



DINGLEY PRIMARY SCHOOL
STUDENT ENGAGEMENT
&
WELLBEING POLICY

Produced in consultation with the
school community

Updated January 2015

Principal: Gaye Peel

School Council President: Phil Henderson

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 366. 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 five values of Respect, Honesty, Persistence, Responsibility and Empathy which are central to the life of our school. Our values have provided the focus to revise and develop 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 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, choir, sporting clinics, swimming, bicycle education, the RACV Energy Breakthrough Challenge and an extensive outdoor education program which includes a Ski Camp. Our extensive student leadership program includes a variety of roles for our senior students enabling them to access authentic leadership responsibilities. At all levels we have a collaborative teaching and learning environment based on the premise of high expectations for all. Our staff are committed and passionate about the education of the students within our school. We have a successful Out of School Hours Care facility run by Kingston Council and we also offer activities linked to the Active After School Program. A high level of community spirit exists at Dingley Primary School.

Demographics

- The current enrolment is 366. Enrolments are expected to increase throughout future years.
- The school's SFO density rating is 0.41.
- There are 8 students who are funded under the Program for Students with Disabilities.
- The proportion of LBOTE Students in 2014 is above 30%

Contextual Issues

- At the start of 2015, two new teaching staff were welcomed to the school and a new Integration Aide (.5) was employed.
- The school is structured in CSF level teams.
- 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

Our motto, 'Lifelong Learners' describes our aspiration for all students to achieve their best in learning, together with developing a thorough understanding of and ability to demonstrate Dingley Primary School Values of Empathy, Persistence, Respect, Responsibility and Honesty.

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.

Our statement reflects the importance of high student engagement, attendance and positive behaviours as identified within our current Strategic Plan (2014 - 2017) and Annual Implementation Plans.

We have a number of programs in place which support our students to attend school and enjoy their learning experiences by participating in cooperative, shared learning activities in stimulating environments.

Student voice is encouraged through participation in the Junior School Council, formulation of negotiated classroom expectations, Year 5/6 Leadership roles, the Better Buddies Program 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. Additional activities - such as lunchtime meetings with the Principal and Assistant Principal - were undertaken in 2014.

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. 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 the Leadership Team which 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.

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.

In 2014 and 2015 we will participate in the School Wide Positive Behaviours Program to improve the engagement and self management of our students. To encourage positive behaviours and attendance in order 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.

The recent redevelopment of Dingley Primary School with collaborative flexible spaces, enables students to have greater access to a range of settings to develop and explore their personal learning. 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

- 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 • 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. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

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 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

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. These practices are concerned with establishing or re-establishing social equality in relationships where each person's rights to equal dignity, concern and respect are satisfied. In 2010 all teaching staff completed training in Restorative Practices. New staff without formal training in this approach will attend PD on Restorative Practices early in the school year.

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

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 an engaging lesson
- 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
- providing a wide range of resources to engage students
- understanding the needs of students and accommodate those needs

Expectations of *principals*:

- provide leadership, not only to school staff but to students as well
- ensure staff, students and the wider school community understand their expectations
- staff and students have the resources and equipment to assist them in the process of teaching and learning

- the curriculum of the school takes into account the needs of specific students where practicable (such as students with disabilities, ESL)
- encourages the participation of parents

Expectations of *student wellbeing and support staff*:

- timely accessibility and availability
- non - judgmental attitudes
- trust and confidentiality
- understanding and caring

Expectations of *parents / carers*:

- support their children's education
- cooperate with requests from the school
- promote positive educational outcomes for their children
- ensure their children are attending school
- communicate clearly with the school about the needs of their children

4. 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. The members of the Junior School Council met with the Student Welfare Team and had input into the development of this policy. They visited all the classrooms seeking further input from their peers before the policy was finalised.

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- 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

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator
- 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 i.e Active After Schools Sports Program
- involving community support agencies.
- Lunchtime activities

Dingley Primary School will implement a Staged Response checklist as shown below for students who exhibit ongoing 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, students and the Junior School Council. - 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 and self esteem, and consistent attendance:</p> <ul style="list-style-type: none"> - Our school values of Empathy, Persistence, Respect, Responsibility and Honesty 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. - The T.E.A.M (Together Everyone Achieves More) motto is used to encourage students to work together. - The Aussie of the Month is a monthly award in which students are selected by their teachers for being an 'all-round' achiever in all aspects of school life. - Student Values Tree displays values leaves earned by the students. - Recipients of above are acknowledged at assemblies and in the newsletter . - Star of the Week. - Attendance certificates (Gold, Silver, Bronze) - Extra Curricular Activities include: Glee Club (choir), RACV Energy Breakthrough, Music performances, Sporting activities, Gateways programs, Ski Camps, Wiseones and Instrumental Music. - <i>Community-based</i> activities for students to participate in, including: <ul style="list-style-type: none"> - Choral presentations at local nursing homes, Community Christmas trees, Art displays at various venues. - Lunchtime activities

<p>Establish consistent school-wide processes to identify students at risk of disengagement from learning.</p>	<p>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</p>
<p>Establish consistent school-wide processes and programs for early intervention.</p>	<p>Student Online Case System (SOCS) 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</p>

<p>Stage 2: Intervention: a targeted response for individual students</p>	
<p>Suggested Strategies</p>	<p>School Actions</p>
<p>Establish an understanding of the life circumstances of the child/young person and how they feel.</p>	<p>Develop a student profile (electronic spreadsheet) Parent teacher interviews Documenting communication from home Observation of behaviour & learning difficulties</p>
<p>Establish data collection strategies.</p>	<p>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)</p>
<p>Develop the plan for improvement based on data and review regularly.</p>	<p>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.</p>
<p>Explicitly teach and/or build replacement behaviours.</p>	<p>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>School values and principles</i> and <i>Civics and Citizenship</i> knowledge through the use of methods such as Circle Time and Class Meetings.</p>

<p>Determine strategies for the monitoring and measurement of student progress</p>	<p>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 attend " <i>The 3 R Club</i>" (refer to Student Support Groups) supervised by the Assistant Principal.</p> <p>Follow up of misdemeanours where appropriate</p>
<p>Establish inclusive and consistent classroom strategies.</p>	<p>Strategies as reflected in our classroom expectations as developed at the beginning of the year in conjunction with the students.</p> <p>Individual Learning Plans</p> <p>PSD students have Integration Aides working with them within the classroom environment.</p>
<p>Establish out-of-class support strategies.</p>	<p>Out of class support includes the following:</p> <p>SSSOs - Guidance Officer and Speech Pathologist</p> <p>Principal</p> <p>Assistant Principal</p> <p>School Support staff - Reading Recovery, Parent Support Groups, Teachers offering special/extra assistance</p> <p>Other professional assistance -On Psych</p>
<p>Establish a student support group.</p>	<p>Student Support Club - <i>The 3 R Club</i> - "<i>Reflect, Resolve & Respond</i>" - conducted during lunchtimes to help students reflect upon their actions, resolve their issues by developing strategies to create positive behaviours, and respond by displaying pro-social behaviours inside and outside the classroom in the following week.</p> <p>Lunchtime clubs to be introduced when practical for students who have interests other than playing outside during recess and lunchtimes. (e.g "<i>Mindfulness</i>", <i>Maths Club</i>)</p>

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

<p style="text-align: center;">Dingley Primary School</p> <p style="text-align: center;"><u>Shared Classroom</u></p> <p style="text-align: center;"><u>Expectations</u></p>	<p style="text-align: center;"><u>Consequences</u></p>
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 (i.e. a written apology to the student who has been affected). • Time out in another class-classroom teacher to follow up with R-dialogue • 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 the '3 R Club' to develop alternative strategies for negative behaviours. • Where necessary, contact parents/ carers 13
Valuing school resources	<ul style="list-style-type: none"> • Teacher/student discussion • When bullying/cyberbullying is occurring, explicit teaching about the impact of these practises needs to be enforced • Time out within the classroom, still partaking in a learning activity. • Action to repair the harm, agreed to by all parties (may include clean up damage to property, Restorative Practises dialogue etc) • If behaviour persists, partake in a learning activity in the Principal or Assistant Principal's office. • 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.
Students and Staff must be able to learn and work in an environment free from the stress of	<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

intimidation or bullying.	<p>confidence. The matter needs to be dealt with appropriately.</p> <ul style="list-style-type: none"> • 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"> • 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

<p style="text-align: center;">Dingley Primary School</p> <p style="text-align: center;"><u>Shared Yard Expectations</u></p>	<p style="text-align: center;"><u>Consequences</u></p>
<p>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</p>	<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
<p>Always play safely in the school grounds - i.e.</p> <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) <p>All behaviours as outlined in the Behaviour Matrix</p>	<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 on the seats in front of the staff room 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
<p>Student must wear a hat when outside from September 1st to April 30th in accordance with our Sun Smart policy</p>	<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
<p>Students are encouraged to use containers in line with the "Nude Food" approach.</p> <p>Any rubbish must be put in bins.</p>	<ul style="list-style-type: none"> • Teacher/student discussion and encouragement about keeping Dingley Primary School clean and appealing.
<p>Show respect to all members of the school community</p>	<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 on the seats in front of the staff room 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.
- 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 accidently 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.

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.

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

****For students exhibiting *extreme* behaviours, requiring suspension or expulsion, refer to the Support Materials in Element 5 contained in *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines***

Discipline procedures – suspension and expulsion

(The following 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 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.
- 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

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/cod_eofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
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/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf