12)

1. Teachers must complete a student management slip for all lessons and note students who are late, absent and any behavioural / work concerns and hand in this slip to the High School Dean by the end of each school day.
2. When behavioural concerns arise, teachers should consult the High School step system which includes the following possible consequences designed to remind students of their responsibilities. The consequences vary, according to the seriousness of the breach of conduct.
 - a. **HS Lunch-Time Detention** (Tuesdays 1pm-1:50pm). These detentions are of two types:
 - i. **Study detention** (supervised by the High School Dean) are typically issued for incomplete work / homework
 - ii. **Community service** (supervised by the Property Manager) are typically issued for a student being late to school / class or for off-task disruptive behaviour.
 - b. **HS After-school Detention** (Wednesdays 3:20-4:20pm). Teachers are timetabled to supervise these detentions which take precedence over sport or other after school activities unless alternative arrangements are negotiated with the High School Dean beforehand. After-school detentions are issued for two reasons:
 - i. **Study Detention** in which students are supervised in completing homework. These are typically issued for repeated incomplete work, repeated non-completion of homework or missed deadlines.
 - ii. **Community Service Detention** in which students are supervised to spend time reflecting on their actions and identifying ways of developing more positive behaviour. These are typically issued for truancy, rude or severely disruptive or disrespectful behaviour
3. When a teacher issues a detention to a student, they must inform the student before the end of the class or break-time concerned with reference to the step-system.
4. Consequences should be timely and appropriate to the misdemeanour and focus on restoration of positive behaviour. Any consequence / intervention should involve a reflective conversation with the student(s) involved to review the events and identify positive steps the student can take to redeem the situation.
5. Parents/care-givers will be notified in writing of behaviour issues when a student is given an after school detention or consequence at step 3 or above.
6. Following two after-school detentions, a student will be warned that a third after-school detention will lead to more serious consequences. Such consequences are outlined in the step-system.

USE OF PHYSICAL RESTRAINT (New Rules 2017)

A teacher or authorised staff member can use physical restraint if he or she reasonably believes that there is a serious and imminent risk to the safety of the student or others. The physical restraint must be reasonable and proportionate in the circumstances. All teachers are authorised persons. The school will keep a register of authorised persons such as teacher aides or administration staff and will ensure they have the required training. If the use of physical restraint is an element in a student's Individual Behaviour Plan, parents will be informed.

Situations where it may be appropriate include:

- Breaking up a fight
- Stopping a student from moving in with a weapon
- Stopping a student who is throwing furniture close to others who could be injured
- Preventing a student from running onto a road.

Physical restraint is a serious intervention and when it is used in schools the Ministry of Education must be immediately notified, as well as the Principal and the BOT.

Any incident of physical restraint must be recorded on the "Incident of Physical Restraint" form and sent to physical.restraint@education.govt.nz. Appropriate steps must be taken to ensure parents are notified on the same day of any incident of physical restraint and how it was managed in accordance with the National Education Guidelines.

Following any incident of physical restraint both staff member and student must be monitored for their physical and physiological wellbeing for the rest of the school day.

It is the responsibility of the Principal to ensure that documentation for each incident is complete.

MPS Lower School Step System

Ripple 1	Ripple 2	Ripple 3	Ripple 4	Ripple 5
<input type="checkbox"/> Minor first-time events.	<input type="checkbox"/> Repeat of a Ripple 1 events & other low-level, non-repetitive, events / behaviour / infringement of Code of Conduct	<input type="checkbox"/> Repeat of Ripple 2 behaviour <input type="checkbox"/> Repeating patterns of behaviour which transgress the Code of Conduct	<input type="checkbox"/> Serious behaviour <input type="checkbox"/> Serious infringement of Code of Conduct.	<input type="checkbox"/> Repeating serious behaviour <input type="checkbox"/> Repeating serious infringement, of Code of Conduct <input type="checkbox"/> Continual disobedience.
Examples: <input type="checkbox"/> Forgot to complete duties. <input type="checkbox"/> Unresponsive to teacher directions. <input type="checkbox"/> Off task <input type="checkbox"/> Not listening <input type="checkbox"/> Inattentive	Examples: <input type="checkbox"/> Disruption to your own learning <input type="checkbox"/> Disruption to the learning of others <input type="checkbox"/> Inappropriate behaviour (e.g. interfering with others or their possessions) <input type="checkbox"/> Violation of school rules, dress code <input type="checkbox"/> Punctuality, late to class <input type="checkbox"/> Unresponsive to instructions, <input type="checkbox"/> Off-task <input type="checkbox"/> Resources not at school; <input type="checkbox"/> PE Gear / Instrument not at school <input type="checkbox"/> Falling behind on work <input type="checkbox"/> Homework not done <input type="checkbox"/> Not completing tasks / responsibilities <input type="checkbox"/> Chewing gum / lollies at school	Examples: <input type="checkbox"/> Disruption to your own learning <input type="checkbox"/> Disruption to the learning of others <input type="checkbox"/> Inappropriate behaviour (e.g. interfering with others or their possessions) <input type="checkbox"/> Violation of school rules, dress code (repeat) <input type="checkbox"/> Punctuality, pattern of lateness to class <input type="checkbox"/> Unresponsive to instructions <input type="checkbox"/> Off task <input type="checkbox"/> Distracting other students in class <input type="checkbox"/> Unsafe behaviour towards others <input type="checkbox"/> Resources not at school; <input type="checkbox"/> PE gear / instrument not at school (repeat) <input type="checkbox"/> Falling behind on work <input type="checkbox"/> Homework not done <input type="checkbox"/> Not completing tasks / responsibilities <input type="checkbox"/> Chewing gum / lollies	Examples: <input type="checkbox"/> Failure to turn up for Community Service <input type="checkbox"/> Failure to turn up for compulsory work session after teacher referral <input type="checkbox"/> Cheating, copying or assisting another student to cheat <input type="checkbox"/> Continual disobedience <input type="checkbox"/> PE gear / instrument regularly not at school <input type="checkbox"/> Required resources frequently not at school <input type="checkbox"/> Disregard for teacher instructions <input type="checkbox"/> Frequently late to class <input type="checkbox"/> Music instruments / school resources left outside <input type="checkbox"/> Violation of cyber contract	Examples: <input type="checkbox"/> Theft <input type="checkbox"/> Vandalism / graffiti <input type="checkbox"/> Breaking and entering school property <input type="checkbox"/> Bullying of any form <input type="checkbox"/> Smoking <input type="checkbox"/> Drugs / alcohol <input type="checkbox"/> Verbal or physical abuse, endangering others <input type="checkbox"/> Failure to turn up to class <input type="checkbox"/> Off site during school hours without permission <input type="checkbox"/> Continual Disobedience <input type="checkbox"/> Gross misconduct Refer Ministry of Education guidelines

	<input type="checkbox"/> Rough play	<input type="checkbox"/> Unauthorised use of cell phone / ipod at school <input type="checkbox"/> Rough play (repeat)		
Likely Consequence <input type="checkbox"/> Conversation with teacher	Likely Consequence <input type="checkbox"/> Verbal / Written warning <input type="checkbox"/> Redemption task for teacher	Likely Consequences <input type="checkbox"/> Loss of break / playground privilege / community service task / work catch-up / Reflective conversation <input type="checkbox"/> Parents Notified	Likely Consequences <input type="checkbox"/> Loss of playground privilege for extended period. Class 4-7: Referral via Dean to Deputy Principal. Detention. Daily Report for behaviour. Written reflection. <input type="checkbox"/> Meeting with Parents.	Likely Consequences <input type="checkbox"/> Referred to Principal / Dean. <input type="checkbox"/> Loss of Privileges. Detention. Dealt with in accordance with Ministry of Education guidelines. <input type="checkbox"/> Parent / Principal Meeting.

MPS High School Step System Poutama

Step 1	Step 2	Step 3	Step 4	Step 5
<ul style="list-style-type: none"> <input type="checkbox"/> Minor first time events 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeat of Step 1 events <input type="checkbox"/> More important events / infringement of Code of Conduct 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeat of Step 2 events <input type="checkbox"/> Repeating patterns of behaviour <input type="checkbox"/> Infringement of Code of Conduct 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing repetitive patterns of behaviour <input type="checkbox"/> Serious behaviour <input type="checkbox"/> Serious infringement of Code of Conduct 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeated serious behaviour <input type="checkbox"/> Continual disobedience <input type="checkbox"/> Very serious incident
<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Off-task in class <input type="checkbox"/> Minor, first-time infringement of Code of Conduct <input type="checkbox"/> First week of term infringement of dress code 	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disruption to your own learning, or the learning of others <input type="checkbox"/> Inappropriate behaviour, eg offensive language <input type="checkbox"/> Ongoing violation of dress code or other school rules (eg chewing gum) <input type="checkbox"/> Late for school or class <input type="checkbox"/> Repetition of resources (eg PE gear) not at school <input type="checkbox"/> Work not complete, deadlines not met 	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous disruption to your own learning, or the learning of others <input type="checkbox"/> Inappropriate behaviour, eg swearing at someone <input type="checkbox"/> Continuous violation of dress code or other school rules (eg chewing gum) <input type="checkbox"/> Continuously late for school or class <input type="checkbox"/> Resources regularly not at school <input type="checkbox"/> Several deadlines not met <input type="checkbox"/> Major assignment deadline not met <input type="checkbox"/> Disrespectful behaviour towards a teacher 	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Failure to meet daily report, after school detention or other requirements <input type="checkbox"/> Off-site during school hours without permission <input type="checkbox"/> Bullying, physical or verbal abuse (first offense) <input type="checkbox"/> Cheating, copying, or inciting another student to cheat <input type="checkbox"/> Required resources frequently not at school <input type="checkbox"/> Frequently late to school / classes <input type="checkbox"/> Violation of cyber safety contract 	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of alcohol or cigarettes at school <input type="checkbox"/> Possession or use of drugs at school <input type="checkbox"/> Theft, vandalism <input type="checkbox"/> Serious bullying, verbal or physical abuse <input type="checkbox"/> Continual disobedience <input type="checkbox"/> Gross misconduct <p>Refer Ministry of Education guidelines</p>
<p>Likely consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conversation with teacher <input type="checkbox"/> Immediate action, eg moving position in class <input type="checkbox"/> Verbal reminder of dress code 	<p>Likely consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dean and HS teachers informed <input type="checkbox"/> Lunchtime detention 	<p>Likely consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dean, HS teachers and Deputy Principal informed <input type="checkbox"/> After school detention <input type="checkbox"/> Meeting of student with Dean and/or Horizon coordinator 	<p>Likely consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deputy Principal involved <input type="checkbox"/> Principal informed <input type="checkbox"/> Support strategies reviewed and refined (including referral to agencies) <input type="checkbox"/> Ministry of Education Guidelines consulted and considered 	<p>Likely consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ministry of Education guidelines implemented – Stand Down or Suspension <input type="checkbox"/> Involvement of Principal and Board of Trustees <input type="checkbox"/> Possible involvement of Police

		<ul style="list-style-type: none"><input type="checkbox"/> Support strategies put in place (eg daily report process, counselling, etc)<input type="checkbox"/> Parents informed	<ul style="list-style-type: none"><input type="checkbox"/> Meeting of parents and student with Dean and/or HS coordinator and/or Horizon coordinator and/or DP	<ul style="list-style-type: none"><input type="checkbox"/> Meeting of parents and student with Principal
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