



Dingley Primary School

Student Engagement and Wellbeing Policy

1. School Profile Statement

Dingley Primary School is situated in spacious landscaped grounds located in the south-eastern suburb of Dingley. Established in 1925, the school has a current enrolment of 406. Students come from a broad cultural base with more than 30% of students from a Language Background other than English. Our School Purpose is to provide a stimulating, values based learning environment that develops educated and socially competent lifelong learners, capable of achieving success in a global society. To achieve our purpose we demonstrate and promote the six values of Respect, Honesty, Persistence, Responsibility Empathy and Resilience which are central to the life of our school. Our values provide the focus to our holistic approach to student well-being to ensure all students are safe and engaged in our school. A whole school Buddy Program, based on the Alannah and Madeline Foundation's Better Buddy program reinforces the school values and promotes teamwork and empathy across the school. A strong commitment to the processes of restorative practices underpins the importance we place on positive relationships between all community members. We have developed a rich whole school curriculum based on AUSVELS which includes a consistent approach to the teaching of literacy, numeracy and inquiry learning. We will audit and update our curriculum to be based on the Victorian Curriculum as it becomes available in 2016. We aim to identify individual student needs and differentiate learning activities to meet these needs utilising a range of information and communication technologies to enhance the learning program. Students are given opportunities to participate in extra-curricular programs including keyboarding, guitar, drums, choir, science programs, sporting clinics, swimming, bicycle education, the RACV Energy Breakthrough Challenge, Ski Camp. Our extensive student leadership program includes a variety of roles for our senior students enabling them to access authentic leadership responsibilities. Our staff are committed and passionate about the education of the students within our school. At all levels we have a collaborative teaching and learning environment based on the premise of high expectations for all. At Dingley Primary School students participate in cooperative, shared learning experiences in stimulating environments. We have a successful Out of School Hours Care facility run by Kingston Council and we also offer activities linked to the *Sporting Schools* Program. A high level of community spirit exists at Dingley Primary School.

Demographics

- The current enrolment is 406. Enrolments have been and are expected to continue to increase throughout future years.
- The school's SFOE (School Family Occupation and Education) density rating is 0.41.
- There are 9 students who are funded under the Program for Students with Disabilities.
- The proportion of LBOTE Students in 2016 is above 30%

Contextual Issues

- At the start of 2016, five new teaching staff were welcomed to the school and 2 new part time Integration Aides were employed.
- The school is structured in Level teams; namely Prep, Level 2 (grade 1 and 2), Level 3 (Grade 3 and 4), Level 4 (Grade 5 and 6).
- A significant number of Prep Intake students do not attend formal Pre-schools.
- Increasing numbers of students enrolling from outside Dingley village provides challenges such as knowing Prep student numbers and histories prior to arrival. There is a positive aspect to knowing parents from further afield are choosing to bring their children to Dingley Primary

2. Whole School Prevention Program

Dingley Primary School aims to strengthen students' knowledge, skills and behaviours in personal learning by providing a positive, safe and supportive learning environment where all members of the school community feel valued and are encouraged to contribute to all aspects of school life. Each student will be provided with high quality and engaging learning environments to assist them in reaching their maximum potential in all aspects of school life. Each student will be supported to develop age- appropriate social and emotional skills to empower them to learn to self-regulate their behaviour.

As identified within our current Strategic Plan (2014 - 2017) and Annual Implementation Plans, high student engagement, attendance and positive behaviours are of utmost importance at Dingley Primary School.



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As well as a whole school restorative approach and Buddy program, we have a number of initiatives in place which support our students' engagement and wellbeing:

- At all levels, physically interactive games and reflective language from the *Play is the Way* program are utilised to develop, improve and entrench the personal and social capabilities of students.
- Students in grades 3-5 undertake gender specific programs delivered and reinforced by Dingley Primary School teachers. Through activities and discussions:
 - Male students learn to identify personal triggers for anxiety or anger and more effectively manage reactions and responses through the STRIDE *REVVED UP* program
 - Female students learn what it means to be a girl, what it means to be a good friend and develop the confidence to display the keys skills of assertiveness and empathy through the STRIDE *MPOWER* program
- Grade 5 students have the opportunity to be trained as Peer Mediators who contribute to the safety of all students by identifying and resolving low level conflicts in the yard.
- During their two years in Year 5 and 6 students attend the REACH Rooky program to develop their self-discipline and empathy. Year 6 students also have the opportunity to participate in the Toastmasters public speaking program.
- Student voice is encouraged through participation in regular classroom "Circle" discussions, the Junior School Council, formulation of negotiated classroom expectations, Year 5/6 Leadership roles, the Better Buddies Program, small group open discussions with the Principal/Assistant Principal and the annual Student Opinion Survey. Students are encouraged to take ownership of their learning content, structure and environment through active involvement in an inquiry-based approach.
- The 'open-door' policy welcomes students, parents and carers to maintain a high level of communication within our school, essential for student well being and self esteem. Dingley Primary School regularly communicates with parents and carers through for example fortnightly Assemblies, the use of the Tiqbiz app and emails. The annual Parent Opinion Survey, parent-teacher information evenings and interviews, along with our active Parent Representatives for each grade and School Council representation supports our communication endeavours.
- Our strategic goal of promoting high levels of student engagement, self esteem and wellbeing is supported by our collaborative flexible learning spaces by enabling students greater access to a range of settings to develop and explore their personal learning. The Leadership Team actively promotes current initiatives in good teaching and learning practices and student wellbeing programs. This ensures that our pedagogy and curriculum engages all students by responding to their diverse learning needs. Evidence of this occurring at Dingley Primary School is reflected in our effective teaching, inclusive and engaging curriculum and the respectful relationships that are developed between staff and students.
- To maximise every student's ability to learn and our teacher's ability to teach effectively, Dingley Primary School monitors student absentee patterns and informs families of their obligation to support student attendance.
- Student achievements academically, socially and behaviourally are recognised weekly through Whole School and Level Assemblies, school and community newsletters and within daily classroom programs. Incentive awards focus on reinforcing positive student behaviour, effort, attitude, achievement and attendance which in turn promote high levels of self esteem and self worth.
- Community support, in particular financial assistance, facilitates a wide variety of extra-curricular activities including academic and sporting programs, team initiatives and support for students and their families.

3. Rights and Responsibilities



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- Students' behaviour contributes to the educational, social, emotional and physical development of themselves and those around them.
- Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.
- There will be specific responsibilities for principals, teachers and wellbeing staff to ensure that students and parents/carers have a clear understanding of what can be expected from the school.

Key improvement strategies in the 2014 -2017 Strategic Plan includes:

- To provide a safe, welcoming and inclusive environment
- To increase student engagement through strengthening student voice
- Improving transition programs at all Levels within the school

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • to develop emotionally and socially to learn to self-regulate their behaviour • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • As students' progress through the school they will be taught age-appropriate skills to enable their development of both social and emotional skills. Students should, with support, be expected to increasingly self-regulate their behaviour to ensure Dingley Primary School is a safe and supportive learning environment for all. • Students should display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.



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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. Ensure their child's regular attendance Engage in regular and constructive communication with school staff regarding their child's learning. Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> Expect that they will be able to teach in an orderly and cooperative environment Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> Fairly, reasonably and consistently, implement the engagement policy. Know how students learn and how to teach them effectively. Know the content they teach. Know their students. Plan and assess for effective learning. Create and maintain safe and challenging learning environments. Use a range of teaching strategies and resources to engage students in effective learning.

4. Shared Expectations

- Dingley Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected.
- The expectations are intended to be positive in that they set out expected and appropriate behaviours for our school community; including the principal, teachers and school staff, students and parents/carers.
- Shared expectations are not only around behaviour and attendance, but around participation, resources, relationship building, the physical environment, curriculum, provisions of support and partnerships.

The school's values are:

Empathy

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. Understand other people's feelings
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Persistence

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. Pursue and



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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

Honesty

Be honest, sincere and seek the truth

Resilience

Cope with difficult situations and overcome challenges. Learn to "bounce back".

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.
- Teachers will be proactive in handing out Values Certificates to students

Restorative Practices

The school is committed to the use of Restorative Practices with students. Restorative practice is a strategy that seeks to repair relationships harmed through a child's inappropriate behavior. Using a consistent set of questions, the adult guides a discussion with the children involved with the aim of subsequent restorative action on the part of the offender and forgiveness by the victim. At Dingley Primary School saying "sorry" involved three key steps:

1. **S**orry - actually say "I am sorry"
2. **A**dmit what you actually did.
"I am sorry for..." I am sorry that I...."
3. **D**escribe the **ACTION** you will take to restore the relationship with the other person. This is the hardest part and **the most important part – it is the consequence**, it is what you agree to do because you are sorry. Without this the "sorry" can be just easy words.

"Next time I am angry" "If I don't agree with the decision in our game, I will....."

All teaching staff are trained in Restorative practices. All children are taught and supported to conference in this way.

Dingley Primary School DOES NOT PERMIT corporal punishment.

Diversity in the school community

Dingley Primary 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
- attracting and supporting highly skilled and diverse staff
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity of work teams enabling effective decision-making due to the greater diversity of perspectives and inputs



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Expectations of *students* include:

- positive participation
- being proactive in asking for help / asking questions
- treating classmates / teachers with respect and dignity
- valuing school resources
- supporting classmates / teachers
- attending regularly

Expectations of *teachers* include:

- creating engaging lessons
- providing enjoyable classrooms
- making sure every student has an equal opportunity to participate
- asking for student input into the curriculum and class environment
- listening to students and valuing their contributions
- listening to parents insights into their children's learning and needs
- providing a wide range of resources to engage students
- understanding the needs of students and accommodating those needs

Expectations of *principals*:

- providing leadership, not only to school staff but to students as well
- ensuring staff, students and the wider school community understand expectations
- providing the resources and equipment to staff and students to assist them in the process of teaching and learning
- ensuring the curriculum of the school takes into account the needs of specific students where practicable (such as students with disabilities, EAL)
- encouraging the participation of parents

Expectations of *student wellbeing and support staff*:

- providing timely accessibility and availability
- exhibiting non – judgmental attitudes
- ensuring trust and confidentiality
- understanding and caring

Expectations of *parents / carers*:

- supporting their children's education
- cooperating with requests from the school
- promoting positive educational outcomes for their children
- ensuring their children are attending school
- communicating clearly with the school about the needs of their children

5. School Actions and Consequences

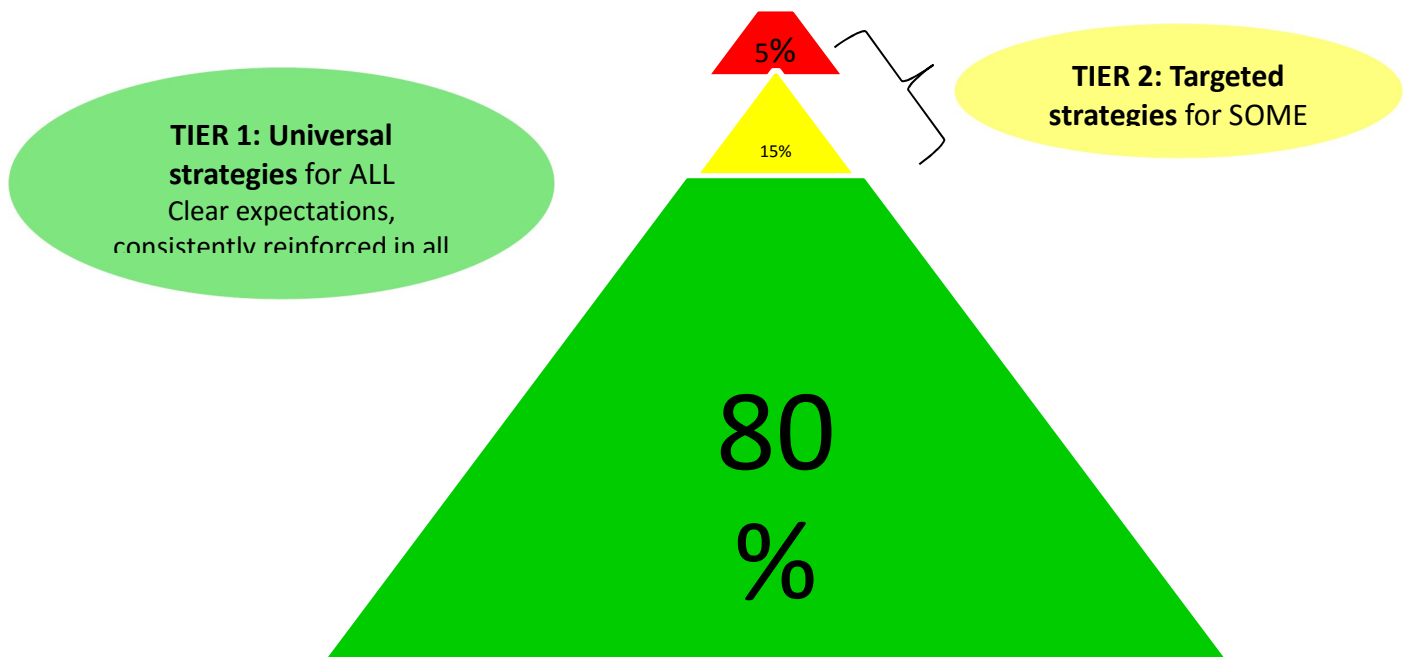
Dingley Primary School's actions and consequences section of the School Engagement Policy is framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. Originally members of the Junior School Council visited all classrooms seeking input from their peers before meeting with the Student Welfare Team to develop this policy.

Dingley Primary School focusses on a positive whole school approach to behaviour management that recognises a targeted approach for students with varying levels of need. All staff manage behaviour issues positively and consistently. Universal strategies that provide clear positive behaviour expectations are provided for all children. Additional strategies and actions are targeted for some students who subsequently choose inappropriate behaviours. Intensive strategies and actions are put in place for the few students who show ongoing inappropriate behaviours. Behaviour management data for Dingley Primary School has revealed that in 2015 the percentage of our children needing targeted or intensive strategies is much less than this diagram predicts.

TIER 3: Intensive
strategies for FEW



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Reference: <http://www.education.vic.gov.au/> <https://edugate.eduweb.vic.gov.au/collaboration/RSG/SWPBS>

Tier 1: Universal Strategies for all Students

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, Level and whole school expectations for different settings
- 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
- providing personalised learning programs where appropriate for individual students

Tier 2: Targeted Strategies

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, which may include as appropriate:

- understanding the student's background and needs
- assessing the behaviour and it's function, influences and triggers (with parents if appropriate)
- ensuring a clear understanding of expectations by both students and teachers
- re-teaching of relevant behaviours and skill.
- providing consistent school and classroom environments
- scaffolding the student's learning program

Tier 3: Intensive Strategies

In addition to Tier 1 and 2 strategies, broader support strategies for students facing ongoing difficulty with engagement/ attendance and for students displaying repetitive inappropriate behaviours may include as appropriate:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator/ Assistant Principal
- mentoring and/or counselling (individually or in a group setting)
- convening student support group meetings involving parents/carers, teachers, Assistant Principal



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and other relevant adults.

- developing individualised flexible learning, behaviour or attendance plans
- providing access to Lunchtime activities and other broader educational programs, for example Active After Schools Sports Program
- engaging Student Support Services and/or community support agencies to undertake assessments and/or to provide specialist support
- implement appropriate disciplinary measures that are proportionate to problem behaviours
- consider out-of-school behaviour management options such as Student Development Centres

Staged Response Checklist:

Dingley Primary School will implement a Staged Response checklist as shown below for students who exhibit ongoing inappropriate behaviour.

Stage 1: Prevention and early intervention – Creating a positive school culture	
Suggested Strategies	School Actions
Define and teach school-wide expectations for all.	<ul style="list-style-type: none"> - Students and teachers recognise and agree to abide by the school expectations as generated by staff and students - Negotiation of classroom expectations at the beginning of the school year.
Establish relevant school-wide prevention programs.	<p>Dingley Primary School partakes in the following programs to promote student engagement, positive behaviour, self-esteem, and consistent attendance:</p> <ul style="list-style-type: none"> - Our school values of <i>Empathy, Persistence, Respect, Responsibility, Honesty and Resilience</i> are consistently referred to within classroom practices. Values posters are displayed around the school. - The <i>Better Buddies program</i> –a whole school program focusing on Dingley Primary School’s Values and pro-social skills. - The <i>T.E.A.M (Together Everyone Achieves More)</i> motto is used to encourage students to work together. The first 2 weeks of the school year concentrates on reinforcing this motto and all behaviour expectations. - <i>Aussie of the Month</i> is a monthly award in which students are selected by their teachers for being an ‘all-round’ achiever in all aspects of school life. - <i>Student Values Tree</i> displays values leaves earned by the students who show the school values. - <i>Level Star of the Week</i> is awarded and displayed in each Level building. - <i>Attendance certificates</i> for a full month’s attendance are awarded by the Principal - Recipients of these awards are acknowledged at assemblies and / or in the newsletter. - <i>Extra-Curricular Activities</i> include: Glee Club (choir), RACV Energy Breakthrough, Music performances, Sporting activities, Gateways programs, Ski Camps, Instrumental Music, John Monash Science School “Little Scientist Big Science” program. - <i>Community-based</i> activities including: Choral presentations at local nursing homes, Community Christmas trees, Art displays at various venues. - <i>Lunchtime activities</i> including garden club, art projects, Japanese activities, Mindfulness and Meditation, sport competitions.
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	<ul style="list-style-type: none"> - Transition programs - Hand-over sessions - Teacher and standardised testing procedures - “Getting to know you” interviews between teachers and parents at the beginning of the school year - Continued communication with parents/carers of students at risk - Regular surveys to monitor students engagement/areas of concern



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Establish consistent school-wide processes and programs for early intervention.	<ul style="list-style-type: none"> - Individual Education Plans - Continued communication with parents/carers of students in need of intervention - Engaging teaching practises to cater for diverse learning needs - Modified classroom programs for 'at risk' students - Student Online Case System (SOCS)
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Stage 2: Intervention: a targeted response for individual students	
Suggested Strategies	School Actions
Establish an understanding of the life circumstances of the child/young person and how they feel.	<ul style="list-style-type: none"> - Develop a student profile - Parent teacher interviews - Discussion with Assistant Principal/ Principal - Documenting communication from home - Observation of behaviour & learning difficulties
Establish data collection strategies.	<ul style="list-style-type: none"> - Consistent use of behaviour charts and spreadsheets - Yard Duty folders, recording of behaviours and follow up - Communication from home data - School diaries (for Middle and Upper school levels)
Develop the plan for improvement based on data and review regularly.	<ul style="list-style-type: none"> - A Behaviour Management Plan is developed in conjunction with the student, parent/carers, classroom teacher and Principal/Assistant Principal. - The plan should be reviewed monthly or as often as necessary.
Explicitly teach and/or build replacement behaviours.	<ul style="list-style-type: none"> - Explicitly teach positive pro-social behavioural expectations, ensuring awards for positive behaviours at a class and personal level. - Explicit teaching using the social wellbeing programs such as Restorative Practices, <i>Better Buddies</i> Program, <i>PBIS (Positive Behaviour)</i>, <i>School values and principles</i> through the use of methods such as Circle Time and Class Meetings.
Determine strategies for the monitoring and measurement of student progress	<ul style="list-style-type: none"> - Weekly analysis of data collected from yard duty folders – establish whether behaviour needs to be reported to parents/carers and whether students will be required to work with the Assistant Principal on specific skill development and behaviour replacement. - Follow up of misdemeanours where appropriate
Establish inclusive and consistent classroom strategies.	<ul style="list-style-type: none"> - Strategies as reflected in our classroom expectations as developed at the beginning of the year in conjunction with the students. - Individual Learning Plans - PSD students have Integration Aides working with them within the classroom environment.
Establish out-of-class support strategies.	<ul style="list-style-type: none"> - Principal / Assistant Principal discussion and time-out - Student to meet with Assistant Principal outside of class to reflect upon their actions and to develop strategies to create positive replacement behaviours. Assistant Principal and/or teacher to monitor change in behaviour and need for further support. - Support from SSSs – Psychologist, Speech Pathologist - Other professional assistance –On Psych, Engage1:1, Occupational Therapist - School Support staff – Reading Recovery, Parent Support Groups, Teachers offering special/extra assistance - PSD students have Integration Aides rostered with them as additional support in the yard. . - Lunchtime clubs to be introduced when practical for students who have interests other than playing outside during recess and lunchtimes. (e.g



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	"Mindfulness", Maths Club)
Establish a student support group.	- Student Support Group established to include parents, teachers and Assistant Principal and any other relevant adult such as SSs, Integration Aide etc. This group discusses on-going support and intervention needs at both home and school for the student. Assistant Principal and/or teacher to monitor the need for this group to meet.

Expectations and Consequences

At Dingley Primary School, a clear set of expectations and consequences have been developed with the whole school community. These are taught explicitly during classroom instruction.

Shared <u>Classroom</u> Expectations	<u>Consequences</u>
Positive participation in all school activities	<ul style="list-style-type: none"> - Teacher/student discussion – appropriate classroom expectations - Where necessary, contact parents/ carers
Being proactive in asking for help/asking questions	<ul style="list-style-type: none"> - Acknowledgement of the purpose and benefit of asking questions - Encouraging and valuing the practice of asking questions
Treating classmates/teachers with respect and dignity	<ul style="list-style-type: none"> - Teacher/student discussion - Time out within the classroom, still partaking in a learning activity with restorative dialogue - Time out in another class-classroom teacher to follow up with restorative dialogue and action (i.e. a written apology to the student who has been affected). - A phone call to the office for leaving classroom - If behaviour persists, partake in a learning activity in the Principal or Assistant Principal's office. - Attendance at an out of class time with the Assistant Principal to develop alternative strategies for negative behaviours. - Where necessary, contact parents/ carers
Valuing school resources	<ul style="list-style-type: none"> - Teacher/student discussion - Explicit teaching and ongoing reinforcement about bullying/cyberbullying and it's the impact. - Time out within the classroom, still partaking in a learning activity with restorative dialogue. - Restorative Practises dialogue with action to repair the harm, agreed to by all parties (may include clean up damage to property, etc) - If behaviour persists, partake in a learning activity in the Principal or Assistant Principal's office. - Attendance at an out of class time with the Assistant Principal to develop alternative strategies for negative behaviours. - Where necessary, phone parents/carers.
Supporting classmates/teachers contributions and efforts in all activities	<ul style="list-style-type: none"> - Teacher/student discussion - Circle time/Class Meeting - Where necessary, contact parents/carers.



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Students and Staff must be able to learn and work in an environment free from the stress of intimidation or bullying.	<ul style="list-style-type: none"> - Teacher/Student discussion - Circle time/Class Meeting - Students are able to go to the Principal/ Assistant Principal's office to report a case of bullying in confidence. The matter needs to be dealt with appropriately. - Counselling provided for the 'bully' by the Principal/Assistant Principal. - Contact parents/carers.
Students use I.C.T appropriately and for the purpose it is intended	<ul style="list-style-type: none"> - Explicit teaching of the skills and behaviour to be safe on-line - Restorative Practices used with students who are affected by cyberbullying. The Principal/ Assistant Principal will counsel the students - Contact made with parents/carers (refer to the <i>Acceptable Use of I.C.T</i>) policy, as agreed upon at the beginning of the school year - Students are able to go to the Principal/ Assistant Principal's office to report a case of cyber bullying in confidence. The matter needs to be dealt with appropriately. - When necessary, include relevant information about the issue in the school newsletter
Regular attendance	<ul style="list-style-type: none"> - Check data/attendance records - Phone call made to parents/carers - For high absenteeism, the Student Absence Learning Plan will be implemented.
All students work together as a Team and are accountable for their behaviour	<ul style="list-style-type: none"> - Teacher/student discussion - Circle Time/Class Meeting
All teachers and students speak to one another in an appropriate and respectful tone.	<ul style="list-style-type: none"> - Teacher/student discussion - Engage in Restorative Practices dialogue

Shared <u>Yard</u> Expectations	<u>Consequences</u>
All students are to remain within the school grounds for the duration of the school day, unless under the supervision of a teacher or parent	<ul style="list-style-type: none"> - Teacher/Student discussion - Time Out at the Principal or Assistant Principal's office - If behaviour persists, contact parents/carers
All behaviours as outlined in the Behaviour Matrix Always play safely in the school grounds – i.e. <ul style="list-style-type: none"> - remaining in designated play areas - playing tag is not permitted on the play equipment - tackling and rough behaviour is not permitted - play ball games in the designated areas - quiet games only in the quiet area (zone 3) 	<ul style="list-style-type: none"> - Teacher/Student discussion – clarification of the school expectations - Completion of "Behaviour Incident" form. - If behaviour continues, litter duty or time out under the supervision of a yard duty teacher - For more serious incidences or continued incidences, the student sent inside to the Principal or Assistant Principal
Student must wear a hat when outside from September 1 st to April 30 th in accordance with our Sun Smart policy	<ul style="list-style-type: none"> - No Hat, No Play – Hat On, Play On. Students must remain in the designated shaded areas during recess, lunchtime or when their lesson is outside - Continued absence of a hat, contact made with parents/carers



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Students are encouraged to use containers in line with the “Nude Food” approach. Any rubbish must be put in bins.	<ul style="list-style-type: none">- Teacher/student discussion and encouragement about keeping Dingley Primary School clean and appealing.- If behaviour continues, litter duty or time out under the supervision of a yard duty teacher
Show respect to all members of the school community	<ul style="list-style-type: none">- Teacher/student discussion related to behaviour (Restorative Practices)- Completion of “Behaviour Incident” form.- If behaviour continues, litter duty or time out under the supervision of a yard duty teacher- For more serious incidences or continued incidences, the student sent inside to the Principal or Assistant Principal

At Dingley Primary we demonstrate our school values at all times. The expected behaviours in different settings outside the classroom are detailed in our “Behaviour Matrix” chart.

Specifically these expected behaviours are:

WHEN IN THE YARD

I am Honest

- I always tell the truth.
- I hand in belongings that don't belong to me.
- I own up when I have done something wrong always tell the truth

I am Persistent

- I encourage others to try their hardest.

I am Respectful

- treat others as we like to be treated
- speak politely to each other
- use our manners in the school ground.
- use a suitable tone of voice when speaking to adults

I am Responsible

- I use sports equipment in the correct way.
- I borrow and return equipment correctly.
- I keep our yard clean of rubbish.
- I use the monkey bars safely.
- I use the slide from top to bottom.
- I bring and look after my nude food containers.
- When I cross the oval I am aware of other people around me.
- I wear my hat between September 1st and April 30th

I show Empathy

- I put myself into other people's shoes.
- I accept and value differences of others.





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- I think about and listen to other people's opinions and feelings.
- I help others when they are sad, lonely or upset.
- I share equipment fairly.



TOILETS

I am Honest

- I only go to the toilet when I need to.

I am Persistent

- I use the music as a reminder to go to the toilet.

I am Respectful

- I flush the toilet after every use.
- I use an inside voice.
- I respect others' privacy.
- I use the toilet areas appropriately.
- I keep the toilets tidy.

I am Responsible

- I always ask permission to go during class time.
- I save my games for outside.
- I leave my food outside.
- I turn off running taps.
- I always take a partner with me when I go to another building.
- I only lock the door when I use the toilet.
- I return to my classroom straight away.
- I wash my hands after I have used the toilet.

I show Empathy

- I leave the lights on in the toilets at all times.
- I use toilet paper for the right reasons.

SANDPIT

I am Honest

- I will always tell the truth.

I am Persistent

- I will be ok if my construction is accidentally knocked.

I am Respectful

- I put toys back in the toy box.
- I keep sand in the sandpit.

I am Responsible

- I use sand for digging and building.
- I keep the sandpit rubbish free.
- I wash my hands before lining up.
- I remove the sand from my shoes back into the sandpit.
- I brush the sand off my clothes after playing in the sandpit.

I show Empathy

- I leave others' constructions alone.
- I share equipment fairly.
- I share the sand pit space fairly.
- I help others when they need help.



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CANTEEN

I am Honest

- I spend my own money at the canteen.
- I only use money that I am allowed to spend.

I am Respectful

- I wait my turn in the canteen line quietly.
- I use my manners by saying please and thank you.
- I allow others to make their own decisions about how they spend their money.

I am Responsible

- I pick up any rubbish that I have dropped.
- I place rubbish in the bin.

I am Persistent

I show Empathy

ASSEMBLY and COMMUNITY MEMBERS

I am Persistent

- I sit still and keep my hands to myself in assembly.
- I keep quiet and listen with my eyes and ears.

I am Respectful

- I use a person's name when I talk to them.
- I stand with my hands by my side during the National Anthem.
- I am polite and use my manners.
- I listen to the people speaking.
- I kindly say hello and assist guests who come to the school.

I am Responsible

- I wait for instructions from my teacher at the end of assembly.
- I enter the assembly quietly.
- I clap and acknowledge others politely.

I show Empathy

- I speak nicely.
- I include others.
- I treat others the way I want to be treated.

I am Honest

GOING PLACES and LINING UP

I am Honest

- I take my place in the line behind the people that were there before me.

I am Persistent

- I follow all instructions first time, every time

I am Respectful

- I keep my hands to myself when moving around.
- I allow others to learn.
- I respect others' property as well as my own.
- I look at displays without touching them.
- I show all school values when I am out in the community.



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I am Responsible

- I am sensible and quiet when I walk around the school.
- I go directly to where I am meant to be.
- I practise road safety rules.
- I follow the school crossing rules.
- I line up before the music ends.

I show Empathy

- I allow others to have a quiet learning space.
- I give those around me their personal space.
- I care for others' property as well as my own.

WHEN PLAYING GAMES

I am Persistent

- I try my best and will be ok if I win or lose.

I am Respectful

- I share the oval space fairly with others.
- I will allow others to make their own decisions.
- I leave alone the equipment others are playing with.

I am Responsible

- We set fair rules before we play.
- I play tiggy on the oval.
- I follow the AFL 9's rules.

I show Empathy

- I help others when they need it.
- I am friendly and allow others to play.
- I share my equipment fairly with others
- I follow the rules that we have agreed to.
- I use empathy when explaining why I no longer want to play.

I am Honest

Discipline procedures – suspension and expulsion

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.

****For students exhibiting *extreme* behaviours, requiring suspension or expulsion, the procedures are only to be implemented by the Principal of the school.**

When considering suspension or expulsion, schools are required to follow the procedures listed in DET guidelines (refer to the Support Materials in *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines* and Victorian Education Department website:

[\(<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>\)](http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx)

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



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regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Students may have access to the school yard during whole school recess and lunchtime withdrawn.

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.
- 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).



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References:

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx
Safe Schools	http://www.education.vic.gov.au/about/programs/health/Pages/childsafe.aspx
Charter of Human Rights	http://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.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/act2006.aspx
VIT Teacher Code of Conduct	http://www.education.vic.gov.au/school/principals/health/Pages/loisocialmediacodes.aspx
Various resources e.g	http://www.education.vic.gov.au/school/teachers/health/Pages/sel.aspx http://www.restorativepractices.org.au/ http://www.pbisworld.com/ http://www.pbis.org/ https://playistheway.com.au/

6. Evaluation:

6.1. This policy will be reviewed as part of the School's three-year review cycle.

Review Date: 2017

This policy was last ratified by School Council in: **2014**