



**KINGLAKE PRIMARY SCHOOL
STUDENT ENGAGEMENT & WELFARE POLICY**

**Produced in consultation
with the school community**

To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines*

Kinglake Primary School is situated approximately 60 kilometres north of Melbourne set in the Great Dividing Range. It is one of three government primary schools servicing the Kinglake Ranges. Kinglake Primary School was established in 1879 on the original site at the corner of Glenburn Road and McMahon's Road. The new school was architecturally designed to blend with the forest environment and suit the unique requirements of the Kinglake area. It was completed and opened in 1984.

The attractive bush, learning environment affords the pupils an opportunity to appreciate quality and functional design, sympathetically blended with the pleasant, natural bushland. The facilities are excellent and well maintained.

Our school's philosophy is to provide high quality and challenging learning experiences in a safe, caring and stimulating environment.

Kinglake Primary School aims to provide opportunities for all students to grow in confidence and self-esteem. We encourage all students to do their best, take pride in their work develop self-discipline and show respect for others at all times.

The school has a professional, highly motivated, caring team of staff who deliver relevant educational programs in light and spacious classrooms. All staff members, both teaching and non-teaching, take a sincere interest in each child. We provide a warm, friendly environment in which children can feel safe and secure. We pride ourselves on teamwork and combine our expertise to provide our students with innovative and challenging opportunities.

Kinglake Primary School offers a balanced and comprehensive curriculum, as outlined in the Victorian Essential Learning Standards, suited to the needs of our students from prep to year 6, addressing the three broad curriculum areas in our teaching programs and in our assessment and reporting practices. LOTE, (Indonesian) Physical Education, Music, ICT Environmental Education form part of the programs offered. In addition, a range of extra curricular activities are provided to further enrich the curriculum, and engage the students.

At Kinglake Primary School all students are engaged and empowered to produce their very best, have a real interest in what happens at school and want to come to school. We have developed a smooth, seamless transition process for all students coming into our school, leaving and moving across different grade levels

Our exit students have many choices for their secondary education. Our neighbourhood government schools are Diamond Valley, Whittlesea and Yea Secondary Colleges and we have developed an active and supportive collegiate network with all of them. The private schools in our area include Plenty Valley Christian College, Lilydale Christian College and Assumption Catholic College.

An out of school hours program is currently provided at the school, which is highly valued by parents.

Our students, walk to school or travel to school via private transport. Students are encouraged to walk or ride bikes or scooters to school and a 'Walk to School' group meets each Friday to walk or ride to school together.

Our school community is made up of 47 families. We have 38% of school families and 34% of our students are on EMA and our SFO index is 0.4612 (Statewide Median = 0.4980). We have 4 PSD students and students from Indigenous backgrounds.

The recent bushfires have seriously impacted on the local community and school, particularly as most of the staff are from the local community. The staff are aware of the importance of providing a safe, stable environment for students especially after these recent events. They have provided great support to both students and parents.

VISION

Kinglake Primary School seeks to build a caring community of life-long learners whose values support and nurture the development of each individual. Through comprehensive and engaging

programs, Kinglake Primary School aims to develop, in all members of the school community, the skills and confidence to participate in and contribute to, the world in which we live. Our school motto is, 'Together We Achieve'.

VALUES

Our core values at Kinglake Primary School are:

Respect:	Treating yourself kindly Using good manners when dealing with others Respecting the values and opinions of others
Resilience:	Being able to cope with adversity.
Cooperation:	Working together cohesively and effectively to achieve common goals Being considerate Accepting and showing understanding of others
Persistence:	Not giving up Being motivated. Making additional effort when it is required.
Achievement:	Attaining goals Reaching for your full potential. Striving to achieve your best and beyond.
Friendship:	Harmonious relationships with others based on common values and interests Sharing ideas with others Getting along with the members of our school.
Responsibility:	Able to be relied upon by others. Being accountable for the consequences of your actions.
Organisation:	Keeping track of tasks and assignments Using time effectively Bringing all requirements to class Having goals

At Kinglake Primary School students, parents and staff work together to form a cohesive community. The curriculum is student focused, meaningful and challenging and ensures positive outcomes for all students.

The school program is:

- **Inclusive:** all students have the opportunity to participate in all programs and achieve success.
- **Integrated learning:** rich activities leading to a depth of understanding and knowledge.
- **Cooperative:** activities developing and building cooperative, friendly behaviour.
- **Professional Team Work:** planning, implementing and evaluating together, sharing the decisions.

Key Attributes of Kinglake Primary School

- Safe and creative school environment.
- Calm and creative learning areas.
- Children and adults interacting with excitement, confidence and warmth.
- High level of skill and interest in music, sport and performance.
- Proud displays of student work around the school.
- Zero tolerance of bullying, including cyber bullying.
- Staff willing to share expertise and exchange of ideas.
- Parent groups willing to support and assist.
- Multi-aged classrooms and integrated curriculum studies.
- Encouragement for shared use of facilities.
- Community involvement in improving the external environment.

Learning is greatly improved when the school offers a secure and exciting environment.

Kinglake Primary School places an emphasis on:

- Actively involving children in their learning.
- Providing challenging learning tasks.
- Exciting and stimulating classrooms.
- Encouraging students to develop a wide variety of interests.
- Fostering a trusting relationship between staff and students.
- Assisting students to develop a positive self-image.
- Focussing on positive behaviour and rewarding it.
- Developing self-confidence through success.
- Celebrating students' achievements by displays throughout the school.
- Celebrating students' achievements by displays throughout the community. (Whittlesea Show)
- Encouraging self-discipline.
- Developing students' organisational skills.
- Developing partnerships with the community.

We value positive relationships with parents which assists students to understand that education and learning is a life skill and not something that happens by attending school for a number of years.

Governance.

The Kinglake Primary School Council, through the leadership of the Principal is responsible for, and committed to, overseeing the wellbeing and engagement of every child. The teaching and support staff are committed to providing a safe and secure environment for all community members. A positive and engaging school culture is engendered by:

- Providing stimulating learning environments that inspire children to achieve at their optimum and encourages interaction with fellow students.
- Implementing teaching and learning programs that motivate all children to learn, develop and grow to their full potential.
- Providing support for all children through the commissioning of support staff and specialist professionals; speech pathologists, chaplaincy, student welfare officer, psychologist and clinical guidance officer.
- Providing many opportunities for children to assert leadership responsibilities through their participation in Junior School Council, conducting whole school assemblies, house captaincy, classroom monitor roles, the conducting of whole school tours for prospective families and organising fund-raising activities.
- The organisation of community oriented evenings, concerts, learning expos, and whole school learning activities,
- Issuing a 'Rights and Responsibilities' booklet to every family at the commencement of each school year or at the time of enrolment.
- Infusing positive learning behaviour programs that place the student at the centre, such as 'Start Up', some components of "Program Achieve" and consideration of 'Kids Matter.'
- Development of 'Classroom Rules' and 'Mission Statements' in 'Start Up' program at the start of each year.
- Communication through weekly newsletter and web site.
- Community radio.

Transition

Kinglake Primary School has a transition program that deals with transition from pre-school to Prep and from Grade 6 to Secondary School. A 'buddy' system helps to give a sense of safety to the younger students and a sense of responsibility for the older ones.

The Prep Transition involves pre-schoolers visiting the school for a variety of activities in term 4 of the year prior to them starting, meeting students from grade 5, having a play in the school playground and communication between staff involved. Parents are invited to an information presentation and receive a 'starter' pack from our school.

Grade 6 transition involves visiting secondary schools when invited, orientation day and communication between staff from schools involved.

Rights and responsibilities

5.1 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.

5.2 Equal Opportunity

The Equal Opportunity Act, 1995 states that all people are born free and equal in dignity and rights. It sets out the grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

5.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter of Human Rights and Responsibilities Act 1995 (2006), outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. Whilst the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The right not to be discriminated against.

The right to privacy and reputation.

The right to freedom of thought, conscience, religion and belief.

Cultural rights.

The charter sets out 20 rights that reflect the following 4 basic principles:

1. Freedom
2. Respect
3. Equality
4. Dignity

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.

Everyone should:

Encourage compliance with the Charter.

Support others to act compatibly with the Charter, and

Respect and promote human rights.

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

5.4 Students with Disabilities

The disability Standards for Education 2005 clarify and make more explicit the obligations on school and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with a disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- ♦ the nature of the student's disability
- ♦ his or her preferred adjustment
- ♦ any adjustments that have been provided previously
- ♦ any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- ♦ costs associated with additional staffing, providing special resources or modifying the curriculum
- ♦ costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- ♦ benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- ♦ any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

5.5 Bullying and Harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyber-bullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- Poor health – anxiety, depression
- Lower self esteem
- Reduced study performance
- Missed classes, social withdrawal
- Reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if someone's friend is harassing another person, they should let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their looks

Cyberbullying

- Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
 - ◆ the language you use and the things you say
 - ◆ how you treat others
 - ◆ respecting people's property (e.g. copyright)
 - ◆ visiting appropriate places.

Behaving safely online means:

- Protecting your own privacy and personal information (we used to call it 'stranger danger')
- Selecting appropriate spaces to work and contribute
- Protecting the privacy of others (this can be sharing personal information or images)
- Being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

<p>All Members of Kinglake Primary School community have a right to:</p> <ul style="list-style-type: none"> • Fully participate in an environment free of discriminatory behaviour-including racist, sexist, ability based, class based, religious based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • Be treated with respect and dignity • Feel valued, safe and supported in an environment that encourages freedom of thought and expression
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<p>All Members of Kinglake Primary School community have a responsibility to:</p> <ul style="list-style-type: none"> • Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community • Participate and contribute to a learning environment supporting the learning of self and others • Ensure their actions and views do not impact on the health and wellbeing of the members of the school community
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All students have the right to:	All staff have the right to:	All parents and carers have the right to:
<ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual needs to develop their talents, interests and ambition. • Participate in the school's educational program. 	<ul style="list-style-type: none"> • Work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from the school community • Be informed within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<ul style="list-style-type: none"> • Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning • Expect communication and participation in their child's education and learning

All students have a responsibility to:	All staff have a responsibility to:	All parents and carers have a responsibility to:
<ul style="list-style-type: none"> • Be prepared to learn • Explore their full potential • Respect the rights of peers, teachers and all members of the school community • Attend regularly • Display positive behaviours • Set their own goals and manage their resources 	<ul style="list-style-type: none"> • Build positive relationships with students as a basis for engagement and learning • Model positive behaviours • Use and manage the resources of the school to create stimulating, safe and meaningful learning • Treat all members of the school community with respect, fairness and dignity • Teachers should know how their students learn and how to teach them effectively • Know the content they teach • Use a range of teaching strategies and resources to engage students in effective 	<ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials • Promote respectful relationships • Engage in constructive communication with school staff regarding their child's learning.

Shared Expectations

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can emerge and can engage effectively in their learning and experience success.

Kinglake Primary School's Expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support achievement and success
- Provision of appropriate student services
- Development of and provision of, an appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

The values of Kinglake Primary School are further demonstrated by the following shared expectations and behaviours:

- The classroom is a place where we actively participate and strive for personal our best
- The way we behave shows we are proud of our school, ourselves and our family
- We strive for excellence and try our personal best in everything we do.
- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity
- We play and work safely at all times
- We take responsibility for our own behaviour and understand the logical consequences that follow.
- We are responsible for our learning and the learning of others
- We will endeavour to be self-motivated learners.
- We take care of our own and others personal property and space

Expectations: Staff

Engagement:

The Kinglake Primary School Staff will:

- Uphold the right of every child to receive an education
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under the equal opportunity and human rights legislation
- Collaborate with the Kinglake Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs
- Develop flexible teaching and learning styles to engage all learners
- Deliver curriculum and assessment that challenges and extends students' learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning

- Provide opportunities for student involvement in decision making, developing a positive school culture in and outside the classroom

Attendance:

In compliance with Departmental procedures Kinglake Primary School staff will:

- Promote regular, punctual attendance with all members of the school community
- Monitor and follow up on lateness and absences as per Attendance Policy

Behaviour:

Kinglake Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering a whole-school response and approach to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Kinglake Primary School is committed to engaging all students and will only exclude students as a last resort in extreme circumstances.

Teachers at Kinglake Primary School will:

- Lead and promote preventative approaches to behavioural issues by placing student wellbeing at the centre of school business
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours
- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- Teach students social competencies through curriculum content and teaching and learning strategies
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary

Expectations: Students

All students are expected to:

- Respect, value and learn from the differences of others
- Have high expectations that they can learn
- Reflect on and learn from their own differences

Attendance:

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

Behaviour:

All Students are expected to:

- Support each other's learning by behaving in a way that is curious and respectful
- Have high expectations that they can learn

- Be considerate and supportive of others and
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be aware of the school's Wellbeing Policy and "Rights and Responsibilities" booklet.

Expectations: Parents/Carers

Engagement:

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are expected to actively participate in supporting their child's learning by building positive relationships with Kinglake Primary School through attendance at student/parent/teacher meetings, student activities, school celebrations, student support groups and responding to communications in a timely manner

Attendance:

- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible

Behaviour:

- Parents/carers should understand Kinglake Primary School's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school

School-wide Expectations Matrix

	Respect Yourself	Respect Others	Respect the Environment
All School Settings	<ul style="list-style-type: none"> • Listen carefully to instructions • Be Sun-Smart, wear a hat and appropriate clothing 	<ul style="list-style-type: none"> • Follow all teacher directions • Keep your hands to yourself • Speak positively 	<ul style="list-style-type: none"> • Maintain a clean and safe environment • Report any damage or problems
All Classrooms	<ul style="list-style-type: none"> • Follow the policies and procedures of the class • Be on task • Always turn up prepared with correct equipment • Ask for help if you're unsure • Take every opportunity to learn • Believe in yourself – you can do it • Hand in all pieces of assessment on time 	<ul style="list-style-type: none"> • Support and encourage classmates • Listen to others • Be punctual • Respect the right of others to learn • Be polite and well mannered 	<ul style="list-style-type: none"> • Take care of equipment • Ensure all rubbish is placed in bins and furniture is returned to the correct position when leaving • Always ask first when borrowing equipment • Care for and return all borrowed equipment • Take pride in the classroom • Re-use or recycle paper
Moving to class	<ul style="list-style-type: none"> • Use suitable language in an appropriate tone • Know when you have a specialist subject so you know where you have to go • Attend all classes punctually • Move on the music and arrive before it finishes 	<ul style="list-style-type: none"> • Move quickly without running • Keep pathways clear 	<ul style="list-style-type: none"> • Walk on paths • Put all rubbish in bins • Ensure taps are turned off
Grounds	<ul style="list-style-type: none"> • All facilities (toilets / drinks) to be used during break time 	<ul style="list-style-type: none"> • Keep pathways clear • Walk calmly around buildings • Respect people and their property • Talk quietly near classrooms 	<ul style="list-style-type: none"> • All rubbish to be put in bins • Use pathways to protect gardens • Take care of your school's property

Restorative Practices

Restorative Practices is a program that helps to build respect and responsibility within students while providing a tool to settle conflicts. Two staff have been trained in Restorative Practices and it is anticipated that more staff will gradually be trained in this program.

There will be times when behaviours, events or issues will need to be addressed. When this happens Kinglake Primary School will use the following restorative practices approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realised what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

Kinglake Primary School is committed to developing each child's social/emotional wellbeing by using a Restorative Practices approach where possible. This is so that the focus is moved away from a punitive consequence and will instead value and support students involved who will feel more empowered to take positive action to address the situation and move forward.

Diversity in the School Community

Kinglake Primary School aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff making the school a preferred employer
- Increasing the range of knowledge, skills and experiences available in the workforce
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

ACTIONS AND CONSEQUENCES:

Appropriate Behaviour:

Kinglake Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement.

Inappropriate Behaviour:

When students do not meet these expectations, a staged response is implemented with consistent and logical consequences as outlined below. This is to be carried out using restorative practices and summarised as following:

The restorative approach is used to address student behaviour in various settings and levels to:

- Re-establish significant relationships
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

Logical Consequences:

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebration at assemblies • Reports • Newsletters • Leadership opportunities • Positive feedback • The right to represent the school 	<p>Inappropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Talking to the student and reminding him/her of the shared expectations • Discussing appropriate behaviours in the classroom • Contacting parents • Making changes to the student’s learning program to better equip him/her to behave positively • Implement restorative practices • Conferencing: Writing/making an apology • Deciding upon an action to make it right agreed to (may include clean up damage to property) • Asking the student to undertake tasks designed to better equip him/her to behave positively in the future • Counselling • Appropriate behaviours taught and agreed • Withdrawing privileges • Withdrawing student temporarily from class • Give the student detention • Negotiating alternate pathways or settings for students • Suspension or expulsion

Ongoing Behaviour Issues:

Where students exhibit ongoing behaviour patterns, as part of staged response, a range of strategies will be used. They may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour
- **Explicit Teaching of** appropriate behaviour
- **Monitoring and providing feedback:** individual behaviour plan/communication book
- **Time Out allowing** students a ‘Cooling Off’ period
- **Withdrawal:** A student may be withdrawn from an activity, class or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- **Counselling** for individuals in order to modify appropriate behaviour
- **Detention** will be given to a student for serious and /or continual misconduct. Detention will held after parents/carers have received notification
- **Suspension and Expulsion:** For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy guidelines 2009 developed in response to Ministerial Order No 184.

The following forms a basis for instituting appropriate consequences to specific misdemeanours. Staff will use their discretion in employing these in direct consultation with the Principal.

Actions & Consequences

Cooperation

Rule 1A

It is expected that all children will follow all reasonable instruction or request directed by a teacher or supervising adult.

Consequence:

1. Verbal reminder
2. Rubbish collection with plastic bag – yard clean up
3. Removal of a privilege
4. Detention: lunchtime or after school, depending on the severity
5. Repeated non-cooperation will be considered an inability to be part of the group and as such an excursion, camp or other experience will be placed in jeopardy.
6. Suspension, with notification to parent

General Rules

Rule 1B

No one is allowed inside the school building/classrooms during the recess breaks without teacher supervision.

Consequence:

Clean up duty outside

Rule 2

No running in the corridors. Keep noise in the corridors to a minimum. Be particularly careful on wet days. Always walk inside the building.

Consequence:

Return and walk back.

Punctuality

Rule 3A

We should all be punctual, enter the room in an orderly way and be prepared to settle down to work as soon as possible. No one should be asking to go to the toilet on arrival.

Consequence:

Make up lost time if no reasonable excuse.

Rule 3B

When music plays all games are to stop and all children are to move to classrooms, go to the toilet and get a drink. By the bell all children are to be ready to move into class.

Consequence:

Make up lost time or yard duty

DISMISSAL

Rule 4

The class is dismissed by the teacher, not by the bell. Movements from the class should be orderly.

Consequence:

Yard duty outside – clean up to supervising teacher's satisfaction

FIGHTING & BULLYING

Rule 5

Students must not threaten, tease, exclude, bully or fight while at school.

Consequence:

1. Offending student to write a letter of explanation of action with an apology to the victim.
2. In the event of severe cases the offending student's parents will be contacted with a record of the incident to be signed as viewed. More serious and repeated offences may attract a suspension.

Rule 6

Students must have respect for all property. This includes not only books, pens, etc. but also buildings, trees, plants, playground equipment and fences. Children are not to bring valuable or dangerous items to school.

Consequence

Damage must be made good or replaced; graffiti will be cleaned off by those responsible. Detention may be given when cleaning off graffiti is an impractical consequence e.g. use of dangerous solution to remove graffiti.

INAPPROPRIATE LANGUAGE

Rule 7

Inappropriate verbal language or body language, e.g. inappropriate language to a child, teacher or adult or "I won't do that" or "You can't make me" or bad nicknames etc.

Consequence:

1. Collect rubbish in the playground using the plastic bag provided
2. Record about what was said, show to Principal
3. Detention – Write down what was said with an expectation that the parents read sign and return the recorded note.
4. Suspension

Detention and a written apology required in the event of repeated utterances with a possible outcome of suspension.

Rule 7 B

Swearing outbursts will not be tolerated.

Consequence:

1. Collect rubbish in the playground using the plastic bag provided
2. Detention and contact parent.

OUT OF BOUNDS

Rule 8

Children are not permitted to leave the school grounds without written permission.

Consequence:

The police will be contacted, at the Principal's discretion, in the event of a child leaving the school. **This is a safety precaution.**

Offending students will be placed on yard duty and parents contacted.

LITTERING

Rule 9

All students are expected to keep our school neat and tidy by using the rubbish bins provided.

Consequence:

The offending person is placed on yard duty and required to clean up the surrounding areas.

TRAVEL AND EXCURSIONS

Rule 10

All children are expected to obey normal school rules and responsibilities while on excursions or out of school activities.

Consequence:

A letter of notification sent home to parents after first misdemeanor. Permission may be withdrawn for that child to attend future excursions or trips.

In extreme circumstances parents may be contacted to collect their child.

BICYCLES/HELMETS

Rule 11

Children riding bicycles to and from school must get off their bicycles prior to entering the school. Bikes must not be ridden in the school grounds.

Consequence:

Repeat offenders after consultation with parents may have their bikes withheld or be excluded from riding to school for a designated period of time.

Rule 11 B

Rollerblades, skateboards and scooters can only be ridden during school breaks.

Helmet, elbow pads & kneepads must be worn when using rollerblades

Consequence:

Repeat offenders banned for the remainder of the week.

DANGEROUS PLAY

Rule 12

Children are not to play with sticks or stones, or other objects that may cause injury. Sticks and branches may only be used for building cubbies.

Consequence:

Offending children will be required to play in a restricted area.

Repeat offenders banned for the remainder of the week.

Rule 13

Any form of physical rough play is not acceptable.

Consequence:

Lunchtime detention or yard duty, including collection of rubbish. In extreme cases an after school detention will be the consequence with suspension for repeat offenders.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools - Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

DETENTION

- Teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake schoolwork after school; the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least one day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrc/harter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf