



Student Engagement and Inclusion Policy

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

June 2014

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1. School Profile

Our school was established in 1998 and is located approximately 20 kilometres east of the CBD. In 2014 school enrolments are around 520 students. We have 43 school staff including a first aid officer, a Reading Recovery teacher, Refugee Transition Teacher, EAL Teacher, and Multicultural Educational Aide, 4 Aides a Library Technician and a Chaplain all at varying part time fractions.

Our school is culturally diverse with 35% of families having a Language Background Other Than English (LBOTE), with the largest LBOTE groups being Burmese (different dialects), Chinese and Indian. The school also has a Koorie family enrolled.

Approximately 33% of the school community receive the Education Maintenance Allowance (EMA).

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 520 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.

The student population has changed in the past few years with the increase in enrolment of students from English as an Additional Language and refugee backgrounds. Great Ryrie has a Student Family Occupation density of 0.45 which means that there is a medium SFO percentile range and medium socio-economic status. 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 31% of students entitled to receive the Education Maintenance Allowance.

Great Ryrie PS staff, including specialists in Visual and Performing Arts, Physical Education, Languages (Indonesian), Reading Recovery and ESL (English as a Second Language). The AusVELS 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 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. School Philosophy, Vision and Values

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

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

Our Philosophy

At Great Ryrie we strive to develop the whole child physically, socially, emotionally, academically and enhance their natural talents and abilities. We get to know our students, build positive relationships and tailor the learning to their individual needs working to negotiate between teacher, parent and student an Individual Learning Plan that provides focus for their teaching and learning. Our teaching and learning is

focused on making our students literate and numerate but also develop a curiosity to make sense of their world through real life inquiry learning.

Our Vision

At Great Ryrie Primary School we will provide a supportive and engaging learning environment that equips students to constructively contribute to an ever changing world.

Our Values

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.

3. Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child’s learning and build their capacity as active learners.
- The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

From Strategic Plan 2008

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.

4. Engagement Strategies

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

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

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 Kids' Hope program, Year 5 and 6 M Power N Girlz, Year 5 and 6 Un Mask N Boyz.

Catering for Diverse Needs of Students

At Great Ryrie our 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 Years 5&6 and Foundation students.

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

In 2014 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 Great Ryrie Way 2014" document outlines our Theories of Action under the premise of our school vision7.

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:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

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.

5. Rights and Responsibilities

4.1 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.

4.2 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).

4.3 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.

4.4 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.

4.5 Bullying and Harassment

As is outlined in our Bullying and Harassment Policy.

6. Behavioural Expectations

<p>All Members of the Great Ryrie Primary School community have a right to –</p> <ul style="list-style-type: none"> • 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 • be treated with respect and dignity • feel valued, safe and supported in an environment that encourages freedom of thought and expression. 		
<p>All Members of the Great Ryrie Primary School community have a responsibility to –</p> <ul style="list-style-type: none"> • 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 • participate and contribute to a learning environment that supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other members of the school community. 		
<p>All students have the right to –</p> <ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and fairness as individuals • A learning program that meets their individual needs 	<p>All staff have the right to –</p> <ul style="list-style-type: none"> • Work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from the school community 	<p>All parents have the right to –</p> <ul style="list-style-type: none"> • Know that their children are in a safe, happy learning 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
<p>All students have a responsibility to –</p> <ul style="list-style-type: none"> • Positively participate in all school tasks • Treat others the way they would like to be treated • Work collaboratively with everyone • Treat classmates/teachers 	<p>All staff have a responsibility to –</p> <ul style="list-style-type: none"> • Create a happy, challenging, supportive and engaging learning environment • Empower students to become life-long learners • Provide every student with equal opportunity 	<p>All parents have a responsibility to –</p> <ul style="list-style-type: none"> • Provide support for their children in attending school regularly and punctually • Communicate and participate with the school in taking shared responsibility for their

<p>/visitors with respect and dignity</p> <ul style="list-style-type: none"> • Care for school resources and property • Ensure attendance is regular and arrive on time • Support classmates/teachers • Use manners • Be focussed on their learning • Allow everyone the opportunity to learn • Be committed to their learning • Develop self confidence to 'have a go' • Be ready to learn • Be engaged and enjoy learning • Make good choices in learning and behaviour 	<p>to participate</p> <ul style="list-style-type: none"> • Encourage student input into the content, processes and presentation of relevant areas of the curriculum and environment • Develop positive relationships with students and get to know their different needs, abilities and interests • Develop home/school partnerships with parents to enhance insights into children's learning • Provide a wide range of resources to engage students • Look at the whole student in relation to their wellbeing • Monitor and nurture their students • Ensure that they as teachers are reflective, life-long learners in their profession 	<p>children's education, needs and behaviour</p> <ul style="list-style-type: none"> • Support their children in achieving positive social, emotional and educational outcomes • Take an active role in building the school community
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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.

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 and Inclusion 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.

7. School Actions

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.
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Discipline Procedures – Suspension and Expulsion

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

Disciplinary measures that may be applied include:

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

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

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

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

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

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

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

8. Engaging With Families

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

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

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

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

9. Evaluation

Data collection and analysis

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

Some of sources of data used are:

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

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. References

1. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

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

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

School Council ratified this policy in 2014

Next review of this policy is in 2017