

Strathaird



Primary School

**Student Engagement and Inclusion  
POLICY  
STRATHAIRD PRIMARY SCHOOL  
March 2018**

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

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## **1.Strathaird Primary School Profile Statement**

### **Environmental Context:**

Strathaird Primary School opened in January 2005 with an enrolment of 165 students. It is envisaged it will increase steadily over the years before peaking at 850.

The School has already established itself within the community as evidenced by the number of families who have chosen to travel beyond their local primary school to attend. Several families have moved from the immediate area to other local communities such as Berwick. 2008 was the first year that enrolments have declined from February to December. This change in our enrolment trend will make it more difficult to anticipate enrolments and growth in the future.

Demographic data suggests high population growth and this will significantly increase as it is envisaged the enrolment will continue to increase and has currently peaked at 850.

The school population exists in an area of rapid population growth consisting principally of young families with the majority of community members from a second or more Australian generation family background although this pattern is changing.

Most grades are based on a single grade level, although composite/multi-age grades are implemented where appropriate, to support school needs.

The specialist areas of Physical Education, Art, Music, Environmental Sustainability and I.C.T. have operated and support programs are provided through, Reading Recovery, E.S.L., Extending Mathematical Understandings, and an I.C.T. Coordinator.

### **Special Features/Programs**

A range of programs have been introduced to cater for, and meet the needs of the children. These include the Victorian Early Years Literacy and Numeracy Programs, the Middle Years Literacy and Numeracy programs, Literacy Intervention Support, Transition programs – K to Prep and 6 to 7, Swimming, Camps and Excursions, Buddy Support, Junior School Council, Values Education, Sun Smart Program, Interschool Sport, Developmental Learning, Perceptual Motor Program, Student Welfare and Discipline Programs, Individual Learning Plans for students at risk. A commitment has been made to the establishment of the library and this facility is now a feature. The ratio of computers to students is presently 1: 2.

Student welfare continues to be an important issue underpinning all school programs. The school community encourages high standards of behaviour based on cooperation, respect, mutual responsibility and self discipline and actively promotes harmonious student relationships.

The values of RESPECT, SELF ESTEEM, HAPPINESS and WISDOM have been identified as important by the school community and are fostered and promoted. Social skills and school connectedness are important foci and restorative practices are being introduced into student management procedures.

**As per VRQA requirements, corporal punishment is not permitted at this school.**

## **2. Strathaird Primary school Whole School Prevention Statement**

### **Preventative School Culture**

Strathaird Primary School provides a safe, caring and engaging environment where students strive for personal achievement, are encouraged to take risks and develop skills and values to enable them to become lifelong learners in a changing society. We are proud of our level of school community interaction. There is an active School Council and an involved Parents and Friends Group that promotes the school and works hard to raise local funds. A number of volunteer community members provide regular classroom program assistance and links and connections are being established with local groups and organizations to gain greater involvement and support. Whole School Special Events have been a feature and the support displayed by the school community has been excellent. A key component of Strathaird Primary School's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

### **Student Engagement and Well Being**

#### **Goal:**

To provide programs that engages the students and allow for cognitive, emotional and social development of students.

To support this goal, the following strategies have been initiated:

- Appointment of an ICT specialist teacher to implement a specialist ICT program.
- Continue the review of innovative teaching and learning programs through Professional Learning Teams and focus on areas for staff development.
- The appointment of a third Assistant Principal to assist with areas of Student Engagement and Wellbeing; managing student welfare issues and implementing a consistent whole school approach to welfare and discipline.

The following initiatives are features:

- \* Continued reinforcement of Strathaird 5 School Rules and playground behaviour system of consequences.
- \* Coordination of the Values Program
- \* Coordination of Individual Learning Plan for identified students.
- \* Continued review of Curriculum Team Planning with emphasis on uniform planning proforma for Literacy and Numeracy. (Promote student engagement)
- \* Engagement of students through whole school Mathematics and Literacy focus by involvement of various consultants and network initiatives, through to whole school approach to Inquiry Learning .

**Koorie Students:** ILP's are written for all Koorie Students. A guideline for the ILPs is provided to the teachers.

We value Wisdom, Respect, Self Esteem and Happiness.

Wisdom – Growth through the acquisition of knowledge skills and experiences. It encompasses the qualities of independence, responsibility and goal setting.

Respect – The valuing of people’s worth and qualities and treating everyone in the school community in a polite and friendly manner. It encompasses the qualities of friendship, cooperation, courtesy, honesty, trustworthiness, compassion and consideration.

Self Esteem – A feeling of self worth and confidence. It encompasses the qualities of confidence, achievement, enthusiasm, patience, and positive attitude.

Happiness – Appreciation of life and ability to see the positives in most situations. It encompasses the qualities of fairness, forgiveness, safety, and kindness.

The school Leadership team regularly consults with students, parent/carers, and support organisations to ensure that we are responsive to the students’ social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the Junior School Council where student nominated representatives meet weekly to discuss and have input into various school activities. Students are also involved in the formulation of classroom management plans pertinent to their class. Upper school students are also involved in presenting at whole school assemblies. This allows students to feel a sense of ownership and safe and supported in their environment. Our school continues to offer and build on opportunities for students to take on meaningful roles.

Our school firmly works on the notion that students are at the centre of all learning, and that student engagement and school connectedness underpins effective student learning. Our teaching and learning programs promote student engagement and make learning purposeful and meaningful. Effective teaching and learning programs, respectful relationships between students and staff and an engaging curriculum is promoted through Circle Time and Restorative Practices. Exemplary Professional Learning Teams are enhanced through effective pedagogy including cohesive whole team planning developed using the Departments Early and Middle years framework, E5 Instructional Model and Victorian Curriculum. The Inquiry learning approach is also a whole school focus in students developing deeper understandings of their world.

### **3. Prevention Programs**

#### **Attendance**

Our school highly values education and fully understands that full attendance maximises every student’s ability to learn and is the key element to student engagement. Strathaird Primary School rewards its students for 100% attendance through certificates that are presented on a yearly basis. An ESS staff member and Assistant Principal is responsible for monitoring student attendance under the Student Engagement Guidelines protocols, and phone calls are made to follow up extended absences in students. In line with DET guidelines if a child is away more than two days in a row with an unexplained absence, parents are rung.

## **Intensive Literacy and Numeracy**

Strathaird has developed an intensive literacy and numeracy program based on the Victorian Early Literacy Model. Intensive literacy strategies have also been based on [The Key Characteristics of Effective Literacy Teaching P-6](#) document.

## **Inquiry Learning**

Students at Strathaird Primary school are continually encouraged to develop their thinking skills. This is achieved through Inquiry Learning. The Inquiry Learning model takes advantage of students' natural curiosity. It promotes well-developed questioning skills. It helps students to develop strategies and processes for collecting and evaluating information and developing deeper understandings of their world. Our commitment to this approach is also demonstrated through the whole school inquiry unit of Building A Learning Community which is studied in term 1. Throughout the year other Inquiry Learning units are developed to cater for student's curiosity.

## **Transition Programs**

Infant students commencing school and primary students moving to secondary college are faced with a new and unfamiliar environment. Our school aims to make this transition as enjoyable and trouble free as possible. Pre-school children have the opportunity to take part in a prep transition program at our school in October. Prior to this specific information nights are held for prospective prep students and parents.

Students moving to secondary college are involved in the Year 6 Orientation day. During the year a variety of secondary colleges make contact with our school. Students are introduced to staff from the secondary colleges over several visits to our school. This is a good opportunity for our students to become familiar with their prospective schools.

## **Restorative Practices**

Strathaird Primary School has introduced restorative practices to encourage and build positive relationships, pride, self respect and responsibility in students. A large percentage of the staff have participated in Restorative Practices training. When incidents occur in the yard, particularly those involving conflicts between students, teachers are expected to engage students in restorative conversations. We value these conversations with students because it helps them to accept responsibility for their behaviour, to learn how to resolve conflict themselves and also how to perceive things from other people's perspectives. Circle Time is an important strategy which has been adopted to develop the student's social skills. During this time teachers and students come together in an atmosphere of cooperation to take part in activities designed to increase positive behaviours.

## **Welfare Programs:**

Our school is committed to ensuring that the student's welfare needs are met at all times. Students have a right to feel secure and safe in a caring and supportive environment. Our school has adopted many welfare programs to address and support the students.

## **Circle Time:**

Circle Time is an important strategy for helping students to develop social skills.

In Circle Time teachers and students come together in an atmosphere of cooperation to take part in activities designed to increase:

- Understanding and valuing self
- Understanding and valuing others
- Positive relationships

As students and teachers learn about themselves and each other during Circle Time, a warm and supportive environment develops and this helps to improve relationships.

In Circle Time everyone is accepted and valued and everyone has an equal opportunity to contribute. Students are encouraged to reflect on how they feel and what they believe, as well as listen to, and reflect on the feelings and beliefs of others.

There are only three rules to Circle Time:

1. Listen when others are speaking, only one person talks at a time.
2. You have a right to pass.
3. Be positive – no put downs.

## **Resilience, Rights and Respectful Relationships:**

Strathaird is a Partner school in the Resilience, Rights and Respectful Relationships Program. This program is embedded in the Building a Learning Community unit all students do as part of the Inquiry program. A core focus of this program is developing students' resilience and identifying how to manage problems.

### **The Resilience Project:**

Strathaird Primary School has also adopted the Resilience Project. Through this program, the children practise evidence-based strategies based on Gratitude, Empathy and Mindfulness that build resilience and aid in improving mental health.

### **Specialised Agencies:**

To cater for students with special needs our school engages with the Student Support Officers service through the Department of Education. These specialists' will take on the role of providing any assessments that are required for the student's emotional and academic development.

Other Professionals are engaged to provide strategies for teachers to accommodate students with additional requirements on a need basis.

## **Junior School Council:**

This program has been introduced to enhance student decision making capacity and assist in improving student engagement and well being. Representatives from Year 3-6 meet regularly. During these meetings current events at the school are discussed and special events are organised to raise money for various organisations including; Daffodil Day, Salvation Army, Crazy Hair Day (Cystic Fibrosis), State School Relief, Day for Daniel etc.

## **Special Events**

Our school has a high community spirit. We have many special events that contribute in developing a close connectedness to the school and establishing positive relationships within the school/community. Whole school activities including Literacy/Numeracy Week, Footy Days, Education Week, and Christmas Celebration Events are a feature of our school in developing our culture.

## **Professional Learning**

All teaching staff participate in professional learning throughout the year and are given a high priority at our school. In house professional learning is conducted by various staff in relation to the Annual Implementation Plan. A teacher mentor program has also been implemented.

## **How Strathaird Primary School supports positive behaviour and relationships**

Our school has high expectations of behaviour and we pride ourselves on promoting the values of RESPECT, SELF ESTEEM, HAPPINESS and WISDOM which have been identified as important by the school community. Social skills and school connectedness are important foci and restorative practices are a key element into student management procedures.

Strathaird Primary School promotes and encourages active involvement of parents in the learning and behaviour of each student. At the commencement of each year all parents are informed of behaviour management procedures via a document outlining the school's approach to student management in both the classroom and the yard.

Strathaird Primary school believes that there should be positive and open communication channels at all times between the school and home. We seek to foster this cooperative approach with parents through initial Parent/teacher interviews at the beginning of the school year, reports, half yearly Parent/Teacher interviews, phone calls and meetings. An Assistant Principal currently is responsible for student welfare issues that require intervention beyond the classroom.

In encouraging and building positive relationships between the school and home, it is acknowledged that there will at times be behaviours and events that occur that may compromise this ideal. As a result our school will continue to use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents/guardians in these processes through a Student Support Group.

The following restorative approach will be used in situations of the above:

To the person(s) who caused the harm:	To the person(s) harmed:
<ul style="list-style-type: none"> <li>• We're here to talk about.....</li> <li>• Can you tell me what happened?</li> <li>• What were you thinking? What was in your head/ in your mind?</li> <li>• Was it the right/wrong thing to do?</li> <li>• Who has been affected/ upset/ harmed by your actions?</li> <li>• In what ways?</li> <li>• How has this affected you?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you think when it happened?</li> <li>• What have you thought about since?</li> <li>• How has it affected/upset/hurt/harmed you?</li> <li>• What has been the worst thing?</li> <li>• What is needed to make it right/to make you feel better?</li> </ul>

### A Staged Response

- This approach is an important part of prevention and early intervention for students with learning and behaviour issues.
- More serious incidents will require a more formal restorative session that will involve principal class, and all people affected in the incident.
- There will be situations where a formal conference involving principal class, parents and support persons will be required. These incidences will be managed through the restorative process which will work towards 'making things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted, and subsequently the behaviour continues the school will organise a Student Support Group to address the behaviour; this may include intervention from SSSO services such as Social Workers, and Psychologists.
- Restorative practices in our school aims to move the focus away from a punitive consequence that is based on the establishment of wrong doing. It seeks to value and support those involved and empower change and growth through acknowledging responsibility and being supported through this process. Our school acknowledges that restorative practices are a fundamental shift in thinking about behaviours and dealing with the impact of these behaviours and valuing relationships.



## **4. RIGHTS AND RESPONSIBILITIES**

Every member at Strathaird Primary School has a right to fully participate in an educational environment that is safe, supportive and inclusive. Our school is committed to providing safe, secure and stimulating environments for all students, and provides a range of anti-bullying strategies for our school to deliver on this commitment. Goals and standards for student behaviour are identified through the Student Code of Conduct which includes the school's anti-bullying strategies that aim to promote positive student behaviour, prevent anti-social behaviour, and encourage respect, compassion and cooperation.

### **Equal Opportunity**

Strathaird Primary School considers discrimination unacceptable and it will not be tolerated under any circumstances. The Equal Opportunity Act 1995 sets out the types and 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).

The Victorian Equal Opportunity Act 1995 makes it unlawful to discriminate in the area of education.

It is the right of all members of the Strathaird Primary School Community to operate in an environment free from discrimination. It is the responsibility of the school to provide such an environment.

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

The Charter of Human Rights and responsibilities Act (2006) outlines a vision that all humans are entitled rights which are essential in a democratic society. These are entitlements that belong to every human regardless of age, sex or culture. The charter verifies 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. 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.

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

- Freedom
- Respect
- Equality
- Dignity

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

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.

## **Students with Disabilities**

### **Disability Standards For Education 2005**

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
- Student support services

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. Measures or actions must be taken to assist a student with disability to participate in education on the same basis as other students. Strathaird Primary School fully supports the disability standards for education and believes that all students are equal and have the right to learn.

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.

## **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 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**

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 (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 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. The Department has a clear Anti-Bullying Policy through the strategy 'Safe Schools are Effective Schools' which highlights that every student has the right to feel safe from bullying at school, and Strathaird Primary School fully supports this in its school programs. At Strathaird Primary School all forms of bullying, whether it is physical, verbal or cyber are not tolerated at any level.

**All members at Strathaird Primary School community have a right to:**

- Participate in an environment that is free from discrimination.
- Be treated with respect, and dignity.
- Feel valued, safe and supported in an environment that encourages diversity and thought and expression.

**All members of the Strathaird Primary School community have a responsibility to:**

- Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and convey these obligations to all members of the school community.
- Participate and contribute to a learning environment which supports and values the learning of self and others.
- Ensure that their actions and views do not have a negative effect on the health and wellbeing of other members.

**All students have a right to:**

- Take part in learning programs that meet their individual needs.
- Feel secure and to be safe in a caring and supportive environment.
- Work and play without interference in an atmosphere of harmony and cooperation.
- Receive respect, kindness and courtesy and to be treated with fairness.
- Have learning continue without disruption in a supportive environment.

- Be valued for their individuality including; race, gender, cultural, physical or intellectual diversity.
- Expect the school rules are fair, consistently implemented and respect the rights of all involved.

**All staff have a right to:**

- Expect they will be able to work in an atmosphere of order and cooperation.
- Be treated with respect, kindness and courtesy from the school and community.
- Exercise discretion in the application of the school rules and consequences.
- Have students who are punctual and regular in attendance.
- Be provided with information relevant to the child's well-being at school.
- Perform their teaching duties without disruption from unruly behaviour.

**All parents have the right to:**

- Expect a positive and supportive approach to their child's learning.
- Have communication and participation in their child's learning.
- Expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be recognised.
- Expect their children to be taught effectively, and treated fairly with understanding.
- Have the opportunity to communicate their ideas and concerns to administration and the classroom teacher, at appropriate times and to expect a fair hearing.
- Be notified when children display inappropriate behaviour as deemed necessary by the school.

**All students have a responsibility to:**

- Learn, be valued and treated with respect.
- Care and value themselves, others, teachers and the school community.
- Be safety conscious in relation to themselves and others.
- Treat others with respect and good manners.
- Keep the guidelines of good behaviour, modelling and supporting school rules.
- Develop a sense of accountability for their own actions.
- Work to achieve their personal best whilst allowing others to do the same.
- Allow for others to learn and to respect the rights of others.
- Explore their full potential in their learning.

**All staff have a responsibility to:**

- Promote and teach in a harmonious environment; where positive relationships are the basis for engagement and learning.
- Care for students.
- Support the school in its efforts to maintain a productive teaching and learning environment.

- Provide an interesting, pleasant educational environment and utilising a variety of resources to create stimulating and meaningful learning.
- Educate their students within the guidelines of the agreed curriculum.
- Encourage a responsible approach to teaching and learning so that each student can reach their full potential.
- Implement procedures to modify unacceptable student behaviour.
- Maintain communication with parents.
- Create and foster positive social attitudes.
- Respect all members of the Strathaird Primary School community, and promote fairness, equality and dignity with all its stakeholders.

**All Parents Have A Responsibility To:**

- Support and build positive relationships with the school community.
- Support the school in its efforts to maintain a productive teaching and learning environment.
- Ensure children attend school punctually and regularly.
- Encourage in children a positive attitude towards school.
- Ensure students attend school and have the required learning materials.
- Promote harmonious and respectful relationships.
- Support school policies and philosophy.

## **5. SHARED EXPECTATIONS**

Strathaird Primary School has developed a shared expectation which ensures that all students are valued and cared for, so they feel a connectedness to the school and can engage effectively in their learning to experience success. Our School enhance self-esteem, fosters positive relationships between students and strives to provide new opportunities for learning.

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

**RESPECT:**

- We treat others as we would like to be treated.
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity.
- We value others' contributions and beliefs.
- We value others' rights to have an opinion.

**SELF-ESTEEM:**

- We aim to promote healthy positive attitudes in all.
- We value achievement in others.
- We develop confidence in self and others'.

**WISDOM:**

- We learn from experiences.
- We value and take responsibility in our own learning through knowledge.

**HAPPINESS:**

- We promote a harmonious and safe culture in our school.
- We care for the well being of ourselves and others.
- We promote a safe and secure culture in our school where everybody has a right to learn.

**EXPECTATIONS- STAFF****ENGAGEMENT**

The school leadership team will:

- Endorse the right of every child to gain an education up to the compulsory age of schooling.
- Provide a duty of care to all of its students as well as its obligations under the equal opportunity and human rights legislation.
- Identify the diversity of the school community and continue to provide teaching and learning programs relevant to every individual.

That teachers:

- Continue to develop flexible teaching styles to engage different learners.
- Deliver effective teaching and learning programs based on the POLT that will challenge and extend student's thinking skills.
- Develop positive and encouraging relationships with students that promote engagement, wellbeing and effective learning.
- Promote opportunities for students to have a 'voice' in their learning surroundings thus developing a positive school culture inside and outside the classroom.

**ATTENDANCE:**

In compliance with the DET procedures Strathaird Primary school staff will:

- Promote regular attendance.
- Monitor and follow up absences.

**BEHAVIOUR:**

Our school will support and promote positive behaviours by developing shared behavioural expectations in all. All members of the school are expected to participate in an environment of mutual respect, interest and enthusiasm. We are committed to providing all students with learning programs of high engagement and will only exclude students when they continually prohibit the learning of others.



The leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student well being at the core of school business.
- Monitor student's behavioural issues and the effectiveness of welfare strategies.
- Provide professional development to all staff in reference to behaviour management.

**Teachers at Strathaird Primary school will:**

- Use the Student Engagement Policy as a basis for implementing shared expectations with students.
- Follow the behaviour management strategies that reflect the behaviours expected from students and which primarily focus on supporting positive behaviours.
- Form collegiate relationships with other staff members in building a unified approach to student welfare strategies and management approaches.
- Involve specialist agencies expertise where necessary.

**Expectations- Students**

All students are expected to:

- Have high expectations of their learning; be the best they can possibly be.
- Care, respect, value and learn from others.
- Treat everyone with respect and dignity.
- Demonstrate positive participation.
- Value school resources and school property.

**Attendance:**

Our school values regular attendance and punctuality from its students. Absences must be addressed through an explanation note provided by the parents/carers to the student's teacher. It is essential for all students to arrive to school on time and ready to learn.

**Behaviour:**

Students are expected to:

- Be aware of Strathaird Primary School's rules and discipline procedures as reflected in each classroom management plan.
- Support each other's learning by behaving in a way that is respectful and considerate.
- Demonstrate behaviour that supports the well being and learning of all in an environment that is secure, safe and harmonious.
- Understand that bullying of any description is not acceptable or tolerated at our school.

## **Expectations-Parents/Carers**

### **Engagement:**

- Parents and carers are expected to support Strathaird Primary School's procedures for discipline and classroom management.
- Parent/carers should support the school in its efforts to educate its students in a world where individualism and diversity in people is appreciated.
- Parents/carers are expected to support their children's learning needs through attendance at Parent/Teacher meetings, Special Events, Student Support Groups and responding to communications by the school.
- Parents/Carers should also assist the school in providing relevant information about their child to the school.

### **Attendance:**

Parents/Carers should support the school's procedures for attendances. They are expected to ensure correct enrolment details of their child, that their children attend school regularly and that when a child is absent from school that the school is advised as soon as possible.

### **Behaviour:**

Parents/Carers should support the schools procedures in regards to behavioural expectations. Parents/Carers should work in partnership with the school to promote a consistent approach that supports their child's engagement, and learning in and out of school.

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

Student engagement and positive behaviours will be supported through relationship based whole school and classroom practices outlined below:

### **Appropriate Behaviour:**

Strathaird Primary School acknowledges students who meet shared expectations outlined in this policy through:

- Student of the week Awards
- Specialist Awards
- Raffle tickets for good behaviour in the yard.
- Certificates for various kinds of positive behaviours.
- Newsletter acknowledgement.
- Badges.
- House Points.

- Most Valuable Player
- Sportsmanship Awards.
- Stickers.
- Academic Excellence and Behaviour Awards.
- Most Improved Award.
- Citizenship Awards.

### **Inappropriate Behaviour:**

When students do not meet these expectations actions are implemented with consistent and outlined consequences outlined below. These are to be implemented using the restorative approach as outlined in the **prevention section**.

### **CLASSROOM:**

We have developed a Classroom Management Plan, which affords every student guidance in making good decisions about their behaviour. The plan outlines our school rules, positive responses and consequences for appropriate and inappropriate behaviour. These plans are sent to families at the beginning of the school year and are signed by parents.

**Strathaird Primary School Rules** (Rules implemented by all classes in the school).

***I am responsible and I encourage others.***

***I show respect with my words and actions.***

***I keep within my own personal space.***

***I use equipment for its correct use.***

***I follow staff instructions straight away***

There is a hierarchy of consequences and a sequence of steps to follow in order that inappropriate behaviour is managed by classroom teachers and support is provided to them in cases where students do not respond as required.

### **Consequences of Inappropriate Behaviour in class**

#### **Strathaird Primary School Discipline Steps**

**W= Warning**

**1= 5-10 minutes time out in classroom.**

**2= 15-30 minutes time out in buddy room.**

**3= Coordinator's room.**

**4= Sent to office**

## **Parent notification of repeated classroom misbehaviour:**

A letter is sent home to parents informing them of their child's repeated inappropriate behaviour when they have reached the 3<sup>rd</sup> stage of the discipline procedure.

### **Yard Behaviour**

Our aim is always for students to learn and play in a happy and safe environment. Most of the time students play happily in the yard without incidents. However, on occasions there are breaches of the school rules by a small number of students.

For minor breaches of school rules students will be issued with a green slip and a consequence. For moderate breaches of school rules students will be issued with an orange slip and a consequence.

For serious breaches of behaviour or moderate behaviour that continues to be ongoing, students will be issued with a red slip. When students receive a red slip they will automatically receive an after-school detention. Parents will be notified of the after school detention and arrangements will be made with the parents to collect their child after the detention.

Students will be made aware of the slip system by their Class Teachers, and parents will also be informed but it is also important that parents discuss this with their child.

### **Ongoing Behaviour Issues**

Where students continue to exhibit ongoing behaviour patterns, the following strategies will be implemented;

- **Restorative Practices/ Counselling:** Discussing the behavioural problems through restorative conversations and reaching an agreement for future behaviours.
- **Explicit Teaching:** Of appropriate behaviours through the various school welfare programs. Conflict resolution posters are distributed and referred to during these circumstances.
- **Monitoring:** Students in these situations are continually monitored by the Assistant Principals.
- **Withdrawal:** A student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviours or if their behaviour deems to be unsafe.
- **Detention:** Detention will be given when a student has received three orange slips (refer to yard behaviour). A red slip is given when a student displays serious behaviour. If a student is displaying serious behaviour in the yard, Admin are called and the child is escorted to the office. In these instances a student will most likely be issued with a red slip and an after-school detention. Parents are informed when a detention is taking place so alternative arrangements can be made for picking up their child after the detention.

**Suspension and Expulsion:** For serious disciplinary measures and when considering suspension or expulsion, schools are required to follow the procedures listed in the new ministerial order 625.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. 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. Student privileges can be withdrawn as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary according to the circumstance. However it may include things such as representing the school at inter-school sports or attendance at a school event.

- 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.

### **Evaluation:**

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

This policy was last ratified by School Council on

**Martin Shepherd**

Principal

**Chris Johnstone**

School Council President

## References

Student Engagement Policy	<a href="http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/engagepol.aspx">http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/engagepol.aspx</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/school/principals/spag/governance/pages/accounability.aspx">http://www.education.vic.gov.au/school/principals/spag/governance/pages/accounability.aspx</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx">http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx</a>
Bully Stoppers	<a href="http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachers.aspx">http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachers.aspx</a>
Framework for improving student outcomes	<a href="http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx">http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx</a>
Creating respectful and safe school communities	<a href="https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx">https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx</a>
Student Health and Wellbeing	<a href="http://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx">http://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx</a>
Charter of Human Rights	<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>
Human Rights and Anti-Discrimination Requirements	<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>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx">http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au">http://www.vit.vic.edu.au</a>