Great Ryrie Primary School

Student Engagement Policy

Produced in consultation with the school community

2010

Principal: Doug Elliott
School Council President: Prue Posetti

To Be Reviewed in 2014
# Table of Contents

1. SCHOOL PROFILE STATEMENT .......................................................... 3

2. WHOLE-SCHOOL PREVENTION STATEMENT .................................. 4

3. RIGHTS AND RESPONSIBILITIES....................................................... 7

4. SHARED EXPECTATIONS ................................................................. 14

5. SCHOOL ACTIONS AND CONSEQUENCES ...................................... 18

REFERENCES ......................................................................................... 22
1. SCHOOL PROFILE STATEMENT

At Great Ryrie we believe these values are central to the life of our school and how all members of the school community conduct themselves –

**Respect** by showing care and compassion for ourselves, others and the environment.

**Responsibility** to be in control of our learning and our actions towards ourselves, others and the environment.

**Individuality** to be yourself and have confidence to know you can ‘have a go’ and achieve your personal best.

**Honesty and integrity** to seek the truth and ‘walk the talk’ in all our actions.

**Learning** so we have the knowledge to make good choices and show independence.

**Positive attitude** towards school and making it a fun, enjoyable, challenging and rewarding learning experience.

**Collaboration** with the whole community so that we understand that we’re all in this together and we can achieve.

**Understanding and acceptance** of yourself and others in our multi-cultural community.

The mission and purpose of Great Ryrie Primary School is ‘to provide a supportive and engaging environment which enables students to develop the emotional, social, physical and academic skills to adapt to and contribute positively to an ever changing world’. At Great Ryrie PS there is a strong sense of a caring and welcoming environment with happy and engaged children and staff.

The school is in a relatively quiet location in the suburb of Heathmont, 20 kilometres east of Melbourne. The enrolment has changed in the past few years to approximately 560 students. The school was built in 1998 as a result of the amalgamation of three smaller schools and the attractive buildings have been well maintained. In 2004 the school was further extended after the closure of the adjacent Heathmont College site. There are large grounds and play space areas for active and passive play. There is a variety of outdoor equipment and shaded areas for all students to access. The grounds have been developed with the help of the Gould League and the school is committed to becoming an accredited ‘sustainable school’. There are exciting projects and related curriculum programs that include a kitchen garden, an orchard, chickens (known as the ‘Chicken Wing’) and revegetation and redevelopment of many areas. The school is committed to environmental
responsibility and intends to apply for the new ‘Resource Smart Aussie’ program in conjunction with CERES and the Maroondah Council to be a successful ‘sustainable school’. The student population has changed in the past few years with the increase in enrolment of students from English as a Second Language and refugee backgrounds. Great Ryrie has a Student Family Occupation density of 0.41 which means that there is a medium SFO percentile range and medium socio-economic status, with 30% of schools in the state having a student population from a higher socio economic background. It has a ‘mixed social demographic’, with a significant number of families where one or both parents are relatively high-income professionals or business owners and 37% of students entitled to receive the Education Maintenance Allowance.

Great Ryrie PS has the equivalent of 31 full-time teaching staff, including specialists in Visual and Performing Arts, Physical Education, LOTE (Indonesian), Reading Recovery and ESL (English as a Second Language). The VELS provide the basis of the curriculum through an integrated model. There is an extensive range of extra-curricular activities that include sport and performing arts. In addition, the school is committed to developing a comprehensive suite of student leadership and wellbeing programs. The work of the School Council, Parents Association and the parent community is evident throughout the school in improved facilities and equipment for students and teachers. A number of enthusiastic parents and community members have provided many hours of voluntary work to support learning and the smooth running of the school.

2. WHOLE-SCHOOL PREVENTION STATEMENT

At Great Ryrie our school vision is to provide a supportive and engaging learning environment that equips students to constructively contribute within an ever changing world. Our Engagement and Wellbeing goal is to provide a safe school and classroom environment, where students feel secure and supported in their learning. The Student Learning Goal is to increase the level of engagement of students, to improve Literacy and Numeracy outcomes. The Student Pathways and Transition Goal is to identify the individual needs of all students and tracking of individual progress, throughout their time at Great Ryrie and from pre-school to secondary education.

The targets we have set ourselves to achieve over the next four years are -

- Improve the student relationships including connectedness to peers, classroom behaviour and student safety
- Improve the student engagement and student behaviour
- Reduce the average number of days absent per student
- Monitor and reduce number of days late per student.

A key component of our approach to prevention is building positive relationships, teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.
We regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in Junior School Council and Green Team, formulation of classroom protocols based on our school values at the start of each year, various student forums and student surveys including Attitudes to School, PoLT and school based surveys. Students have opportunities to input into the creation of their educational experience through the inquiry approach model to input what they want to learn in their units of work which provides them with a sense of ownership. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. Our Theory of Action dictates that the school leadership team is active in engaging the whole school community in developing a common understanding and commitment to what constitutes effective teaching and learning, in order to improve instructional practice, then performance outcomes of students will improve. We are committed to improving classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and catering for their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles in classrooms and Professional Learning Teams that encourage innovative pedagogy developed using the DEECD E5 instructional model and VELS.

**Prevention Programs**

**Attendance**

The school understands that full attendance is a key to engagement and maximises every student’s ability to learn and our teachers’ ability to teach effectively. The school follows the ‘It’s Not OK to be Away’ approach and closely monitors student attendance and late arrivals with follow up notes home for absences and phone calls from teachers to parents where students are away for 3 consecutive days.

**Wellbeing Programs**

Great Ryrie has developed with its whole school community a set of values that are taught and reinforced in all school practices.

Great Ryrie Primary School introduced Restorative Practices to encourage engagement and build pride, respect and responsibility in each individual student and develop a sense of belonging. This is extended to the classroom and is the basis for respectful communication, relationships and how to respond to behavioural issues.

The school has also introduced a number of specific programs of which some have been developed by staff at the school to meet the needs of particular groups of students and we are very pleased with the implementation of these programs. The programs include Year 5 and 6 M Power N Girlz, Year 5 and 6 Un Mask N Boyz, Year 4 Fab Friends and LAMP to address our multicultural community.
Catering for Diverse Needs of Students

At Great Ryrie our Student Pathways and Transition Goal in the Strategic Plan is to identify the individual needs of all students and track their individual progress, throughout their time at the school and from pre-school to secondary education.

We have documented in our Strategic Plan intensive literacy and numeracy improvement strategies that are to be implemented as part of the school improvement agenda and in response to the changing demographics.

A comprehensive buddy program happens throughout the year with our Level 4 and Prep students.

We have started homework club for refugee students in conjunction with local community groups to support student wellbeing, attendance, engagement and learning.

In 2010 we will continue with Classroom Helpers program to encourage parent participation in student learning.

Our school chaplain is an active member of the school community and supports all members of the school community in a variety of ways.

Lunchtime programs provide additional support for students and support them to make free times more productive and not so daunting.

Individual Learning Plans for all students negotiated at 3 Way Conferences ensure that parents, students and teachers determine the areas for focus for all individual students and facilitate meeting their personal best.

The Program for Students with Disabilities comprises regular Student Support Group meetings to support students with a disability whether funded or not.

Professional Learning

Teacher Professional Learning is given high priority at Great Ryrie to ensure the strategies and approaches adopted are implemented with integrity. The literacy, numeracy and integrated improvement processes are lead by our Professional Learning Teams and implemented through a teacher mentor and classroom coaching program. The staff participate in E5 training and all programs that are valued at the school as documented in “The Great Ryrie Way” document.

How We Support Positive Behaviour and Relationships

The school requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through 3 Way Conferences, reports, parent-teacher interviews, phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach, it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs, the school will use a Restorative Practices approach to repair damaged relationships with individuals and groups. Where appropriate
the school will inform and involve parents in these processes through a Restorative Chat. The following restorative approach will be used.

**A Restorative Question Approach:**

<table>
<thead>
<tr>
<th>When things go wrong</th>
<th>When someone has been hurt</th>
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</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>What did you think when you realized what had happened?</td>
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<tr>
<td>What were you thinking at the time?</td>
<td>What impact has this incident had on you and others?</td>
</tr>
<tr>
<td>What have you thought about since?</td>
<td>What has been the hardest thing for you?</td>
</tr>
<tr>
<td>Who has been affected by what you have done? In what way?</td>
<td>What do you think needs to happen to make things right?</td>
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<tr>
<td>What do you think you need to do to make things right?</td>
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</tbody>
</table>

**A Staged Response**

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves the Assistant Principal and or the Principal; all persons affected in the incident and be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be embedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected.
- Where a Restorative Practices approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative Practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative Practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

### 3. RIGHTS AND RESPONSIBILITIES

#### 3.1 Guiding Principles

Every member of the school community has a right to fully participate in an
educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

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

- Freedom
- Respect
- Equality
- Dignity

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

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural rights

It is important to understand that with human rights comes a responsibility to
respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance website.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
• benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
• any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

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 you 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 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.

Rights and Responsibilities of the School Community

<table>
<thead>
<tr>
<th>All Members of the Great Ryrie Primary School community have a right to –</th>
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<tbody>
<tr>
<td>• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</td>
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<tr>
<td>• be treated with respect and dignity</td>
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<tr>
<td>• feel valued, safe and supported in an environment that encourages freedom of thought and expression.</td>
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<table>
<thead>
<tr>
<th>All Members of the  Great Ryrie Primary School community have a responsibility to –</th>
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<tr>
<td>• acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community</td>
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<tr>
<td>• participate and contribute to a learning environment that supports the learning of self and others</td>
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<tr>
<td>• ensure their actions and views do not impact on the health and wellbeing of other members of the school community.</td>
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<tr>
<th>All students have the right to –</th>
<th>All staff have the right to –</th>
<th>All parents have the right to –</th>
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<tbody>
<tr>
<td>• Learn and socialise without interference or intimidation in a</td>
<td>• Work in an atmosphere of order and cooperation</td>
<td>• Know that their children are in a safe, happy learning</td>
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</table>
safe and secure environment
- Be treated with respect and fairness as individuals
- A learning program that meets their individual needs

- Use discretion in the application of rules and consequences
- Receive respect and support from the school community

- environment where they are treated fairly and with respect.
- A positive and supportive approach to their child’s learning
- Communicate and participate in their child’s education and learning

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<tr>
<th>All students have a responsibility to –</th>
<th>All staff have a responsibility to –</th>
<th>All parents have a responsibility to –</th>
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<tr>
<td>- Positively participate in all school tasks</td>
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<tr>
<td>- Treat others with respect and fairness</td>
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<tr>
<td>- Work collaboratively with everyone</td>
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<tr>
<td>- Treat classmates/teachers/visitors with respect and dignity</td>
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<td>- Care for school resources and property</td>
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<td>- Ensure attendance is regular and arrive on time</td>
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<td>- Support classmates/teachers</td>
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<td>- Use manners</td>
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<td>- Be focussed on their learning</td>
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<tr>
<td>- Allow everyone the opportunity to learn</td>
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<td>- Be committed to their learning</td>
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<td>- Develop self confidence to ‘have a go’</td>
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<td>- Be ready to learn</td>
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<td>- Be engaged and enjoy learning</td>
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<td>- Make good choices in learning and behaviour</td>
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<tr>
<td>- Create a happy, challenging, supportive and engaging learning environment</td>
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<tr>
<td>- Treat others with respect and fairness</td>
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<tr>
<td>- Empower students to become life-long learners</td>
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<tr>
<td>- Provide every student with equal opportunity to participate</td>
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<tr>
<td>- Encourage student input into the content, processes and presentation of relevant areas of the curriculum and environment</td>
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<tr>
<td>- Develop positive relationships with students and get to know their different needs, abilities and interests</td>
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<tr>
<td>- Develop home/school partnerships with parents to enhance insights into children’s learning</td>
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<tr>
<td>- Provide a wide range of resources to engage students</td>
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<tr>
<td>- Provide support for their children in attending school regularly and punctually</td>
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<tr>
<td>- Treat others with respect and fairness</td>
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<tr>
<td>- Communicate and participate with the school in taking shared responsibility for their children’s education, needs and behaviour</td>
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<tr>
<td>- Support their children in achieving positive social, emotional and educational outcomes</td>
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<tr>
<td>- Take an active role in building the school community</td>
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4. SHARED EXPECTATIONS

Schools – Principals, Teachers and School Staff

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

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

- **Care and Compassion**
  Care for self and others

- **Integrity**
  Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

- **Doing Your Best**
  Seek to accomplish something worthy and admirable, try hard, pursue excellence

- **Respect**
  Treat others with consideration and regard, respect another person’s point of view

- **Fair Go**
  Pursue and protect the common good where all people are treated fairly for a just society

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

- **Freedom**
  Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

- **Understanding, Tolerance and Inclusion**
  Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

- **Honesty and Trustworthiness**
  Be honest, sincere and seek the truth

School expectations include:
- inclusive teaching practices
• accessible educational provision for all students
• parent/carer partnerships and liaison
• 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.

**Expectations - Staff**

**Engagement**

The school leadership team will:

Uphold the right of every child to receive an education that meets their needs.

Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.

Collaborate with the Great Ryrie Primary School community to develop policies and procedures consistent with its values and aspirations and the Department’s guidelines.

Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

That teachers:

• develop flexible pedagogical styles to engage different learners
• deliver curriculum and assessment that challenges and extends students’ learning
• develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
• provide opportunities for student voice developing a positive school culture in and outside the classroom.

**Attendance**

In compliance with Departmental procedures staff will:

• promote regular attendance with all members of the school community
• monitor and follow up on absences.

**Behaviour**

Great Ryrie Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with courtesy, enthusiasm and mutual respect. Great Ryrie Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.
The school leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Great Ryrie Primary School will:

- use the Student Engagement policy and school values as the basis for negotiating a class-based set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere amongst school staff to share strategies and support each other to reflect on one’s own behaviour management approach and
- involve appropriate specialist expertise where necessary.

**Expectations - Student**

All students are expected to:

- respect, value and learn with others
- have high expectations that they can learn
- reflect on their learning and set goals for themselves.

**Attendance**

All students are expected to come to school every day that the school is open. If students can’t come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and be ready to learn.

**Behaviour**

Students are expected to:

- support each other’s learning by behaving in a way that is inquiring and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

**Expectations – Parents/Carers**

**Engagement**
All parents/carers are expected to -

- support the school’s efforts to educate students to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- help the school to provide student-centred approaches by providing all relevant information to the school
- actively participate in supporting their child’s learning by building a positive relationship with the school through attendance at 3 Way Conferences, student activities, school celebrations, student support groups and responding to communications in a timely manner.

**Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school by ringing up as soon as possible. Also ensure that students arrive at school on time to fully engage in classroom programs.

**Behaviour**

Parents/carers should understand the school’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning, engagement and endeavour.

**Restorative Practices**

The school is committed to the use of Restorative Practices with students. Restorative Practices -

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

**Diversity in the school community**

Great Ryrie Primary School has many diverse cultures of which each brings its own contribution to the thread that makes up the Great Ryrie community.

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- increasing the range of knowledge, skills and experiences available
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
• creating more effective work teams due to increased participation levels and an increased capacity to solve problems
• inclusion in the curriculum for investigating and comparing cultures
• celebrating Harmony Day
• the study of LOTE including appreciation of a different culture
• running the LAMP program
• running a Refugee Transition program with specialised teachers and employing a Multicultural Aide
• acceptance and knowledge of the individual needs that exist in diverse cultures.

5. 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 environment
• ensuring student participation in the development of classroom and whole school expectations
• providing personalised learning programs where appropriate for individual students
• consistently acknowledging all students
• empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
• providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

• understanding the student’s background and needs
• ensuring a clear understanding of expectations by both students and teachers
• providing consistent school and classroom environments
• scaffolding the student’s learning program
• making contact with phone calls home to check absences
• meet with parents to follow up with ensuring absences are monitored.

Broader support strategies will include:

• involving and supporting the parents/carers
• involving the student wellbeing coordinator and or chaplain
• tutoring/peer tutoring
• mentoring and/or counselling
• convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
• developing individualised flexible learning, behaviour or attendance plans
• providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
• involving community support agencies
• following our whole school ‘Consistent Discipline Processes – Supporting Student Behaviours’ document.

**Consistent Discipline Processes – Supporting Acceptable Student Behaviours:**

**Guiding Principles:**
• When dealing with student behaviour issues all staff use Restorative Practice principles and processes.
• In situations where staff find themselves dealing with a particularly aggressive or ‘dangerous’ child, send for ‘immediate help/assistance’.
• Discretion is used with different children according to the circumstances.
• The supervising teacher is responsible for handling misconduct at the time of the incident.
• The child’s classroom teacher must be kept informed of all incidents requiring more than just a verbal warning.
• Teachers should communicate with leadership staff verbally or by written point form summary indicating the follow up they feel is most appropriate.
• Consequences should follow naturally as a result of the student’s behaviour and should include counselling and or behaviour management goals.
• Leadership staff will provide either verbal or written feedback as appropriate to classroom teachers.
• As a rule parents are not asked to impose further consequences for their child’s behaviour but simply to support the school in the consequences imposed by the school.
• Students may be asked to write a recount of the incident as preparation for the discussion with a teacher.
• When an individual or class does not follow a school value discuss with the individual or class the values they aren’t following.

**Standard sequence of follow up action:**
1. Individuals receive 1 verbal warning (Zero tolerance for extreme or repeated behaviours.)
2. The child is moved away from the group to a separate area within the classroom. (In cases of extreme behaviour it may be necessary to move the group.)
3. The child is assigned time out in another class (or at the office if no class is available or in the case of extreme or repeated misconduct) not in the corridor.
4. Sent to Leading Teachers for discussion of behaviour.
5. The child may be excluded from activities as appropriate to the activity in which they misbehaved.
6. In the case of extreme or repeated misconduct the parents are to be contacted by the classroom or the specialist teacher.
7. If required followed up by Principal or Assistant Principal.
Consequences:

- Children should be asked to apologise verbally or in writing.
- It may be suggested in consultation with the parents, that children replace missing or damaged property.
- Children may be directed to complete unfinished work or substitute work.
- Children may be required to copy the class values and behaviours into their homework/communication books. This will be signed and dated by the class teacher with a note home if necessary.
- Children may be withdrawn from class or recess if the behaviour occurred during class or recess. (Withdrawal from recess can only be for ½ of the recess period, additional restricted play inside or out can be assigned.)
- Internal Suspension (in discussion with the Principal).
- Detention after school of not more than 45 minutes. (Prior notice to parents is required in all instances.)
- Suspension (under DEECD guidelines).
- Expulsion (under DEECD guidelines).

Yard Duty

Behaviour Guidelines:

1. Safety is the first criteria for all activities during and outside of school hours.
   - All games should be appropriate to the area and the purpose for which the area was designed.
   - Games involving kicking and hitting of objects are to be played only on the oval or enclosed court areas (unless being supervised by a responsible adult).
   - Children are not to run on the play equipment.
   - Children are not to throw sand.
   - Appropriate hats are to be worn by all children during Terms 1 and 4. (Otherwise they are in the shaded area outside Rooms 17/18.)

Areas that children are not to be in during recesses are

- corridors (in any room without a teacher)
- across the front of the school and around the office area
- behind Rooms 15/16 and 17/18
- on or past the crushed rock driveway east and south of the oval
- at the cricket nets (without supervision)
- behind or to the side of the annex
- car parks
- gardens
- when the Preps are at school during February the play equipment under the shade cloth is solely for their use.

Yard Duty Teacher Responsibilities:

- Teachers supervise one of four areas:
  1. quadrangle and play equipment (swap over at the concrete steps)
2. front of the annex, fenced-in courts and Chicken Wing (swap over at the Netball Court gates)
3. canteen and behind the school hall up to the quadrangle (swap over at the canteen)
4. oval and behind the big shed (swap over at the oval steps).
   - Children who are sent inside to sick bay need to be given a sick bay slip.
   - In cases of misconduct, children are to be dealt with immediately by the yard duty teacher or sent inside as required.
   - The name of any child who is behaving in an inappropriate way is to be recorded on the form in the yard duty folder.
   - Folders are passed onto the Yard Duty Coordinator at the end of the week and incidents are recorded by the Assistant Principal with feedback being provided to classroom teachers where appropriate.
   - Yard duty folders, vests and bags are to be placed in the pigeon hole of the teacher who is next on yard duty in that area.
   - On Fridays at the end of lunchtime, the yard duty folders and bags are to be returned to the coordinator.
   - Teachers who are attending an excursion or PD activity are responsible for arranging a yard duty swap.
   - When yard duty times have been swapped between teachers these swaps need to be recorded in the diary kept in the Yard Duty Coordinator’s pigeon hole.
   - On days of extreme weather class teachers are responsible for organizing shared supervision time inside.

**Discipline Procedures – Suspension and Expulsion**

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

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

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
  Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake
additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess 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 (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

## REFERENCES

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