



STUDENT ENGAGEMENT AND INCLUSION POLICY

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

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1. School profile:

Murchison Primary School (established 1860) serves the rural town of Murchison and surrounding farming areas. Murchison is a historic town situated on the bank of the Goulburn River 36 km south of Shepparton. The school enrolment of 107 (November 2014) is organised annually into 6 classes. The school consists of a brick building built in 1906; housing a reading recovery room, a library, music room, MASK room and resource room. There is a new BER building which includes 4 learning studios, staffroom, offices and resource room, 2 modular classrooms and an art room in the upgraded shelter shed. There is also a covered outdoor learning area in the courtyard and multi-purpose court to be built alongside the kitchen garden. The covered playground area provides an all-weather venue for students and the grounds are spacious with large grassed areas and a number of garden beds.

Murchison Primary School's purpose is nurturing individuality of students to be the best that they can be. As a culturally friendly school our shared values are: respect, responsibility, quality and community.

Murchison Primary School has a committed, approachable and professional staff. Hume Region Numeracy & Literacy strategies are implemented across the whole school, alongside 'Investigations', in the junior school. Currently the school curriculum covers VELs (Victorian Essential Learning Standard) in the domains of Geography, the Arts, Languages, Economics, Civics & Citizenship and Health and PE. Over the next two years AUSVELs (National Curriculum) will continue to be phased in. The domains of English, Maths, Science and History were introduced in 2013. In 2014 Geography, the Arts and Languages will be introduced. In the following year 2015, Economics, Business, Health & PE and Civics and Citizenship. The curriculum is supported by; The 'Life Education Program', Christian Education, Camps and Excursions, Interschool and House Sports, Cultural Activities, Sports Clinics (e.g. Bike Ed., AFL Football clinics) and the Student Leadership Teams including, Junior School Council, Sports Team, Community Team and the Environment Team.

Murchison Primary School promotes partnership between parents, children and teachers. Special emphasis is placed upon the importance of pupils, especially older students, caring for the needs of younger students. Parent participation is encouraged through an active School Council, parent participation days, and extension curriculum activities. The Parents' Club provides for the school in a number of areas such as supporting educational programs and activities, fundraising, and the improvement of facilities, communication and fostering social links. Murchison After School Kids (MASK) provides After School Care each school day for 8-15 students. The Active After-School program has provided activities such as athletics, swimming, bowls, tennis, football, 'fun & fitness', hockey, cycling & multiskills to groups of up to 40 students 2 afternoons for 7 weeks each term. The school provides before school care for students from 8 – 8.30am.

Student engagement and wellbeing programs include 'Restorative Practices', 'You Can Do It', "Keys to Success": Confidence, Organisation, Getting Along, Persistence & Emotional Resilience and Bully Busters. Through cooperation and concern for others an environment is created where children can develop self-discipline and pride in themselves, their work and their school.

Special features include: a well-resourced computerised library, a state-of-the-art computer network including 95 Netbooks. We are an accredited eSmart school and working on becoming a Resource Smart School.

2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our AntiBullying and Harassment Policy for more information.

Our philosophy:

Murchison Primary School is committed to providing a safe, secure and stimulating learning environment for students. We strive to provide a positive school culture that engages and supports children in their learning. We are an inclusive school with strong moral purpose.

Student wellbeing and student learning outcomes are inextricably linked. This link is promoted in both the school environment and in the classroom by

- leadership that promotes and advances the school vision and values
- commitment to wellbeing as a school priority,
- proactively engaging parents/carers,
- the whole-school behaviour education program,
- the promotion of positive student-student relationships,
- student participation and student voice
- a whole-school approach.

Our vision:

Murchison Primary School's vision is to ensure that all students receive a high quality education through a relevant and dynamic curriculum in a secure and caring environment. We strive for excellence in teaching and learning preparing students for the 21st century. We believe in nurturing the individuality of students to be the best that they can be. We encourage all students to assume responsibility for their own learning in order to become independent citizens in a diverse, multicultural world.

Our values:

Help us to live and learn together as a community. These four values are our frame of reference to help us 'be the best we can be'. They are the foundation for a safe and caring school committed to working and learning together.

Quality *Having high standards and striving to be the best you can be*

Respect *Valuing ourselves and other people*

Community *Being friendly, caring for each other and working together*

Responsibility *Being a good role-model and accounting for your actions*

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

See **Appendix 2** for Murchison PS's Statement of Values

3. Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in

- Positive, respectful relationships are built
- Multiple and diverse opportunities for students to experience success are provided
- Diversity of student population is acknowledged and valued
- Curriculum is either integrated or stand alone
- Learning to Learn program in week 1&2, of term 1 sets up a positive learning culture
- Teachers set high expectations
- A whole school positive behaviour management system operates
- Classrooms are democratic
- Teachers regularly seek feedback from students
- Transition programs operate between different learning areas and levels within the school, particularly from kinder and from year 6.
- Crossage activities occur regularly
- Parents/carers are encouraged to play an active part in school life
- Values are taught and house points are given to those enacting the values
- A culture of learning, community and engagement is followed
- Students are given choices about what and how they learn
- Developmental Curriculum operates in prep, grade 1&2 (dependent on class structure)

- Grade 3-6 students are given choices in both project work and how their work is presented
- Students are given opportunities to contribute & give feedback to the school and classroom
- Classroom meetings and Junior School Council operates
- There is a welcoming school culture for parents/carers and families
- The school is responsive to parents as partners in learning
- The school ensures that unique family skills and experiences enrich the learning environment (e.g. clubs)
- The School wiki is used as a tool to keep the parent/teacher/school partnership alive.
- School newsletter is published weekly
- Information nights are held regularly
- Early identification of vulnerable students occurs
- Social/emotional and educational support is established for vulnerable students.
- Reading Recovery, Additional Assistance, volunteers, Paramedical support are provided for students displaying personal and social vulnerabilities with ongoing monitoring and evaluating of progress.
- Community based service providers are used to optimize service delivery for vulnerable students
- Collaboration with other schools, network and clusters that develop shared approaches for students at risk of disengagement

5. Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 2**.

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see **Appendix 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 2. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- Parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed as required by DEECD.

10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Statement of Values

Appendix 3: Shared Behaviour Expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Related policies:

Anti-Bullying and Harassment Policy

Excursions and Incursions Policy

Camps and Excursions Policy

Incursions Policy

Duty of Care Policy

ICT Policy

Attendance Policy

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the Murchison Primary School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Statement of Values

STATEMENT OF VALUES

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Murchison Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPAL AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.

- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.



AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Shared Behaviour Expectations

Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values (attitudes) • team work, <i>students are expected to work collaboratively with peers and teachers</i> • You Can Do It, <i>students are expected to demonstrate the keys to success</i> 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness • have a note notifying school of planned holidays or extended absences before the absence occurs 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • inform school of planned holidays or extended absences before the absence occurs • Support their child's learning during 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately twice daily • follow up on any unexplained absences promptly and consistently as per action plan • Identify trends via data analysis • Report attendance data in the

		<p>absences and work with the school to reintegrate students after prolonged absences</p>	<p>school's Annual Report</p> <ul style="list-style-type: none"> • Provide a student learning plan for those students on extended family holidays / absences • Contact Parents after two days of unexplained absence • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies. Follow the protocols set out
<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of quality, respect, responsibility and community • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs • Communicate appropriately – in a positive and supportive manner. • Behave appropriately in and around the school. 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

Levels of student behaviour	Behaviours exhibited at each level	Consequences <ul style="list-style-type: none"> • Positive • Staged Response
<p>Level 1 Values:</p> <ul style="list-style-type: none"> • Respect • Responsibility • Quality • Community 	<p>The student demonstrates:</p> <p>Respect, consideration for others, belongings and school property.</p> <p>Excellent social skills and positive role model.</p> <p>Responsible behaviour within & outside classroom and school.</p> <p>Excellent attitude to school-life.</p> <p>Follows school rules and classroom expectations.</p> <p>Regular Attendance</p>	<p>(Prevention – Whole School)</p> <p>YCDI awards</p> <p>Aussie of the Month</p> <p>Whole School House Points System</p> <p>Buddies</p> <p>Student leadership programs (JSC etc.)</p> <p>Classroom rewards, roles of responsibility</p> <p>School wide positive behaviour programs; Bounce Back, You Can Do It,</p> <p>Kids Matter, Bully Busters</p> <p>Student Leadership Awards</p> <p>Showcasing student work – newsletter</p> <p>Student assembly</p> <p>Reading Awards</p>
<p>Level 2 The student <u>sometimes</u>:</p> <p>Has been involved in unintentional harm to others.</p> <p>Involved in minor distractions, disruptive behaviour.</p> <p>Retaliates when provoked.</p> <p>Responds in out of character behaviour(s).</p>	<p>The student <u>sometimes</u>:</p> <p>Unintentionally hurts others due to careless behaviour.</p> <p>Talks out of turn, not listening.</p> <p>Participating in anti-social behaviour; bad language, racial, teasing, exclusion.</p> <p>Disrupts, is rude or insolent</p>	<p>(Early Intervention – some students)</p> <p>Monitor behaviour / Rule Reminder</p> <p>Name on board</p> <p>Restorative discussion - rule reminder at next available break</p> <p>SOS</p> <p>Model correct behaviour</p> <p>Ownership and articulation of behaviour</p> <p>Removal to another area to work</p>

<p>Level 3 The student continually:</p> <p>Breaches Level 2 behaviour patterns or exhibits Level 3 behaviour</p> <p>Regularly disrupts or harms others.</p>	<p>The student continually:</p> <p>Demonstrates Level 2 behaviour.</p> <p>Disrupts, is rude or insolent.</p> <p>Argumentative.</p> <p>Fails to follow instructions.</p> <p>Doesn't collaborate or work in social group arrangements.</p> <p>Racially motivated, negative behaviour.</p> <p>Purposeful harm to others – eg: biting , kicking, punching or pushing.</p> <p>Verbal abuse – swearing.</p>	<p>(Intervention – A few students)</p> <p>Establish behaviour management plan with clear consequences agreed upon</p> <p>Parent/s contacted, meeting.</p> <p>Discipline process – red card system</p> <p>Engage SSSO staff,</p> <p>Student Support Group meetings (SSG) commenced.</p> <p>Withdrawal of privileges.</p> <p>Blue Form</p> <p><i>Three instances of level 3 behaviour per term equals omission from next school incursion or excursion in collaboration with Principal.</i></p>
<p>Level 4 The student:</p> <p>Continues to breach Level 3 behaviour patterns or exhibits Level 4 behaviour.</p> <p>Demonstrates behaviour that may endanger others.</p>	<p>The student:</p> <p>Consistently fails to improve behaviour at Level 3.</p> <p>Demonstrates aggression toward others.</p> <p>Disregard for own and others safety belongings and school property.</p> <p>Bullying, including Cyber bullying.</p>	<p>(Restoring Wellbeing – Individuals)</p> <p>Suspension, as per DEECD guidelines. Period of suspension decided by Principal.</p> <p>Complete Referral Form (Antibullying & Harassment Policy – Appendix B)</p> <p>SSG Meeting.</p> <p>Linking with outside agencies.</p> <p>Formal assessment undertaken – psychology</p> <p><i>Student is excluded from school camping program and all other excursions or incursion till improvement in behaviour is shown.</i></p>
<p>Level 5 The student:</p> <p>Student behaves in a total unacceptable manner and is making no effort to improve his/her behaviour.</p>	<p>The student:</p> <p>Fails to adjust behaviour patterns displayed at Level 4.</p> <p>His/her presence at school is detrimental to the education and/or wellbeing of others.</p> <p>Violence regularly directed to either student or teacher.</p>	<p>(Regional Intervention)</p> <p>Consultation with DEECD regarding options for student.</p> <p>Discipline transfer Student Support Group Meeting.Expulsion.</p>

Process for responding to breaches of Behaviour Expectations

Appendix 5

Rules	Classroom Teacher Responsibility	Principal and / Leadership Team
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Be friendly. • Listen and follow instructions. • All students have the right to learn. • Move safely in and around our school. • Be the best you can be. 	<p><i>Follow the “Steps to maintain classroom control” in a calm, assertive way:</i></p> <ol style="list-style-type: none"> 1. <i>Rule Reminder</i> 2. <i>Student places their name on the board</i> 3. <i>Move to different area in classroom and/or Restorative Conversation &/ Form at next available break.</i> 4. <i>Send to different classroom.</i> 5. <i>Support – Red Card (a Teacher or Melissa) and contact with Parent(s) and Blue Form Filled out.</i> 	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> • <i>Speak with the student prior to actioning</i> • <i>Student to ring and inform parent of misbehaviour in presence of Principal or Leadership Team member</i> • <i>Behaviour sheet</i> • <i>Attendance sheet</i> • <i>Restorative chat with affected parties</i> • <i>Behaviour Plans</i> • <i>Parent contact</i> • <i>Student support group meeting (SSG)</i> • <i>In house suspension</i> • <i>Recommendation to externally suspend and referral to Principal</i>
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late school must report to the office to get a late pass. • Students who leave school early must have be signed out by their parent / care caregiver at the office. • Students absent from school must ensure reasons for the absence have been 	<p><i>Check late pass. Adjust entry on CASES21 to Late</i></p> <p><i>Speak to student about lateness.</i></p> <p><i>Report to Principal if on-going</i></p> <p><i>After two days of unexplained absence: contact Parent / Caregiver and report to Principal</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>On-going lateness: Organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>After second day of unexplained absence contact Parent / Caregiver</i></p>

<p>communicated with the school. (With a phone call in morning and a note)</p> <ul style="list-style-type: none"> • Notification from home (ie: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 	<p><i>Repeated offences: contact Parent and Principal to arrange meeting and / formulate an Attendance Plan</i></p>	<p><i>Contact Attendance Officer at DEECD if there are chronic unexplained absences</i></p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times . 	<p><i>Request note from student(s) out of uniform.</i></p> <p><i>Notes to be kept and handed to Office at end of year.</i></p>	<p><i>If continued student continues to be out-of-uniform, contact Principal and parent/caregiver to discuss.</i></p>
<p>Bullying</p> <ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p><i>Report to Principal.</i></p> <p><i>Complete Referral Form (Appendix in Antibullying and Harassment Policy)</i></p>	<p><i>Contact parents and involve Student Wellbeing Coordinator.</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p> <p><i>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</i></p> <p><i>Refer to our school’s Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p>

		<p><i>Some cases may warrant immediate suspension.</i></p> <p><i>This decision must be made by the Principal.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff room, offices or classrooms unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • Students must return borrowed school material on time. • Students must keep lockers tidy at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school.</i></p> <p><i>For repeated offences, refer to Principal.</i></p> <p><i>Confiscate iPod or mobile phone or valuables and take to General office.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Principal Class</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school.</i></p> <p><i>Repeat offenders will have their Parent / Caregiver notified.</i></p> <p><i>Student required to repair any damage.</i></p> <p><i>Parent may be required to meet costs if external service needed.</i></p> <p><i>If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>

