

Northcote Primary School



STUDENT ENGAGEMENT & WELLBEING POLICY

Produced in consultation with the school community
to be read in conjunction with
Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

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Northcote Primary School Student Engagement and Wellbeing Policy

Definitions

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

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

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

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

Rationale

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

Purpose

To relate to and be consistent with the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*, in areas such as:

- the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice
- building a school environment based on positive behaviours and values
- providing cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning

1. School Profile

The Northcote Primary School community respects diversity and promotes the values of fairness and equity. We aim to provide a positive learning environment, which is responsive to and supportive of, children's educational and social development through the implementation of a consistent approach to student wellbeing. We recognise that the acquisition of social skills is a developmental process and that children are at varying stages.

The rights and responsibilities of students, teachers and parents are paramount within the wellbeing and discipline program as we work towards common goals in an environment which encourages co-operation in the education process.

Our Student Engagement and Wellbeing Policy reflects our school community's efforts to develop a consistent, logical, realistic and purposeful approach to student behaviour.

Student, parent and staff relationships are highly valued, promoting all to feel engaged and connected as a community of learners. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can.

Our engagement and wellbeing approach is based on the following principles: the right to learn, the right to be respected, and the right to be safe. A whole school approach to anti-bullying and building social and resilience skills occurs from Prep to Year 6 through the Bounce Back program and through everyday acknowledgement of making positive choices.

A consistent focus has been on building the learning capacity of staff and students to improve our learning culture and student outcomes. Teachers work in professional learning teams to meet the learning needs of all students.

A key focus of the school strategic plan is student wellbeing. All students are supported both emotionally and academically through a range of programs and the building of positive relationships. The individual learning needs of our students is strongly supported through a range of means including classroom teaching, the Program for Students with Disabilities, individual learning plans and intensive literacy support.

Vision (from 2010 – 2014 School Strategic Plan)

At Northcote Primary School we believe our core purpose is to develop children to be literate, numerate and curious, and to be part of a vibrant and engaged community of staff, family and friends.

We aim to develop students who are motivated, engaged and resilient, and who contribute to the wellbeing of others.

Our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between members of the school community is promoted through collegiality, eg, mentoring and peer observations, and professional learning teams that encourage innovative pedagogy developed using the Department's Effective Schools Model, AusVELS, Student Engagement Policy Guidelines and DEECD initiatives.

Whole School Prevention Statement

At Northcote Primary School our core purpose is to develop children to be literate, numerate and curious, and to be part of a vibrant and engaged community of staff, family and friends. Our school values underpin our actions and provide direction in our decision-making.

Whole School Values:

<p>Creativity</p>	<p>Stimulating curiosity and exploration as well as providing opportunities for choice, discovery and creative self-expression</p>	<p><i>Creativity means:</i></p> <p><i>Original ideas that have value</i></p> <p><i>Designing and making new things</i></p> <p><i>Different ways of seeing things</i></p> <p><i>Innovation & risk-taking</i></p> <p><i>Intellectual – thinking, problem-solving</i></p> <p><i>Artistic – performance, visual, music, dance</i></p>
<p>Community</p>	<p>Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school</p>	<p><i>Community means:</i></p> <p><i>Actions based on shared expectations, values, beliefs and meanings between individuals</i></p> <p><i>Involvement, connection, belonging, inclusion</i></p>
<p>Respect</p>	<p>Accepting and valuing ourselves and others and demonstrating this in our behaviour.</p>	<p><i>Respect means:</i></p> <p><i>We respect ourselves by accepting and valuing who we are</i></p> <p><i>We respect others by treating people fairly and appreciating different circumstances and views</i></p> <p><i>We respect our community by welcoming newcomers and lending a hand to each other</i></p>

We have a proactive approach to promoting student wellbeing and engagement through:

- Modelling positive behaviour
- Teaching the formal social skills program ‘Bounce Back’
- Establishing clear understandings of expected behaviours
- Reinforcing appropriate behaviours
- Planning reasonable consistent consequences and establishing a *Scale of Disasters* (for inappropriate student behaviour) and a *Hierarchy of Consequences*
- Delivering consequences in a non-punitive way

Prevention Programs

Promoting and teaching pro-social values and behaviours helps children to engage with school, their peers, their teachers and their learning.

We have a number of strategies to promote pro-social values which include:

- Providing opportunities for students to learn about and demonstrate personal and communal responsibilities at school, eg through curriculum programs that embed the AusVELS dimensions of Building Social Relationships, Working in Teams, The Individual Learner, and Managing Personal Learning. Students also develop and extend their understanding and demonstration of personal and communal responsibility through specific learning programs within the Physical Education program, and the Civics and Citizenship domain
- Teaching a formal social skills program ie Bounce Back, which provides the language and actions of respect
- Establishing clear understandings of expected behaviours – through classroom agreements, minimising attention for inappropriate behaviours, consistent and fair consequences for negative behaviours, and through acknowledging positive behaviours
- Clear and consistent approaches and procedures to minimise absenteeism – through regular parent-teacher contact; information in the newsletter; diverse and engaging curriculum programs (eg student action teams Year 5 and 6)
- Implementing the developmental approach to managing classroom behaviour developed by Ramon Lewis

Developmental Approach

Our school responds to individual needs through the developmental management approach to classroom behaviour, developed by Associate Professor Ramon Lewis. The main aim of the program is to develop a consistent approach to the building of positive relationships between students and their teachers.

At school people have three main rights:

- the right to learn
- the right to be safe
- the right to be respected

(These are displayed in poster form in all areas)

At school there are two kinds of responsibilities:

- Personal responsibility (I do the right thing)
- Communal responsibility (I encourage others to do the right thing)

We use different techniques to positively manage our students, eg:

- Non verbal hints – visual hints, “the look”, body language
- Verbal hints – general hints, specific hints, restatements, questioning, “I” messages, (refer to classroom agreement)

Inclusion, Wellbeing and Transitions

The student wellbeing team at NPS provides a range of supports for all students. The permanent school team consists of the Principal, Assistant Principal, Team Leaders and Education Support Officers. The school team is supported by DEECD speech pathologist and educational psychologist, and other DEECD staff as required.

The wellbeing team works closely with other agencies at times, such as Austin CAMHS and the Royal Children's Hospital, and specialists such as occupational therapists.

Our wellbeing programs promote the strengthening of emotional, academic and social health of all students – these include:

- Connecting to the school, local and global community, eg, through cross-age learning sessions, excursions, and through the internet
- Extra-curricular programs, such as, camps, cultural performances, whole school event days, eg school musical production, and electives to enhance student connectedness to school and to celebrate diversity
- Positive behaviours are promoted through programs such as Bounce Back, and through teacher modelling and implementation of the Ramon Lewis approach to Developmental Management
- Student-led Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Student leadership programs such as Junior School Council, Student Action Teams, House Captains, and the Prep Buddy program, and other roles of responsibility for students to influence change within the school community
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as through the Classroom Helpers Program, Parent Experts, the Community Grants Projects, and class expos and school events, eg, Athletics Day, the annual fete, school camps, and Italian Day
- The literacy intervention program provides an intensive learning program for students in grade 1 identified through assessment as at risk of falling further behind in their acquisition of literacy skills
- The Wannik tutorial program provides tuition to Koori students who are at risk of falling further behind in literacy and numeracy
- Recognising and responding to the diverse needs of our students through the Program for Students with Disabilities program
- Whole school approach to Developmental Management to encourage engagement, build pride, respect and responsibility
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to school, state and national data collection
- Professional learning is given high priority to ensure strategies and approaches are understood, adopted and implemented

Attendance

We understand that maximum attendance is a key to student engagement and successful learning outcomes. Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.

We follow the 'It's not OK to be away' approach in dealing with students whose attendance is not maximised. Teachers monitor student attendance and make contact with parents when patterns of absence are identified, or when a student has been absent for a number of consecutive days. Where necessary, the Assistant Principal will meet with parents to develop an attendance strategy. In the case of extended absence due to family vacation periods a Student Absence Learning Plan is developed in collaboration with parents so that a student is able to maintain academic standards and social connections (where possible) with their peers.

Professional Learning

High quality professional learning is one of the cornerstones of an effective school. It enables staff to develop the skills and knowledge they need to improve their practice and is central to improving student learning.

Like the members of other professions, the staff at Northcote PS is continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional.

There are a range of DEECD and other professional learning programs and resources available for teachers and education support staff including awards, fellowships, and curriculum-focused professional learning. These are underpinned by the Seven Principles of Highly Effective Professional Learning which call for professional learning that is collaborative, embedded in practice and aimed at bridging the gap between what students are capable of doing and actual student performance.

Professional learning at NPS is:

- A shared responsibility – the skills, abilities and expertise of staff at Northcote Primary School are highly valued and are utilised wherever possible to improve teaching and learning
- Focused on student outcomes
- Embedded in teacher practice
- Informed by the best available research on effective teaching and learning
- Collaborative, involving reflection and multiple forms of feedback
- Evidence based and data driven to guide improvement and to measure impact
- Is linked to the school strategic plan, annual implementation plan and student data
- Where possible, undertaken in teams or as a whole school
- Shared with staff at planning, team or staff meetings

All staff participate in professional learning focusing on the school approach to student engagement and wellbeing at annually. Regular updates throughout the year ensure common understanding and consistency of approach.

2. Rights and Responsibilities

Guiding Principles

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour. At Northcote Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal responsibility and self-discipline are developed and acknowledged.

It is not possible to list rules to cover every classroom and playground situation. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence.

Consequences relating to inappropriate behaviour must take into consideration the student's background, maturity and development and the nature and frequency of the inappropriate behaviour.

School Rules

There are five basic school rules:

- Move and play safely
- Care for yourself, others and property
- Follow teachers' instructions
- Resolve problems calmly, sensibly and fairly
- Respect others through your speech and actions

Bullying is seen as a serious breach of the student rights and responsibilities AND will not be tolerated in any form.

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.

Students:

Rights	Responsibilities
To learn	Cooperate Listen when others are speaking Do your personal best
Be safe	Move and play in a safe way Be friendly
Be respected	Treat people and property with respect Listen to others' point of view

Staff:

Rights	Responsibilities
To teach	To develop and provide appropriate, relevant and challenging curriculum that gives all students the opportunity to experience success in their learning
To be respected	To provide a safe environment for learning Act fairly and with care Listen and consider different points of view Acknowledge parents as partners in the education of their children Communicate effectively with parents and colleagues Act positively in relationships with students, parents, colleagues and the community
To be valued professionally	Actively support school teaching and learning protocols Maintain and develop professional practice Work cooperatively with parents and colleagues in the best interests of all students

Parents:

Rights	Responsibilities
To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged	Ensure children attend school every day so they can engage and learn Provide children with the resources they need to engage in all school activities Support children in home learning tasks
To be respected	Act fairly and with care Listen and consider different points of view Be an active partner with teachers in the education of children Support the school in maintaining a safe and respectful learning environment for all students

The *Charter of Human Rights and Responsibilities Act (2006)* outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)*
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

Students with Disabilities

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. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.

Student Support

An Individual Learning Plan (ILP) is required for all students with additional learning and/or behavioural needs.

The plan describes a set of goals and strategies to meet learning goals for the student.

Short and long term goals are developed once the home group teacher has gathered together all information about a student. This information includes the student's strengths, skills, motivations and areas for improvement.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength-based learning
- Differentiated curriculum and alternative learning programs
- Specialist intervention and support, eg, speech therapy, counselling, occupational therapy

Parent(s)/Carer(s) Support:

Parent involvement when developing an ILP is essential, as their input about how they can support at home is critical to success.

During the 'Meet the Teacher' conversations at the start of the year, a teacher may raise the need for a learning plan, and gain some information from parents then. A follow up meeting to discuss the written plan would occur by the end of February for Grade 1-6 students and by March end for Preps.

Regular meetings with parents are essential to maintain open lines of communication between home and school. A teacher may request meetings with parents on an as needed basis. All students with ILPs will require a higher level of teacher-parent communication and support than students without ILPs.

Student Support Groups are established for all students with disabilities. The aims of the SSG are:

- to ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student

Membership consists of the assistant principal, classroom teacher, and parent/guardian/carer. A parent advocate and interpreter may also be invited. Meetings are scheduled for once a term or when a member requests a meeting.

Staff Support:

We recognise that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support can be provided in the form of:

- professional learning opportunities
- regular meetings with student wellbeing coordinator, ie the assistant principal
- opportunities to meet with specialist intervention staff, eg speech therapist, psychologist
- student support groups (see above)

Bullying and Harassment

Definition

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment and includes physical, verbal and cyber bullying.

Cyberbullying

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

People can also be bullied online by groups of people such as class groups or collective members of an online community.

Rationale

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

Aims

- To reinforce within the school community what bullying is, and the fact that it is unacceptable
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
- To seek parental/care-giver and peer-group support and co-operation at all times

Implementation

Parents, teachers, students and the community will be aware of the school's position on bullying.

The school will adopt a four-phase approach to bullying:

1. Primary Prevention

- Professional development for staff relating to bullying, harassment and the strategies that counter-act them
- Community awareness and input relating to bullying, its characteristics and the school's programs and response
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and Problem-solving, such as Bounce Back (see also Section 1 Prevention Programs)
- A bullying survey will be administered if required
- To educate students of the expectations about appropriate behaviour in relation to cyber safety

2. Early Intervention

- Promote children reporting bullying incidents involving themselves or others
- Teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing
- Parents encouraged to contact school if they become aware of a problem
- Recognition and reward for positive behaviour and resolution of problems

3. Intervention

- All incidents or allegations of bullying will be fully investigated and documented
- Both bully and victim offered counselling and support
- If bullying continues, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- Students identified through the bullying survey will be counselled

4. Post Violation:

- Counselling for victim and bully
- Consequences may involve:
 - rewards for positive behaviour
 - exclusion from class
 - exclusion from yard
 - withdrawal of privileges
 - ongoing monitoring
 - school suspension

3: Shared Expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Northcote Primary School's rights:

- *The right to learn*
- *The right to be safe*
- *The right to be respected*

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

Codes of Conduct

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

Student Code of Conduct

The student code of conduct is based on our school rights:

- the right to learn
- the right to be safe
- the right to be treated with respect

Students are expected to:

- behave in a respectful and responsible manner
- cooperate with teachers and staff
- allow other students to learn without interference
- be punctual for class
- participate in all relevant learning programs

We support students to achieve these by:

- rewarding effort and positive behaviour
- modeling appropriate behaviour
- coaching and/or counseling
- differentiating learning programs for all students

Attendance

Students are expected to be at school so that they can fully participate in the school learning programs.

Students are expected to be at school to commence lessons at 9am.

Parent Code of Conduct

Northcote PS values a strong and constructive parent and community connection. Our learning community includes students, staff, parents and carers.

Parents are expected to:

- display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- support school procedures and make appointments where there is a concern to be discussed

Support the implementation of Student Expectations by:

- following attendance and punctuality procedures
- supporting home learning
- supporting school expectations around student behaviour
- observing confidentiality when participating in school programs and communication

Support staff in their educational expectations of children by:

- Providing the school with any relevant information which will assist their child's education and well being
- Attending parent teacher meetings and conferences
- Reading school newsletters and information notices

Staff Code of Conduct

Teachers are expected:

- To lead students and colleagues by modelling preparedness, respect, learning dispositions and by making positive contributions to the learning community
- To be conversant with DEECD policies, theory of learning and curriculum, and to translate these into teaching practices, relationships and interactions which promote positive learning outcomes and foster a positive learning environment
- To deliver a curriculum of inclusion, rigour, and accountability, with differentiated learning opportunities to develop students' skills, knowledge and independence
- To adhere to the Victorian Institute of Teaching principles outlined in the Victorian Teaching Profession Code of Conduct

4: School actions and consequences

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs, where appropriate, for individual students
- empowering students by creating opportunities for them to take responsibility and be involved in decision-making
- providing an environment that fosters positive behaviours and effective engagement in learning
- recognising and highlighting achievement and appropriate behaviour in various ways, such as assemblies, student reports, newsletter and magazine articles, and leadership opportunities

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

NPS Behaviour Process

The student's rights and responsibilities chart is displayed in every learning area including specialist classrooms and is incorporated into each teacher's classroom behaviour plans. Each learning area operates within the rules and responsibilities as established by the teachers and children. Classroom behaviour plans are developed and a copy provided by the end of the third week of the school year to the Assistant Principal. The process through which these rights and responsibilities are followed is consistent throughout the school and follows these steps:

<p>Step 1: First Chance</p>	<p>Students are given a chance to stop what they are doing, behave safely and sensibly so that they and your class can learn.</p> <p>Unambiguous strong non-verbal cues – you should face the child, look her or him in the eye and lean forward as you speak. Body language is very important for the more difficult students, as though they may be less literate, they are often more visually capable than other students.</p>
<p>Step 2: Warning</p> <p><i>Two important reasons for calmness:</i></p> <p>1. <i>A child's brain is a work in progress – as a result they frequently respond more emotionally or intuitively than an adult does, with less regard or understanding for natural or logical consequences, particularly when under stress.</i></p> <p>2. <i>You need to provide the appropriate model for children. The best way to create responsible students is to ensure they are around responsible adults.</i></p> <p><i>(Gary Fernstermacher)</i></p>	<p>Stage 1: Student is given a warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop now.</p> <ol style="list-style-type: none"> 1 Identify the student 2 Describe the behaviour 3 Indicate which rights are being denied 4 Demand responsible behaviour <p>"David, you're talking. These kids can't hear. Please be quiet".</p> <p>Such a verbal demand may stimulate a student response such as, "But it's not my fault because..." Such reactions by students should not side-track you, no matter what. When confronted with an excuse or an explanation, or even a provocative tone, you must remember that this is not the time to address it, and that you will first need to deal with the irresponsible behaviour. In the face of any provocative or verbal resistance to the initial demand, move into the second stage.</p> <p>Stage 2: Calmly repeat your demand. For example, say 'I hear you' or 'I understand' and then repeat your original demand. This 'broken record' routine is essential to show that your immediate aim is to stop the inappropriate behaviour. The routine can be used a number of times if necessary. It is important to note that at no time should you sound angry. The repetition of the demand should be done calmly.</p>

<p>Step 3: Time out in the classroom</p>	<p>Students are told that their behaviour is affecting others and because they have not stopped after a chance and a warning, they are to move away from the group for five minutes.</p> <p>Stage 3: If calm repetition does not work, offer the student a choice. The choice is straightforward – either stop the unacceptable behaviour or accept an unpleasant and undesired consequence. Eg “Georgia, you have a choice, stop talking to Jane or you will be seated elsewhere’.</p> <p>If a student resists to the point where they will not follow your instructions, do not argue. It is better to hear the resistance and calm the student by acknowledging the reality of the situation. ‘I don’t intend to force you, However, if you choose not to move, then immediately after the lesson I am going to...The choice is yours, you have 10 seconds to think about it.’</p>
<p>Step 4: Time out in another room – student takes timer set for 15 minutes</p>	<p>Students are sent to another classroom for 15 minutes where (if in Year 3-6) they complete an exit sheet. After 15 minutes they return to their own classroom and resume their work. At the end of the session the class teacher will discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation. (This is the relationship building part of the behaviour management program)</p>

The following steps are to be taken if the student is unable or unwilling to cooperate:

- Step 5:** **Accompany (if possible) or send student with escort to the office.** Ring through to Principal or Assistant Principal to outline behaviour (formal recording in behaviour book & parent contacted)
- Step 6:** **When student returns to learning area, discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation. *This is the critical relationship building part of the behaviour management program.***

With incidents that occur in the classroom that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times.

In the case of steps 3, 4 & 5 teachers have the right to use their discretion in detaining students at recess or lunchtime to complete any unfinished class work as a result of being on time out or exited.

All time outs and exits are recorded in the learning area behaviour book.

Playground Behaviour

At NPS there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. The following is an explanation of the consequences outlined on the playground incidence chart.

Managing Playground Behaviour- A staged response

<p>1. First Chance – Warning</p>	<p>Student returns to the activity or game if the yard duty staff member believes that the student has been co-operative, reflected and can be trusted not to adversely affect the safety and well being of other students in the yard.</p>
<p>2. Time out in the yard (outside). Yard Duty Teacher completes Yard Time Out slip & gives to AP. Slips located in staffroom on whiteboard.</p>	<p>Student behaviour is affecting the safety and well being of others around them. The student is taken to the designated time out seat for a chill out time of 15 minutes. Duty teacher returns after 15 minutes to discuss ways the student can restore the situation. Student returns to play after restoring the situation, eg apology for the behaviour eg “I’m sorry for pushing you and I won’t do it again”.</p>
<p>3. Time out (inside) from the yard. Notes taken & given to AP or Principal.</p>	<p>Student behaviour is serious and warrants immediate exclusion from the yard, (eg high level: physical fighting). The student is asked to go inside to the office by yard duty staff member. If the student does not cooperate, a request is made to the office for assistance, eg, student is paged over the PA to come to the office, or a staff member assists by bringing student inside. Either the yard duty staff member, the Principal or the Assistant Principal discuss the incident and ways to restore the situation and improve behaviour. Notes are taken as evidence. Consequences for the behaviour are set.</p>

PLAYGROUND INCIDENTS AND THEIR CONSEQUENCES		
<p style="text-align: center;">Low Level Incidents</p> <p>Consequence: (must be age appropriate)</p> <ul style="list-style-type: none"> • Thinking time on designated seat outside 15 minutes • Community service • Walk with yard duty teacher <p>In conjunction with verbal apology, returning of property, cleaning graffiti and discussion with teacher reinforcing school rule etc where appropriate.</p>	<p style="text-align: center;">High Level Incidents (with intent)</p> <p>Consequence: (must be age appropriate)</p> <ul style="list-style-type: none"> • Lunchtime detention • Individual Student Management Plan • Record of Behaviour Sheet <p>In conjunction with verbal/ written apology, returning of property, cleaning, parents contacted where appropriate</p>	<p style="text-align: center;">Severe Incidents</p> <p>Consequence: (must be age appropriate)</p> <ul style="list-style-type: none"> • In school suspension • Suspension • Individual Behaviour contract
<p>Common examples include:</p> <ul style="list-style-type: none"> • Climbing /damaging trees • Incorrectly using equipment • Playing ball in non-designated area • Playing with unsafely with water, sticks, stones • Playing in toilets • Deliberately going into the incorrect toilets • Rough playing • Spitting on ground • Vandalism • Littering • Removing / hitting other students with hats • Name calling • Spying • Playing chasey in designated walkways • Being inside buildings without permission, • Not wearing sunsmart hats during term 1 & 4 	<p>Intentionally:</p> <ul style="list-style-type: none"> • Bullying in any form. • Spy/stalk persistently • Harassing • Name calling (put downs) • Teasing • Engaging in physical fighting • Engaging in aggressive contact/ rough play • Spitting at others • Swearing at others • Stealing • Throwing objects to hurt others • Intimidating verbally • Engaging in unsafe Behaviour (putting themselves and others at risk) • Leaving the school ground • Engaging in disrespectful behaviour towards teachers 	<p>In School Suspension</p> <p>In school suspension would apply to children who</p> <ul style="list-style-type: none"> • fail to comply with any reasonable and clearly communicated instruction by a teacher or principal • behaves in a way that threatens the good order of the school's program or facility consistently behaves in a manner that interferes with educational opportunities of any other student or students. <p>Suspensions</p> <p>Immediate suspension will apply to children who;</p> <ul style="list-style-type: none"> • behave in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities. • commit an act of significant violence or causes significant damage or destruction to property.

Discipline Procedures – Detention, Suspension and Expulsion

Detention

Detentions will be given for high level incidents which occur in the yard as explained on the chart. Students who commit a high level incident in the yard will be sent by the yard duty teacher to the 'chill out seat' (seat located outside Principal's office).

The Assistant Principal or Principal will be alerted by the staff member dealing with the incident to the behaviour, and formal recording of the behaviour along with any further investigations will take place. The staff member dealing with the student eg, the home group teacher, will contact the parents and issue a detention letter to the parents.

If the child receives three detentions in one term, the next high level incident the student is involved in may result in an in-school suspension.

Three recorded exits / time outs in another teacher's room will result in a lunchtime detention.

With low-level incidents, it will be left to the discretion of teachers, Assistant Principal and Principal as to when parents are to be brought in to discuss the behaviour of their child.

Discussions with parents will take place if any inappropriate behaviour appears to be recurring.

In-School Suspension

In-school suspension will take place near the Assistant Principal's office with the child only receiving play for half of recess and lunchtime. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an in-school suspension is to separate children from contact with peers and adults.

Increase in Frequency of Playground & Classroom Behaviours – Consequences

In any one term:

- 3 classroom exits / time outs
- 3 time outs on the designated seat in the playground

may result in:

- a lunchtime detention supervised by the Principal, Assistant Principal or a member of the leadership team in the office area
- higher level supervision and/or structure
- individual behaviour plan

When a child receives 3 lunchtime detentions in one term, the next **high level incident** the student is involved in will result in a meeting with parents and possible in-school suspension

When a child receives 2 in-school suspensions in one term, the next **severe incident** will result in the child being suspended for one day. A student support group will also be convened.

Due to the process in place, parents will be aware that a one day suspension is the next step in the discipline plan and should therefore be prepared for it. For all detentions and in-school suspensions, the parents will be notified.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proforma for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The 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.
- Convening of a support group (See *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines* for process required).

Grounds for Suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), if they:

- a. threaten or constitute a danger to the health, safety or wellbeing of any person
- b. commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- c. possess, use, or deliberately assist another person to use prohibited drugs or substances
- d. fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- e. consistently interfere with the wellbeing, safety or educational opportunities of any other student
- f. consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student the principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available the parent/carer will come and get the child and the suspension will take place the next day.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

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

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/governance/Pages/aiframework.aspx>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/participation/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/lolrescybersafety.aspx>

<http://www.cybersmart.gov.au/>

http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing_with_bullying_and_harrassment.html

<http://www.valueseducation.edu.au/values/>

Charter of Human Rights

<http://www.education.vic.gov.au/school/principals/governance/Pages/multirightchart.aspx>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006faq.aspx>

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf

Melbourne Declaration on Educational Goals for Young Australians

http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf