

The background features several interlocking puzzle pieces. On the left, a large grey piece is partially visible. On the right, a blue piece is partially visible. The text is centered between these pieces.

Cranbourne

Primary School

Create

Persist

Succeed

CRANBOURNE PRIMARY SCHOOL

Student Engagement & Well-Being Policy

Learning Together

At Cranbourne Primary School the staff, students and parents value 'Learning Together'. We work cooperatively in an inclusive and safe centre of learning that enables students to reach their full potential. We empower, encourage and expect students to be responsible and independent life long learners in the local, national and global community.

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

April, 2014

Principal:

School Council President:

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SCHOOL PROFILE STATEMENT

The Cranbourne environs are one of the fastest growing areas in outer metropolitan Melbourne and this situation is set to continue with the City of Casey being identified as Victoria's fastest growing and most heavily populated municipality. Currently up to 70 families per week move into the City of Casey catchment area equating to approximately 8000 people per year (one house is completed in the City of Casey every 32 minutes!). Socio-economic levels are low and the homogeneous nature of available housing means that families move out of the area to 'trade up' houses or move to another often local setting. Public transport is limited and the number of single parent families is 3 times the Melbourne average. The school socio-economic profile is assessed as mid to low. These factors impact on student learning outcomes but are not a pre-determinant.

A small proportion of Cranbourne Primary School's enrolment comes from outside the school's local area, however, this is changing with the development of new housing estates. The school has a current enrolment of 319 students. Enrolment numbers have been influenced by the opening of new local primary schools in 2010, 2011, 2014 (catholic primary) and 2017.

Our community is embracing an influx of new students from countries such India, New Zealand and Afghanistan. The school looks forward to the arrival of our new students and will cater for their needs both socially and educationally by providing language saturation in the learning communities, the use of technology with translator functioning and referring families for assistance to the Language centre in Noble Park. Our school data also tells us that we have some families from non-english speaking backgrounds. Current data indicates that thirty nine percent of students come from a variety of backgrounds which includes twenty-one different languages.

The school currently has students on the Program for Students with a Disability. The students are supported by Education Support Staff who support a differentiated program to cater for educational, social and emotional needs. The students are supported by regular meetings with the Parent Support Groups which include teachers, parents and Education Support Staff. There are a significant number of other students across the school who have diagnosed disabilities, undiagnosed disabilities with or without learning difficulties, language processing difficulties, ASD, ADD, medical conditions, emotional trauma, and/or the need for ongoing counselling. It is therefore a priority of this school to ensure all staff are on a continuing pathway to improved understanding of the learning implications of such special needs and to ensure the appropriate resources and support are put in place. Having a cross section of students with a wide variety of needs, the staffing arrangements of the school maximise the use of integration aides by placing them in learning communities to support and help as many students as possible during learning times.

One of our ES staff has been trained and is qualified to implement the STA (Speech Therapist Assistant) program, which enables us to support students without the direct 1:1 involvement of a speech pathologist.

To support students with auditory processing difficulties and/or hearing impairments, the school has both fixed and portable sound systems specifically designed to support the hearing of students.

Students are encouraged and supported to be responsible learners through the establishment of 5 clear, positively stated school rules. Students are supported and encouraged to maintain constant care of their possessions, being allocated bag boxes in the learning community for their bags and locker tubs for their learning equipment. Student learning is structured and guided with visual timetables that are displayed in open areas for the students and teachers to follow.

The school's philosophy is firmly based on the belief that all children have the ability to learn, and that learning best occurs in a welcoming, flexible, supportive, and positive learning environment, which caters for all students.

Cranbourne Primary School places strong emphasis on personal academic excellence through a commitment to achieving at and beyond, expected learning outcomes. Special assistance and Early Years Literacy and Numeracy are a feature. The school is a safe and caring learning environment and boasts a whole school approach to student engagement. A learning environment that promotes personal responsibility and social development enables our students to strive to be the best person they can be. Special events are designed to provide ample opportunity to involve families in school life.

WHOLE SCHOOL PREVENTION STATEMENT

At Cranbourne Primary School the staff, students and parents value 'Demonstrating PRIDE.'

We work cooperatively in an inclusive and safe centre of learning that enables students to reach their full potential.

We empower, encourage and expect students to be responsible and independent life long learners in the local, national and global community.

At Cranbourne Primary School, our philosophy and programs support the belief that learning takes place when all other systems are actively supporting the student. Caring for the students' emotional and social well being and supporting a connectedness to the school community underpin all other school activities.

The school is striving to:

- *Further develop the students' value of education in their life and to promote a stronger sense of student responsibility for their learning.*
- *Strengthen the connections the school has with the school community.*
- *Promote a stronger parent involvement in the learning of their child/ren.*
- *Create a learning environment that considers all elements of a student's needs that impact on their learning .*

The goals of the Student Engagement Section of the Annual Implementation Plan will be implemented by using the following strategies:

- *A whole staff focus towards understanding and supporting the needs of their students*
- *The development of whole school programs designed around the 'house' system which promotes multi age learning.*
- *Establishment of learning communities.*
- *Invite school community to open nights, information sessions, PFA events, excursions, Art EXPO, classroom programs etc.*

"Student wellbeing is everybody's responsibility social and emotional well-being underpin learning and positive behaviour....." Student Engagement Policy Guidelines, 2009

- *Embed Student Engagement Guidelines into school wide practice.*

In order for the school to effectively implement the strategies of the Strategic plan and the Student Engagement Policy, we have the following in place:

- Effective teachers who care for the well-being of the child and who can bring out the potential in a student by acknowledging individual needs and a belief that each student can learn and achieve.
- Effective administration who implement the necessary programs within the school to support the development of connectedness incorporating the three interrelated components: behavioural, emotional and cognitive engagement.
- Consultation with parent groups, staff and students to continually improve the Student Engagement and Well-Being Policy.

Ways the school can support this are to have in place:

- a) Early intervention programs and programs for children with learning difficulties. This will include programs such as Literacy Support, timetabling specialists into literacy support, STA program.
- b) A supportive PSD which will incorporate regular Parent Support Meetings, reappraisals if necessary and relevant Professional Development for Teachers and Education Support Staff.
- c) Whole school welfare program that supports 'Demonstrating PRIDE'
- d) Developing the capacity of staff to manage students in a supportive way that considers their individual circumstances and/or condition.
- e) Positive interaction with parents and carers. This is at all levels - teachers, office staff and administration. Regular meetings will be organised when issues need addressing, parents will be contacted when children are doing the right thing.
- f) Staff operating in learning communities to support the well-being and personal development of all students
- g) Whole school special events. This will include events such as celebration assemblies incorporating general assemblies, footy parades, Easter Bonnet parades, multi-cultural days, special events, authentic actions, excursions, concerts, lunchtime activities such as golf and sporting activities.
- h) Sporting activities which allow individual children to shine.
- i) Successful transition programs (year Prep, between year levels, year Six/Seven, transferring into school during the year) that ensure the students are ready to enter their new grades successfully.
- j) Literacy and Numeracy programs that are differentiated and tailored to meet the needs of all students.
- k) Units of Investigation that are developed to cater for the learning needs of each student.
- l) Monitoring of attendance and support for children and families whose attendance is not regular.

- m) Restorative practices to resolve conflict between members of the school community.
- n) Maximising access to and ensuring provision of support services through the Student Support Service officers and other outside agencies, including a chaplain, speech pathologist, O/T, Semper Dental.
- o) Ensuring communication is maintained with parents through school diaries, newsletters, website, special notices.
- p) Comprehensive ICT programs to support engagement.
- q) Special Events Program which will showcase the school and promote community involvement.
- r) Student leadership, which includes Junior School Council and allows students to facilitate community events such as assemblies, parent info evenings, activities, student canteen.

RIGHTS AND RESPONSIBILITIES

OVERVIEW OF RIGHTS AND RESPOSIBILITIES FOR CRANBOURNE PRIMARY SCHOOL STUDENTS

At Cranbourne Primary School all students have the right to participate in daily school life in a safe, caring and engaging environment. Students also have an obligation to contribute to creating and maintaining this environment through their actions, making correct choices and approaching necessary work requirements diligently.

Rights	Responsibilities
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Students have a right to:

- Attend school and participate fully in all the school has to offer.
- Access all learning programs available to them and expect that opportunities will be made available.
- Access recess times in a safe environment where problems encountered are dealt with in an efficient and effective manner.
- Be challenged by dedicated teachers who are committed to the school's belief systems and educational programs.
- Feel secure and valued so that all learning is undertaken at an optimal level. This can be achieved by teachers developing meaningful relationships with the children in their care through class discussions, celebrations of achievements, taking interest in the lives of the children in their grades, listening to children when they have a concern and ensuring that children are not subject to bullying behaviour.

Students have a responsibility to:

- 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.
- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.
- take greater responsibility for their own learning and participation as members of the whole school community. As students progress through school they will be encouraged and supported. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- 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.
- Attend school and external educational outings (excluding camps) in correct school uniform.
- Travel in a respectful and safe manner to and from school, whilst wearing school uniform.

Parents have a right to expect that their child will be part of a school community that will value, challenge and engage them. Parents have an obligation to ensure that they approach the school community in a positive manner and encourage their children to actively participate in all activities by ensuring their children attend school everyday and act in an appropriate manner at all times. Parents have a right to expect that their child will be catered for especially in cases where he/she has a learning difficulty, intellectual or physical disability through school resources, (Education Support Services, Program For Students With A Disability etc)

Rights	Responsibilities
<p>Parents/carers have a right to expect:</p> <ul style="list-style-type: none"> • That their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • That their child will be safe at school and not subject to bullying that is left untreated. • That the school provide many varied opportunities for their children to participate in. • That their children's strengths and abilities are catered for. • That the school will ensure that processes are put in place to assist children who are having difficulty. • That all important information concerning child's progress, behaviour and attitude to school will be passed onto them. • That their child will not be approached by another parent/older sibling/carer 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance and punctuality. • Accompany child to office to sign in, if arriving at school late. • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students. • Approach and treat all staff, other parents and children in a respectful manner. • Be a positive role model whilst in and around the school grounds. • Adhere to road rules when parking/dropping off and picking up children at school. • Ensure children are not left unsupervised in school grounds prior to 8.30am • To speak directly to their child's Home Group teacher to discuss any concerns or issues arising at school.

Rights and Responsibilities of Teachers

Teachers have a moral obligation to ensure that they are contributing to the school community by delivering high quality inclusive and challenging education programs, through respectful treatment of children and a commitment to supporting the school's belief systems. Teachers also have a right to expect to work in a safe and secure environment where they are valued and treated with respect.

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none">• Expect that they will be able to teach in an orderly and cooperative environment• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student• Expect that they will be treated with respect by all people within the school community.• Be provided with resources necessary to deliver high quality education programs.• Work in a safe environment	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none">• Fairly, reasonably and consistently, implement the engagement policy.• Know how students learn and how to teach them effectively.• Know the content they teach.• Know their students.• Plan and assess for effective learning.• Create and maintain safe and challenging learning environments.• Use a range of teaching strategies and resources to engage students in effective learning.• Actively support all school programs• Display behaviour that supports the school's belief systems and the Mission, Vision and Values of the school.• Assist in monitoring absences of children, implementing all of the school absence procedures.• Access internal and external support services as required.• Build positive relationships with a supportive Student Welfare Program lead by a dedicated Primary Welfare Officer/staff member.• Report regularly to parents regarding child's development, behaviour and attitude to learning.• Provide early notification to parents if they feel a child is falling behind/not coping.

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

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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 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.

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3.5 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 cyberbullying 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 that person that they witnessed the incident and advise them/accompany them to report it to a staff member. However, if a 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, religious 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 used and the things said
- how students treat others
- respecting people's property (eg 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 that is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If a student is being harassed or bullied they should:

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

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

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SHARED EXPECTATIONS

Schools – principals, teachers and school staff

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 engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion** - Care for self and others
- **Integrity** - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best** - Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** - Treat others with consideration and regard, respect another person's point of view
- **Fair Go** - Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility** - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom** - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion** - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness** - Be honest, sincere and seek the truth

CRANBOURNE PRIMARY SCHOOL SHARES THE FOLLOWING EXPECTATIONS WITH ALL MEMBERS OF THE SCHOOL COMMUNITY

Respect; *Treat others with consideration and regard, respect another's point of view.*

We treat each other with respect at all times.

We consider the feelings of others in all situations.

We take care of each other and show compassion.

We value individual and collective diversity.

We play and work safely at all times.

We treat others as we would like to be treated.

We treat all school property and resources with respect and care.

We value others' contributions and beliefs.

Responsibility; *Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.*

We take responsibility for our own behaviour and understand the logical consequences that follow.

We take responsibility for our own learning.

We strive to be self motivated-learners.

We take care of our own property and the property of others.

We resolve conflict in a responsible, constructive and peaceful way.

We are responsible for the well being of those around us.

We encourage reliability in all facets of school life.

Resilience

We promote resilience, the ability to bounce back from situations stronger and able to deal with difficulty.

We promote the notion of rigour and perseverance in our approach to learning.

We promote the skills necessary to deal with all situations involving people and circumstance.

SHARED EXPECTATIONS OF STAFF

The School Leadership is expected to:

- Uphold the right of every child to receive an education up to the compulsory age of schooling.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- To support all staff in their endeavours to build a connected and cohesive school community that values relationship building and delivers high quality curriculum.

ENGAGEMENT

Teachers are expected:

- To deliver high interest and collaborative learning experiences.
- To teach explicitly, skills needed to achieve learning outcomes.
- To ensure that all students' needs are catered for. This includes providing necessary support for students who are disengaged, are experiencing difficulties or who need extension and enrichment.
- To work as part of a school team to deliver high quality programs which will engender engagement in relevant learning experiences.
- To differentiate the curriculum according to the needs of children.
- To support Department Guidelines in all aspects of schooling
- To support all aspects of Cranbourne Primary School operations including Special Events, School Concerts and all other extra-curricular activities.
- To provide opportunities for student voice developing a positive school culture in and outside the classroom.
- Develop and provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

ATTENDANCE

In compliance with Departmental procedures school staff will:

- Promote regular attendance with all members of the school community.
- Monitor and follow up on absences. Unexplained absences will be monitored by the classroom teacher or the Primary Welfare Officer and parents will be contacted.
- Ensure that the school programs are such that attendance at school by students is fully subscribed due to engagement and high interest.

In compliance with new government regulations surrounding the compulsory school attendance of students, parents must accept the responsibility of ensuring students attend school regularly

The school commits to support parents in the task of maintaining high and consistent school attendance of students.

BEHAVIOUR

Cranbourne Primary School will support and promote positive behaviours by adopting a “Whole School Approach to Wellbeing and Discipline.” The shared ideas of compliance and engagement will be supported by whole school responses to behavioural issues. Exclusion of students will occur in extreme circumstances only when all other avenues of consequence and discipline have been exhausted and when other methods of engagement have been applied.

- All staff, children and parents will be expected to participate in the “whole school approach to discipline and welfare” approach.

The School Leadership will:

- Promote preventative approaches to behavioural issues. Student well being, building relationships and a consultative approach to behaviour issues will be at the core of the prevention.
- Provide Professional Development to staff to assist in building positive relationships. Documents such as “Calmer Classrooms” will be included in future Professional Development activities.
- Monitor behaviour issues and the effectiveness of implemented strategies to deter and engage students.

Teachers at the school will:

- Use the Student Engagement Policy to guide their basis for negotiating a class-based set of shared expectations with students.
- Teach students how to get along with others using social competencies, such as norms of behaviour, manners, respect for others and resilience.
- Implement the school’s behaviour strategies which focus on supporting positive behaviours.
- Seek assistance from other staff members to refine and develop positive behaviour strategies.

SHARED EXPECTATIONS OF STUDENTS

Engagement

Students are expected to

- Participate in school programs in a positive manner.
- Behave in a positive way showing respect for teachers and other students.
- Not interfere in the learning of others.
- Respect the school and its belongings.
- Seek assistance where necessary.

Attendance

- Attend school on a regular basis.

Behaviour

- Comply with all school expectations and behave in a positive manner.
- Treat teachers, other adults and other students with respect and dignity at all times.

SHARED EXPECTATION OF PARENTS

ENGAGEMENT

- Support all school programs and take an active and positive interest in all school programs.
- Attend all Parent/Teacher meetings to follow and enhance the progress of their children.
- Cooperate with requests from the school.
- Communicate the needs of their child clearly with the school.

ATTENDANCE

- Ensure their child attends school regularly.
- Have a positive attitude towards the school at all times.
- Show their child that as parents they value education.

BEHAVIOUR

- Support all Welfare and Discipline policies of the school.
- Display a positive attitude to the school and teachers.
- Support the values and beliefs of the school.

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.
- Making informed choices based on needs of each cultural group.
- Accessing services such as Second Language schools and community groups to assist in embracing diversity.
- Encouraging respect and tolerance for the increasing number of people from other countries.
- Acknowledging the local Koorie groups within our community and encourage the use of Wannik strategies within the school.
- Celebrating the many cultural groups through special whole school events.
- Employ outside agencies to assist where necessary.

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 where appropriate for individual 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
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the Primary Welfare Officer.
- tutoring/peer tutoring
- 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, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

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 or where the behaviour has been extreme and

immediate action is deemed appropriate.

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/ lunch may be used for this work. In the event the work is still not completed to a satisfactory standard, the teacher will contact the parent and request the work is completed at home.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

SCHOOL SPECIFIC WELLBEING AND DISCIPLINE

SCHOOL RULES

All classes will follow the five following rules;

1. Be a responsible and supportive member of the learning community.
2. Communicate with others in a courteous and respectful manner
3. Stay within your own personal space
4. Use equipment for its correct purpose at the correct time
5. Follow all staff instructions

Stages for non-compliance will include;

- Reminder of expected behaviour
- Verbal warning
- Time to think about choices (separate from the group)
- Considering the implication of your choices on other people (separately from the learning community)
- Discussion regarding repeated breaches of school rules with leadership staff member (AP or P)
- Parents involved in a discussion with the child and the leadership staff member (AP or P).
- Time to think about repairing the harm – either at school under supervision (internal suspension) or at home (external suspension).

SEVERE MISBEHAVIOUR

- The consequence for continual severe behaviour when all other avenues have not been successful will be suspension. This will be done on a “staged response” basis and will follow the guidelines from the “Student Engagement Policy” materials.

OUTSIDE MISBEHAVIOUR

- Reminder of expected behaviour
- Verbal warning
- Time to think about choices (separate from the group)
- Considering the implication of your choices on other people (walk with the teacher)
- Discussion regarding repeated breaches of school rules with duty teacher
- Discussion regarding repeated breaches of school rules with leadership staff member (AP or P)
- Parents involved in a discussion with the child and the leadership staff member (AP or P) – this may lead to alternative areas of play, contractual understanding or agreement.
- Time to think about repairing the harm – either at school under supervision (internal suspension) or at home (external suspension).

Reference

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/seqpolicy.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/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.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

This document was last approved by School Council

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"Student wellbeing is everybody's responsibility social and emotional well-being underpin learning and positive behaviour....." Student Engagement Policy Guidelines, 2009