

# Student Engagement & Well-Being Policy

RED CLIFFS PRIMARY SCHOOL



DO BETTER TODAY  
THAN YESTERDAY

Red Cliffs Primary School

## Student Engagement & Well-Being Policy

Produced in consultation  
with the school community

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

2011-2014



Principal: Rod Beer

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## **1. School Profile Statement**

Red Cliffs Primary School was established in 1924. It is one of 21 schools in the Sunraysia area of the North-Western Victoria Region. It is the largest primary school in the Red Cliffs town ship.

Red Cliffs Primary offers a comprehensive education for its Prep-Year 6 students. Red Cliffs Primary School currently has 17.56 EFT staff – 1 Principal; 12.2 Teachers and 6.9 Education Support Staff.

We aim to develop a successful partnership between students, parents and staff to help all students realise their potential.

Students are encouraged to "Do Better Today than Yesterday", take pride in their work, show respect for fellow students, staff and parents and develop self-discipline practices which foster self-esteem, self-confidence and tolerance. The development of high-level speaking and listening skills remains a priority. Friendly, sincere communication with others is a goal for all. The school places great emphasis on the acquisition of strong literacy and numeracy skills. The development of the whole child is an ongoing focus. "You Can Do It" is the basis for our comprehensive social competencies program.

Our classrooms are calm and focused. High expectations for student attitude, behaviour and achievement are explicitly articulated to the entire school community. Non-attendance is monitored daily and is a shared responsibility with the principal, Student Welfare Officer, teachers and parents. Parents are contacted when students are away and the school is not informed of the reasons for their absence.

Red Cliffs Primary School provides its students with a friendly, safe, attractive and stimulating learning environment. Our classrooms are modern and spacious. We provide access to state-of-the-art I.T. equipment - including student netbooks for every child in Year 5 and 6, class sets of iPads in the infant area, a modern computer lab and Interactive White Boards in each classroom.

We provide specialist Chinese L.O.T.E., art and science classes and have a successful Out of School Hours Care program. Our students enjoy extensive opportunities to be involved in a wide variety of extra-curricular activities.

Visiting performers are welcomed to our school regularly and local excursions are enjoyed by students in P-6. Senior students are encouraged to participate in interschool and representative sporting events as well as having the opportunity to participate in our Eisteddfod dance group.

The grade 5/6 excursion to Melbourne and Ballarat in December was the pinnacle of our sequenced grade P-6 camps and experience program.

We are proud of our school and the relationship it enjoys with its families and the Red Cliffs community.

## Values

The Red Cliffs Primary School community values:

- Respect of self, others and property
- A sense of pride in yourself, your work, school, family and community
- The provision of a safe and secure environment
- Professionalism in the academic, social and management aspects of the school
- The development of the students' self-esteem so that they strive with confidence to achieve their full potential
- The acceptance and understanding of diversity in regard to culture, religion and other differences
- Honesty, loyalty and integrity and being true to one's beliefs
- The striving for excellence through perseverance and a willingness to try at all times
- The provision of a co-operative and friendly environment where students confidently share their potential
- A comprehensive curriculum that caters for students as individuals and develops independent thinking

## 2. Whole-school Prevention Statement

Red Cliffs Primary School has the school motto of Do Better Today than Yesterday.

Red Cliffs Primary School seeks to provide an enriching, supportive and motivating learning environment that challenges the school community to strive for their personal best and optimise learning opportunities for all students. Red Cliffs Primary School has a long tradition of inclusive education embracing diversity within our community. Students are immersed in a broad and differentiated curriculum.

In order to prevent students from disengaging we have numerous programs in place which support our students to attend school regularly, participate in class and enjoy learning.

Our Student Wellbeing focus aims to empower individuals and teams to enable a sense of connectedness, purpose and zest for life. We seek to help build self-confidence, self-esteem and resilience in order for our students to approach future life experiences, opportunities and challenges with self-assurance and energy.

Our whole school student wellbeing program is based on the You Can Do It, Program. It incorporates a suite of additional programs based on our values, a philosophy of prevention and early intervention, thinking skills and social emotional learning (Emotional Intelligence and Social Competencies development).

Our two day 'Smart start' program, implemented across the school at the start of Term 1 each year, is a vital part of setting up a classroom culture of respect, co-operation and positive relationships. This articulates and supports our whole school *Behaviours and Expectations* which provides a clear, consistent approach. Each student engages with the Student Code of Conduct in a child-centred, developmentally appropriate, learning environment that recognises, fosters and promotes the intellectual, social, emotional and physical development of each child. We understand that many children have unique wellbeing and learning needs and we are committed to addressing these needs.

Class expectations are established at the beginning of each school year and are based around the headings of:

- Communication
- Learning
- Solving problems
- How We Treat Each Other
- Safety
- 

At the beginning of each term, classes spend time revisiting class expectations, ensuring that a common understanding of each expectation is evident.

The You Can Do It Program is used extensively throughout the school to support the schools motto of Do Better Today than Yesterday. Each term, a whole school approach is used to focus on the foundations of YCDI – Getting Along, Persistence, Organisation, Confidence and Resilience. A focus foundation is identified, with specific lessons from the program being taught across all year levels. Our Junior School Council organises a day of celebration an end of each term.

Students with special needs are supported through a range of initiatives and programs; a Koorie Engagement Support Officer (KESO) supports the students and families with Koorie backgrounds; Primary Welfare funding enables the employment of a full time Student Welfare Officer and we have access to SSSO guidance officers, speech therapists, visiting teacher or psychologists when requested/ applied for. A Breakfast/Homework Club is organised once per week and on average 15-20 students attend. Individual students also have appointments with other outside agencies when required.

## 3. Rights and Responsibilities

### 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.

Every student has the right to feel safe at school and bullying or unacceptable behaviour including harassment, discrimination or a threat or act of violence is not tolerated.

### 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 DET 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.

### 3.5 Bullying and harassment

Our school places great importance on providing a safe and friendly environment for students and staff and encourages 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.

#### Definitions

**Bullying** is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

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

**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.

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 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**

- 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**

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.

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.

## 4. Engagement and Attendance

### Overview

Regular school attendance enables students to maximise their full educational potential and to actively participate in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

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 student wellbeing coordinator
- 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
- involving community support agencies.

### Shared Expectations of Attendance

#### *Parents/Carers*

Parents/Carers are expected to:

- Ensure that their child attends school at all times when school is open for instruction;
- Promote and provide organisational support to their child for full attendance and participation at school on all designated school days;
- Ensure that their child is on time for school each day;
- Notify the school of their child's absence as soon as possible on the first day of the child's absences;
- Parents have a further responsibility to provide a written note or return a completed absence form to the school explaining why an absence has occurred with the child on next day of attendance;
- Notify the school in advance if an absence of any period is planned;
- Support their child's learning during continued or prolonged absences through the implementation of an agreed student absence learning plan;
- Work cooperatively and collaboratively with the school to develop and implement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school;
- Work cooperatively with the school in supporting the child to return to school and reintegrate after prolonged absence.

## **Students**

Students are expected to:

- Attend school at all times when the school is open for instruction;
- Arrive on time to school;
- Be on time for each class.

## **School**

Our school will:

- Promote student attendance through clear statements of expectations and procedures;
- Ensure the administration staff, principal, welfare officer and teachers work together to record and monitor attendance;
- Ensure that attendance is marked twice a day;
- Process student transfers promptly;
- Maintain accurate records on CASES 21/ CHESS using the appropriate codes;
- Monitor and analyse school attendance records regularly;
- Pursue and record an explanation for every absence;
- Work collaboratively with parents/carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time. This process should involve discussion with the parents/carers about the possible impact of the proposed absence in the student's learning.

## **General Guidelines**

- Education is a sequential process. Absences often mean students miss important stages in the development of learning, causing them to find 'catching up' difficult.
- School attendance helps students develop social skills, such as friendship building, teamwork, communication skills and healthy self-esteem.
- Absenteeism contributes significantly to student lack of success at school.
- Convene a student support group meeting which is attendance focussed with parents/carers and students when a student's attendance pattern is of concern to the school;
- Provide ongoing support for students if their attendance pattern continues to be a problem after the initial student support group meeting.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Illness is reasonable grounds for an absence - shopping excursions or birthday parties are not.
- The DET and enrolment auditors may seek student attendance records.
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- The school will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance meeting. Unresolved attendance issues may be reported by the Principal to the DET Region for further support and advice; or to Department of Human Services.
- Aggregated student attendance data

Red Cliffs Primary School recognises that regular attendance is paramount for a child to maximise their full educational potential. Several initiatives have been implemented to promote maximum attendance.

These include:

- The development of strong, positive relationships between school staff and parents
- Notes sent home requesting an explanation for unexplained absences.
- Strong promotion of the **It's not OK To Be Away** program. Each term students with 100% and/or 98% attendance (two days absence or less) are acknowledged in the school newsletter. The students also receive a certificate recognising their attendance. Each class receives a poster at the end of each term acknowledging outstanding attendance.
- Students with 98% attendance or better for Semester One receive an invitation to attend a free pizza lunch with the principal to celebrate their attendance.
- Students with 98% or better attendance for the entire school year receive an invitation from the principal to attend a free excursion to the Water Slide in Mildura
- Phone calls are made to parents of students who have missed 2 consecutive days of school or who have regular days of absence over a 2 week period.
- The Koorie Engagement Support Officer (KESO) supports Koorie student attendance and can be enlisted to contact families when Koorie attendance issues arise.

## *5. Rights and Responsibilities of the School Community*

# Student Wellbeing

The You Can Do It program underlies the development of Student Wellbeing and behaviour management across our school.

This program is based on the 12 positive Habits of the Mind (types of thinking) that support the Five Foundations of Organisation, Confidence, Getting Along, Persistence and Emotional Resilience. These Foundations and Habits reinforce appropriate behaviours and thoughts, encouraging students to achieve to the best of their ability and to experience success.

Weekly one hour sessions are timetabled for each classroom to ensure the teaching and reinforcing of these Five Foundations and the 12 Habits of the Mind. They are also reflected in the daily routines and organisation of our school.

Each Unit within the school develops criteria reflecting appropriate behaviours for each of the Foundations. Students are rewarded for displaying these behaviours in the whole school environment. .

Using Behaviour-Specific Feedback to encourage and reinforce the positive behaviours displayed by students is developed across the school. Part of the YCDI program is also based around reflecting on student behaviour through the “Happening, Thinking, Feeling, Behaviour” process.

In the school newsletter, class ideas and understandings about the Foundations and what is happening in the classrooms are promoted. Further to this, information and ideas that can be reinforced at home from the YCDI program are provided.

There are several other supporting programs run across the school to further highlight and promote student wellbeing – Leadership Development program, , Individual Education Plans, Transition program and Health and Human Relations Program for Grade 5/6 students.

**Junior School Council** - Members are elected by their peers to represent student views and take an active role in organising fund raising activities. There are various sub-committees of the Junior School Council and these may vary from time to time. These sub-committees present a report to the Junior School Council at each meeting. The Junior School Council members discuss issues and ideas and make recommendations to the principal.

# Community Code of Practice

The open relationship and mutual respect between staff, parents and students at Red Cliffs Primary School encourages a positive, happy learning environment.

## ***The School encourages parents to:***

- Participate in school activities.
- Attend information evenings and special events.
- Support fundraising activities and financial contributions.
- Promote our school within the wider community.
- Become actively involved in voluntary work around the school.
- Offer, where able, any expertise or resources that would complement school programs.
- Acknowledge achievement of individuals and groups within the school.

## ***The School expects parents to:***

- Ensure regular and punctual attendance.
- Ensure children arrive in a proper state of health and hygiene, and are appropriately attired in school uniform each day.
- Support all School Policies especially the homework policy and uniform policy by providing an environment of support.
- Support the Student Code of Conduct.
- Approach staff in a calm and respectful manner.
- Respect the professionalism of staff.
- Provide the School with relevant information regarding the needs and necessities of their children (ie. Medical information).
- Respect the rights and privacy of other community members.
- Instil a sense of pride, politeness and appropriate behaviour in children.

## ***The School Community has the right to expect:***

- Confidentiality of personal information.
- An expression of appreciation for voluntary work.
- The physical safety of all children while under school care – emergency services will be called if necessary.
- Every effort is made to ensure children will be free from harassment of any kind while under school care.
- Information on their child's progress.
- Their children will be educated to the best of individual ability and that no child will be denied the right to a general education for personal or financial reasons.
- Respect from staff and students.

# Staff Code of Practice

Staff employed at Red Cliffs Primary School will work within the guidelines outlined in Education Acts and Regulations and appropriate provisions of the Teaching Service Order and relevant Agreements. This code also acknowledges the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the grounds of race and religion.

Red Cliffs Staff will be expected to:

## Whole Staff Expectations

- ◆ Pursue excellence in education.
- ◆ Treat students with justice and equity, be alert to the consequences of behaviour and encourage students to do the same.
- ◆ Participate in relevant professional development activities.
- ◆ Be open and responsive to change and keep abreast of current educational practices.
- ◆ Contribute in a positive way to staff well-being and the support of colleagues.
- ◆ Be aware of and respect the need for *confidentiality*, both within and beyond the school community.
- ◆ Behave and dress in an appropriate and professional manner.
- ◆ Continually communicate with other staff members on matters of importance and relevance.

## Teaching Staff Expectations

- ◆ Understand how students develop and learn and be able to respond to individual differences and learning styles.
- ◆ Ensure equal access to learning resources.
- ◆ Provide a positive role model for students.
- ◆ Organise programs which engage students in a positive and stimulating learning environment.
- ◆ Be *team members* in policy and program planning, implementation and evaluation.
- ◆ Set high but achievable expectations for student learning and behaviour.
- ◆ Demonstrate teaching strategies which actively:
  - Involve students in real life learning situations.
  - Encourage students to take risks and learn from errors.
  - Build upon student experience, interests and needs and link theory to practice.
  - Foster cooperation in learning.
  - Promote learning through enjoyable and fun activities.
  - Reflect upon their teaching practices and be able to engage other teachers collaboratively in that process.
  - Assist the development of trainee teachers and work experience students.

## Teaching Staff Responsibilities

- ◆ Provide a record of short and long term planning.
- ◆ Maintain consistent records of curriculum evaluation and student assessment.
- ◆ Be involved in the implementation of school policy and programs.
- ◆ Report students' academic and personal progress to parents in the prescribed school format. (Written half year/end of year reports, DAI format).

## Student Code of Conduct

### **CODES OF PRACTICE - Student**

The school agrees that it will operate within the relevant and current Acts, Orders and Dept. of Education and Training guidelines with respect to student management.

Red Cliffs Primary School recognises that the school has a responsibility to provide all students with a safe, stable and caring environment, where self-discipline and individual rights form the basis of student discipline and welfare. Our Code of Conduct is based on the premise that discipline is a joint responsibility, shared between home and school.

### **SCHOOL RULES**

There are five basic school rules:

- Move and play safely
- Care for yourself, others and property
- Resolve problems calmly, sensibly and fairly
- Respect others through your speech and manners
- Work to the best of your ability and allow others to do the same.

### **RIGHTS AND RESPONSIBILITIES**

A set of rights and responsibilities outlining acceptable and unacceptable behaviour is necessary in order for a school to meet its educational and social goals.

<i>Students have the following <b>rights</b></i>	<i>Students have the following <b>responsibilities</b></i>
The right to feel safe at school	To learn and obey all school rules
The right to learn without interference from others	To attend class prepared to learn and not interfere with the learning of others
The right to be treated with respect and in a fair and equitable manner free from harassment	To treat others with respect and resolve differences through discussion and compromise and not conflict
The right to expect your property to be safe	You have a responsibility to take care of your own and other people's property

### BEHAVIOUR EXPECTATIONS:

- We should act with tolerance, kindness, courtesy and honesty towards each other at all times.
- We should care for and respect the property of the school, staff, other students and ourselves.
- We should respect the right of the individual to work.

### GUIDELINES:

Using a positive, fair, consistent discipline program involving co-operation between students, staff and parents, the school aims to promote the development of self esteem, honesty and fairness in all children.

Students will be encouraged to:

- be aware of, and be given time to discuss, the Student Code of Conduct;
- display co-operation, tolerance, compassion and friendship with others;
- develop self-discipline practices and be responsible for their own behaviour;
- accept cultural, social, academic and physical differences;
- develop self-worth and confidence in their own abilities;
- take pride in themselves, others and their environment;
- play in an organised and responsible manner within the playgrounds;
- acknowledge the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

The school will concentrate on positive behaviours rather than negative ones and offer due recognition and reward.

Logical consequences will be implemented for inappropriate behaviours.

Bullying is seen as a serious breach of the Student Code of Conduct and will not be tolerated in any form.

Breaches of guidelines will incur varying consequences, which may include:

- warning
- apology
- discussing a positive solution
- repair and/or pay for the damage
- isolation from the area
- parental contact
- extra tasks
- withdrawal of privileges
- time out
- detention
- suspension, as per DET guidelines

Refer to the School's Student Welfare Policy for more comprehensive details.

## **Whole School System for Behaviour Management**

The first priority at all times is to recognise, highlight and reward positive behaviour.

## **6. School Actions and Consequences**

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole school practices include:

- › 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 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 supported 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
- › Engaging in "Restorative Practices"

Broader support strategies will include:

- › Involving and supporting the parent/carer
- › Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- › Mentoring and /or counselling
- › Convening student support group meetings
- › Developing individualised learning, behaviour or attendance plans
- › Providing broader educational programs ( work experience, camps)
- › Involving community support agencies
- › Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may 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 which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- › Withdrawal of privileges
- › Use of behaviour and attendance sheets to monitor behaviour
- › Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- › Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- › Convening of a school support group.

When considering suspension or expulsion, Red Cliffs Primary School follows the Department of Education and Training procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

## APPENDIX A: MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

### **Behaviour unchallenged is behaviour condoned**

#### **Responsibilities of the Classroom Teacher:**

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.
- To be familiar with the School’s Behaviour Policy & Procedures and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of School Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to the Unit Coordinator.
- *In extreme circumstances the threat is to be referred immediately to the Principal*

#### **Responsibilities of the Unit Coordinators**

##### **A. Promotion of Positive Behaviours:**

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

##### **B. Attendance:**

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan pro-forma is completed.

#### **Responsibilities of the Well-Being Coordinator**

The Well-Being Coordinator is responsible for:

- developing, implementing and evaluating the School’s Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- To liaise and work with teachers and the Unit Coordinators in supporting “Students at risk”.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the School’s Student Engagement guidelines.

## Responsibilities of the Student Welfare Officer

### **The Student Welfare Officer is responsible for:**

- Supporting both classroom teachers and Unit Coordinators in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- The Student Welfare Officer may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

### **Responsibilities of the Principal:**

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

### **School Action and Consequences**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- 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 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 supported 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 parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs ( work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

## APPENDIX B: THE LEARNING ENVIRONMENT : RIGHTS AND RESPONSIBILITIES

**Red Cliffs Primary School is a workplace.** As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces
- iPods and mobile phones are not to be used. They must remain switched off and handed into the office before school and picked up after the school bell finishes for the school day
- There is no eating in areas throughout the school that are zoned food free
- There is to be no graffiti

### **In the classrooms:**

1. You and the teacher have the right to do as much work as possible, therefore:
  - Punctuality - You need to be on time
  - Come equipped - You must bring all the necessary equipment to class
  - Attention – you need to listen when others are speaking
  - Effort – you should attempt to do all work
2. You and the teacher have the right to feel comfortable and safe in the classroom, therefore:
  - You should pass all objects by hand
  - You need to speak to others politely
  - You should keep your hands to yourself
  - You should not help yourself to other students' belongings

### **Evaluation:**

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

May 2016