

## Rights and Responsibilities at Ashburton Primary School

### Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. All students have the right to have access to high quality schooling providing them with opportunities to explore and build on their gifts and talents.

### Rights and Responsibilities of:

Students	Rights	Responsibilities
	<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition</li> <li>• participate fully in the school's educational program</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</li> <li>• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> <li>• Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul>
Parents/carers	Rights	Responsibilities
	<ul style="list-style-type: none"> <li>• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>
Teachers	Rights	Responsibilities
	<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>• Expect that they will be able to teach in an orderly and cooperative environment</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the Engagement Policy.</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students.</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>

## School actions and consequences at Ashburton Primary School

A sense of self worth and personal identity assists in empowering students to take responsibility for their own actions and be involved in co-operative decision making at Ashburton Primary School. Whole school strategies involving engagement and appropriate behaviours are fairly and consistently applied. There are high expectations for students to monitor their own actions, relate well to others, attend regularly and to form and maintain healthy relationships. We currently use the 'traffic light' system in all classrooms (three reminders moving from green to red before being excluded).

### Staged Classroom Response

Step 1	Reminders of appropriate behaviour
Step 2	Temporarily excluded within the classroom
Step 3	May need to spend time in at recess or lunch time to complete work
Step 4	Complete work in 'buddy' classroom
Step 5	Discussion with Principal or Assistant Principal
Step 6	Parent support meeting initiated when frequently reaching Step 5.

A consistent whole school approach is used for playground incidents with a corresponding staged response. Actions and consequences have an educational role and aim to foster positive relationships and maintain the dignity of the student.

Stage 1	Stage 2	Stage 3
<p><i>Minor incidents of inappropriate behaviour.</i></p> <p>Examples            Playing/running in wrong area.            Disrupting others            Littering            Climbing trees</p>	<p><i>Serious incidents or repeated Stage 1 incidents</i></p> <p>Examples            Harassment verbal/physical            Leaving school grounds            Anti-social behaviour e.g..            stealing/vandalism.            Inappropriate activities e.g.            banned games</p>	<p><i>Severe inappropriate behaviour</i></p>
<p><i>Consequences:</i></p> <p>Warning            Discussion with teacher or Peer Mediator            Warning or Environment Duty eg.picking up papers</p>	<p><i>Consequences:</i></p> <p>Student sent to Student Wellbeing Coordinator/Assistant Principal/ Principal            Suitable 'action' to restore justice e.g doing something for someone else or fixing broken item            Playground Time-out            Extended Time-out</p>	<p><i>Consequences:</i></p> <p>Student sent to Principal            Parents contacted            Discipline Meeting convened            In- school suspension            Suspension            Expulsion</p>

Our school takes a whole-school approach to Student Wellbeing and focuses strongly on developing positive peer relationships. Good relationships, pro-social values and an engaging curriculum underpin behaviour management at the school. There is consistency in the way in which student behaviour is managed as a result of strong teacher, student and school community collaboration.

The SMILE Program is also a part of the school's approach, encouraging resilience, responsibility, respect, commitment and honesty. Positive feedback for demonstration of social skills is included in behaviour management approaches.

There is a strong focus on the development of pro -social behaviours, with the emphasis on prevention and early intervention rather than consequences, as a way to respond to inappropriate behaviour.