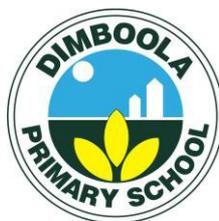


# **DIMBOOLA PRIMARY SCHOOL**

## **Student Engagement & Well-Being Policy**

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

**2016**



**Principal: Greg Sampson**  
**School Council President: Jason Revell**

## Table of contents

<b>1 SCHOOL PROFILE STATEMENT</b>	<b>3</b>
<b>2 WHOLE-SCHOOL PREVENTION STATEMENT</b>	<b>5</b>
<b>3 RIGHTS AND RESPONSIBILITIES</b>	<b>7</b>
<b>5. SCHOOL ACTIONS AND CONSEQUENCES</b>	<b>21</b>
<b>REFERENCES</b>	<b>23</b>

---

**Definition:**

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

**Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.

**Emotional engagement** encompasses students' emotional reactions in the classroom and in the school, and measures a students' sense of belonging or connectedness to school.

**Cognitive engagement** relates to a students' investment in learning and their intrinsic motivation and self-motivation.

**Rationale:**

The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

**Purpose:**

Dimboola Primary School believes that each child is a unique individual as well as a growing member of society. The school's role is to assist children to develop to the fullest potential and to acquire the knowledge, attitudes and personal goals to contribute fully to society.

We aspire to provide our students with a safe, secure and supportive environment based upon teamwork, respect, flexibility and trust so that they have the opportunity to achieve their personal best in all Key Subject Areas.

Staff, students, parents and carers are all valued members of the school community, working together they provide direction for the school and contribute to the decision making process.

*'We strive to build a strong school community of enthusiastic learners.'*

HONESTY in all of our actions.

RESPECT for each other and our environment

RESILIENCE to bounce back when something bad happens

TOLERANCE to accept those things that are different.

## 1 School profile statement

Dimboola Primary School serves the township of Dimboola and the surrounding district. It is the only government primary school in the town of 1,700 people situated 35 kilometres west of Horsham on the Melbourne to Adelaide road. Roughly 20% of the 115 students are from farms up to 25 kilometres away.

Dimboola has a very strong community spirit that is proud of its social, sporting and cultural achievements. Farming and the railways provide the main forms of employment in Dimboola.

The school has been at the present site since 1874 and the original brick building built 128 years ago was refurbished in 1996 to improve the working space for the administration staff, library and LOTE. A MOD 5 that was purchased as part of the Building the Educational Revolution houses the Year 3&4 students. The original brick kindergarten room built in 1930 now houses the 2 senior grades of Years 5&6. An LTC block built in 1956 houses the majority of classes. A relocatable building is used as a base room for our Integration Program as a cooking room. A refurbished rural school is used by our QUICKSMART tutors and has housed our Literacy coaches.

The grounds of the school are very spacious with 2 ovals, a large shaded area between the buildings, an indoor sandpit, 2 netball courts, a basketball court, two adventure playgrounds as well as plenty of trees to provide shade and protection. Both adventure playgrounds have had hard shade structures put over them that are used to collect rainwater for use in the toilets.

Our entry consists of mosaics made by students laid into a path with 5 arches overhead to highlight the main entry to the school. This project was the result of safety issues with 2 gates and only 1 crossing and was an ideal opportunity to showcase the school and the work of its students in Art with Mrs French. Parent helpers provided invaluable support to ensure it was a success.

We are also at the Master Planning stage of co-locating with Dimboola Memorial Secondary College onto their site and have invested our BER money into building 3 music classrooms adjacent to the DMSC Assembly Hall. We have also received a MOD 5 building that will be used as a classroom once we relocate to the secondary college site (currently the Year 3&4 room).

Through a successful application to the Local Schools Working Together program we have a \$2.3 million dollar Dimboola and Community Health and Fitness Centre based at DMSC boasting a gymnasium, classrooms, change rooms, canteen and a fully synthetic hockey field with lighting.

Our staffing profile provides experience and also some graduate teachers.

## 2 Whole-school prevention statement

At Dimboola Primary School, our positive school culture is based on student engagement being the basis for learning. To support this, our school is actively engaged in developing classroom practice to ensure that our teaching styles and methods and curriculum engage all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students through Professional Learning Time encourage innovative teaching using DEET models and Victorian Curriculum.

Opportunities that contribute to the school and effectively engage students in their learning are:

- Pro-social behaviours are promoted through programs such as YOU CAN DO IT! and Restorative Practice to build pride, respect and responsibility.
- Student voice is encouraged through the use of Thinking Tools such as De Bono's 'Six Thinking Hats', 'Thinkers' Keys' and Bloom's Taxonomy
- Student Leadership programs such as School and House Captains, and other roles of responsibility, provide opportunities for student to influence change within the school community
- Intervention programs such as QUICKSMART, MULTILIT and with the assistance of the Student Services Programs identify and respond to student needs for academic, social and emotional support
- A range of opportunities are provided for students to be involved and feel connected to the Dimboola community e.g. Dimboola Show, school fete and concert, Dimboola Library, Hindmarsh Shire presentations, Meals on Wheels, community projects, etc.
- Student/Parent/Teacher Interviews are held to review student performance and also to set goals. This provides students with an opportunity to have "voice."
- The Programs for Students with Disabilities program recognises and responds to the diverse needs of our students
- Current pedagogical knowledge and thinking is adapted to engage students in meaningful learning experiences
- Comprehensive analysis of student data to ensure teaching is focussed, explicit and delivered to the point of need for each student
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively
- Intensive literacy and numeracy improvement strategies are developed and implemented as part of the school improvement agenda
- Professional learning is given high priority to ensure the implementation of highly effective strategies and approaches including the CAFÉ Reading program and Pre and Post testing in Maths, allowing for differentiation in teaching programs.
- The school provides many opportunities for all members of the school community to be involved in the school's programs such as Cultural Performances, Theme days, reading in classrooms, camps, excursions, Partners in Print, Family Maths nights, Literacy nights, sporting days, classroom helpers, etc.

Model for Whole School Values

***Our values are evidenced by:***

**Honesty**

- Modelling to all members of the school community
- Speaking openly through the appropriate school forums to support school improvement
- An ability to critically analyse educational issues
- Open and honest reporting to workmates, parents and students.

**Respect**

- All members of the school community feel that they are treated fairly at all times.
- Respecting the rights of parents to be involved and informed about their child's education.
- Maintaining confidentiality for all members of the school community.
- Providing open and honest feedback to students and their parents in order to facilitate improved learning and behaviour outcomes.
- Establishing good communication with all members of the school community.
- Success and effort are acknowledged and celebrated.
- Being punctual prepared and organised.

**Resilience**

- Students feel secure when taking challenges.
- Supportive networks
- The skills of this foundation from the 'You Can Do It' program are displayed

**Tolerance**

- Diversity is seen as enriching our school and is valued and respected.
- An openness to new initiatives

### 3 Rights and responsibilities

The Charter of Human Rights and Responsibilities Act (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. While the charter demands equality for all, it also emphasises the value of difference. The charter required 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 following legislation needs to be considered when determining right and responsibilities of all members of the school community:

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992, in conjunction with DEECD Disability Standards for Education 2005
- Education and Training Reform Act 2006
- Education Act 1958

At Dimboola Primary School we expect high levels of student behaviour based on cooperation, mutual responsibility and self-discipline. We actively promote positive, non-discriminatory relationships amongst students, parents, staff and the wider community.

<p><b><u>Whole School RIGHTS:</u></b></p> <ul style="list-style-type: none"> <li>• To be free of harassment</li> <li>• To receive support in difficult situations from the school community</li> <li>• To be valued and treated with respect</li> </ul>	<p><b><u>Whole School RESPONSIBILITIES:</u></b></p> <ul style="list-style-type: none"> <li>• To ensure others are not harassed</li> <li>• To provide support to each other</li> <li>• To build positive relationships with the school community</li> </ul>
<p><b><u>Students have the RIGHT to:</u></b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Learn in a purposeful and supportive environment</li> <li>• Work and play in a safe, secure, caring, friendly and clean environment</li> </ul>	<p><b><u>Students have the RESPONSIBILITY to:</u></b></p> <ul style="list-style-type: none"> <li>• Be respectful, courteous and honest</li> <li>• Behave in a way that is not disruptive to the learning of others</li> <li>• Help keep the school environment neat, tidy and secure</li> <li>• Be punctual, polite and friendly</li> <li>• Work and play safely with others</li> </ul>
<p><b><u>Staff have the RIGHT to:</u></b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Teach in a safe, secure, caring, friendly and clean environment</li> <li>• Co-operation and support from parents and other staff members</li> </ul>	<p><b><u>Staff have the RESPONSIBILITY to:</u></b></p> <ul style="list-style-type: none"> <li>• Be respectful, courteous and honest</li> <li>• Model respectful, courteous and honest behaviour</li> <li>• Help to keep the school environment neat, tidy and secure</li> <li>• Establish positive relationships with students, staff and members of the school community</li> <li>• Involve parents in their child's education</li> </ul>
<p><b><u>Parents have the RIGHT to:</u></b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Be informed of course and curriculum material, behaviour management, procedures and decisions affecting the health and wellbeing of their child</li> <li>• Be informed of their child's progress</li> <li>• Be heard in an appropriate forum on matters relating to the rights of their child to an appropriate education</li> </ul>	<p><b><u>Parents have the RESPONSIBILITY to:</u></b></p> <ul style="list-style-type: none"> <li>• Be respectful, courteous and honest</li> <li>• Ensure that their child attends school</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum level for effective learning</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment</li> <li>• Support the school in providing a meaningful and adequate education for their child</li> </ul>
<p><b><u>The Principal has the RIGHT to:</u></b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Work in a safe, secure, caring, friendly and clean environment</li> <li>• Co-operation and support from staff, students and parents</li> </ul>	<p><b><u>The Principal has the RESPONSIBILITY to:</u></b></p> <ul style="list-style-type: none"> <li>• Be respectful, courteous and honest</li> <li>• Monitor the behaviour management policy</li> <li>• Ensure that processes and procedures are clear and explicit</li> <li>• Support staff in implementing the behaviour management policy</li> <li>• Establish positive relationships with students, staff and members of the school community</li> <li>• Facilitate parental involvement in the school</li> </ul>

### **3.1 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.

### **3.2 Equal Opportunity**

The *Equal Opportunity Act 1995* sets out the types or 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.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

### **3.3 The Charter of Human Rights and Responsibilities Act 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While 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 human rights 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

It is important to understand that with human rights comes a responsibility to respect other human rights.

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.

### **3.4 Students with disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools 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 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 the 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 also 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.

### **3.5 Bullying and Harassment**

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

#### **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

Cyber bullying 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
- Low 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 victim that they have witnessed the incident and advise them to report it to an appropriate person and be prepared to support them. However, if your friend is harassing another person, 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 repeated**

- 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.

**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>

**Rights and Responsibilities of 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>

**Rights and Responsibilities of 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>

## **4. Shared Expectations**

Dimboola Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

### **4.1 Staff Engagement**

#### **The school leadership team will:**

- uphold the right of every child to receive a quality education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.

#### **The staff will:**

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture

#### **Attendance**

In compliance with Departmental procedures school staff will:

- promote regular attendance with all members of the school community and;
- monitor and follow up on absences

#### **Behaviour**

Dimboola Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

#### **The staff will:**

- use the Student Engagement policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approaches
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach

### **4.2 Student Engagement**

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 school day throughout the year. If students cannot attend their parents/carer must provide a suitable explanation via a written note or phone call to the school.

### **Behaviour**

All students will:

- support each other's learning by behaving in a way that is courteous and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

### **4.3 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 encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- parents/carers will work with the school through attendance at parent-teacher meetings and by 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 the schools behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

### **School Rules**

The Code of Conduct aims to foster a safe and healthy school culture in which the highest levels of achievement take place within a positive social environment. It is hoped that it will develop high standards of behaviour based on cooperation, respect and self-discipline and will promote positive, non-discriminatory relationships amongst the students.

It has also been developed to provide a consistent approach to dealing with infringements of school rules.

The principles of our Code of Conduct are:

1. all individuals are to be valued and treated with respect
2. students have a right to work in a safe and secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
3. parents have a right to expect that their children will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged
4. teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
5. parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
6. principals and staff have an obligation to fairly, reasonably and consistently implement the Code of Conduct

### **ATTENDANCE**

It is an expectation of the school that all children will be in attendance between 8.50am and 3.15pm each school day. Being punctual and fully prepared to begin each day is very important as this is a time for the delivery of instructions and sharing of news, notes and information.

It is also expected that if a child is absent, or will be absent, that a note or at the least a phone call to the office will be supplied explaining the child's absence.

### **POSITIVE REINFORCEMENT FOR APPROPRIATE BEHAVIOUR**

The school community will continue to provide positive reinforcement for students to consolidate acceptable behaviour. Methods of positive reinforcement are:

- Acknowledgement of acceptable behaviour
- Praise
- Privileges
- Stickers
- House points
- Extra play time
- Certificates
- Peer nominations
- Peer praise and affirmation
- Recognition at assemblies and through the school newsletter

### **CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR**

Where an infringement of the school rules has occurred it will be dealt with it in one of the following ways:

- A reminder of the school rules
- A verbal warning
- Apology (verbal and/or written)
- Loss of privileges
- Time out
- Removal from the area
- Yard Duty
- Restorative chats
- Circle Time
- Sent to Leading Teacher
- Sent to Principal
- Detention

Research shows that the classroom teacher has the greatest influence on modifying student behaviour. To this end, a sound behaviour management plan within the classroom is critical to the school behaviour management policy. Classroom rules are to be prominently displayed in each classroom and referred to or discussed on a regular basis.

**School 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 student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

**Restorative Practices**

The school is committed to the use of restorative practices with students. Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- Promote awareness of others, responsibility and empathy (Hopkins 2002)
- Involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- Promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- Separate the deed from the doer (Marshall et al. 2002)
- Are systematic, not situational (Armstrong 2004)
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002)

**Diversity in the school community**

The 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
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems

## 5. School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs for all students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Engaging Restorative Practices
- Scaffolding the student's learning program

Broader support strategies will include:

- Involving and supporting the parents/carers
- Involving the student wellbeing coordinator
- Mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- Developing individualised flexible learning or behaviour plans
- Providing broader educational programs, Physical Education/camps/creative arts
- Involving community support agencies

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstance.**

### **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 school work 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 school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the 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).

This policy will be reviewed on a three yearly basis.

Reviewed: October 2016

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a> <a href="http://www.education.vic.gov.au/school/principals/health/Pages/lolsocialmediacodes.aspx">http://www.education.vic.gov.au/school/principals/health/Pages/lolsocialmediacodes.aspx</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/about/educationstate/Pages/disabilities.aspx">http://www.education.vic.gov.au/about/educationstate/Pages/disabilities.aspx</a>
Safe Schools	<a href="http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicebullying.aspx">http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicebullying.aspx</a> <a href="http://www.education.vic.gov.au/school/principals/health/Pages/bullying.aspx">http://www.education.vic.gov.au/school/principals/health/Pages/bullying.aspx</a> <a href="http://www.education.vic.gov.au/school/teachers/health/Pages/bullying.aspx">http://www.education.vic.gov.au/school/teachers/health/Pages/bullying.aspx</a> <a href="http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx">http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/school/principals/management/Pages/multirightchart.aspx">http://www.education.vic.gov.au/school/principals/management/Pages/multirightchart.aspx</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx">http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/home">http://www.vit.vic.edu.au/home</a>