

LYNDALE GREENS PRIMARY SCHOOL



Student Engagement & Well-Being Policy 2016

Principal: Victoria Golding
School Council President: Imran Maniar



26th July, 2016

1. School Profile Statement

Lyndale Greens Primary School is a vibrant, innovative, diverse and energetic educational environment, situated in the City of Greater Dandenong. The school opened in 1956 and merged with Greenslopes Primary School in 2010. We have a current enrolment of 546 students.

The school has modern and well-resourced facilities including brand new buildings, synthetic basketball and netball courts and a running track. Facilities and grounds are well maintained and reflect the pride staff and students have in their learning environment. All classrooms and learning areas are equipped with heating and cooling, computers, and electronic whiteboards. The secure and attractive play areas are large and spacious with a senior and junior playground area, where students can participate in a variety of active games and sports, as well as more passive games.

In 2016 there are twenty seven grades in the school. Specialist learning includes Music, Art, Physical Education, Science, Library and Information Technology. Lyndale Greens Primary School is strongly committed to developing the full potential of all students, and gives priority to:

- Instilling an enthusiastic for learning throughout the community,
- Acknowledging that students learn at their own rate and have individual needs,
- Valuing the individual differences of this diverse and multicultural school community,
- Fostering a caring, cooperative and stimulating environment,
- Providing quality teaching and learning programs,
- Emphasising the development of literacy and numeracy skills,
- Enrichment programs and a range of extra-curricular opportunities to cater for different needs, talents and abilities.
- Effective welfare and discipline policy and practice,
- Parent participation and special parent education programs,

The school is culturally diverse with over 45 different languages being spoken at home. The school celebrates cultural diversity with pride and promotes tolerance, understanding and caring. All children, staff and community members have an equal right that their school experience should be free of any intimidation, aggression, harassment or prejudice. A zero tolerance to inappropriate behaviour to others is reinforced through the school's policies on; Bullying, Harassment & Discrimination and Codes of Conduct.

Lyndale Greens Primary School

COMMITMENT TO CHILD SAFETY

Lyndale Greens Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Lyndale Greens Primary School has zero tolerance for child abuse.

Lyndale Greens Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in **Lyndale Greens Primary School** has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

For example:

“In its planning, decision-making and operations **Lyndale Greens Primary School** will

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues.

2. School Values, Philosophy and Vision

Lyndale Greens Primary School aspires to be a school in which all students enjoy the maximum opportunity to achieve their highest potential through access to a comprehensive curriculum emphasising community values and lifelong learning. Lyndale Greens Primary School has an extensive range of programs and strategies in place for the development of behaviours and attitudes that enhance student engagement, attendance and positive behaviours.

Our Philosophy

- **Lyndale Greens Primary School** is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.
- **Lyndale Greens Primary School** has zero tolerance for child abuse.
- Every person involved in **Lyndale Greens Primary School** has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.
- Lyndale Greens Primary School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, culturally diversity and the rights of all are highly valued and respected.
- At Lyndale Greens Primary School, we challenge children intellectually by providing a wide range of educational experiences and opportunities to extend their academic, creative, social, emotional and physical development. We aim for our students to have high expectations, be problem-solvers, responsible risk-takers, and to be responsible citizens who are productive and effective communicators in the 21st century.

- At Lyndale Greens Primary School the teachers cater for the needs of the whole child, inclusive of their academic, social, emotional, physical and creative development. We view learning as an active and reciprocal partnership between students, parents and staff. We provide a stimulating, curriculum that fosters student self-esteem and self-discipline, with priorities focussing upon the development of Literacy, Numeracy and ICT skills. We provide a challenging curriculum for all students to assist them in striving to achieve their personal best. We cater for individual abilities, talents and learning styles. The school community continues to embrace the use of information technology to challenge and enrich our students.
- We have a strong emphasis on strategies that foster a positive connection to school, and this is implemented at the commencement of the year with our “Start Up Program”. We start each year with a focus on our school values such as: **Resilience, Excellence, Acceptance, Cooperation, Happy & Healthy**. The Start Up program establishes a positive tone across the school from the classroom through to the playground. The program fosters children working together, supporting one another, developing greater respect for themselves and others.

Our Vision

At Lyndale Greens Primary School we aim to:

- Provide a **child safe environment** where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.
- Foster a healthy school culture in which high levels of achievement take place with a positive social environment
- To provide students with a safe learning environment
- To maximize student learning opportunities through engagement
- To provide opportunities for students/parent participation and student/parent voice
- To build a school environment based on positive behaviours and values

Our Values

Lyndale Greens Primary School values individual dignity and worth within a democratic and caring environment. Our school community aims to provide and foster programs and practices which are dependant on core values.

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| RESILIENCE | <ul style="list-style-type: none"> • The ability to bounce back from hardships. • Resolve conflict in a constructive and peaceful way. • Having a red-hot-go. • The ability to become strong and successful again after something bad happens. |
| EXCELLENCE | <ul style="list-style-type: none"> • Striving to achieve your best. • Motivated to have a go and keep trying. • Enthusiasm to continually improve. • Showing pride by recognising and celebrating personal, school and community goals and achievements. |
| ACCEPTANCE | <ul style="list-style-type: none"> • Respecting and accepting others in the classroom and in the |

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| | <p>playground.</p> <ul style="list-style-type: none"> • Respecting and accepting others in online environments where students can communicate and share files with others. • We include others and show that we understand and celebrate everyone's differences. • Care about other people and treat them well. • Tolerant of others, their differences, cultures and beliefs. |
| COOPERATION | <ul style="list-style-type: none"> • Collaboration and effective communication between staff, parents and students • Working together to achieve our goals. • Team work, being a team player and share the load. • Keep a safe and happy environment. |
| HAPPY AND HEALTHY | <ul style="list-style-type: none"> • All students and staff are happy to come to school. • All students and staff are happy with what you've achieved. • Strive to have a healthy body and healthy mind. • Eat healthy food and continue to be active. • It's important to be aware of how your time in front of a screen (online) may be affecting your friendships, your family and your schoolwork, especially if it's keeping you up at night. |

Programs that promote Student Engagement and Participation include;

ICT

- Students in years 5-6 have the opportunity to be involved in the 1:1 computer program
- Classrooms are equipped with a bank of notebooks and iPads
- Interactive Whiteboards
- Digital TV

PHYSICAL EDUCATION

- 1 hour PE lesson each week
- Year 5-6 GALA day carnival
- Year 3-6 Cross country, athletics carnivals
- After school sport

OUTDOOR EDUCATION

- Year 4-6 camp
- Swimming / Water safety
- Science
- Environmental Studies

THE ARTS

- Music
- Choir
- School Band
- School Production
- Art extension classes

LOTE

- Indonesian

INDIVIDUAL LEARNING PROGRAMS

- Intervention Programs
- Extension Programs
- IEP's

SOCIAL COMPETENCIES & AWARENESS

- Student Welfare and Support Committee
- Regional Network Team; Psychologist and Speech Therapist
- Community Partnerships; Child First, Bunnings, Jeanieboy, ELMHS
- Multicultural Day Concert
- Year 6 Leadership Roles
- Junior School Council
- Start Up Program
- Weekly awards that recognise student achievement
- Excursions
- Incursions
- Breakfast Club
- Prep Transition Program
- Grade 6 Transition Program
- Buddy Program
- School Nurse Program
- Health & Development Program (Yrs 5 & 6)
- Protective Behaviours Program
- It's Not OK to be Awa
- Intra-School Transition
- Start Up Program

A high level of communication is created to assist in the smooth running of the school. Parents receive weekly newsletters informing them of school news, learning focus and welfare programs. Lyndale Greens Primary School values the active involvement of parents. We foster this cooperative approach through sharing of information at information sessions, Inquiry learning opportunities, parent-teacher interviews, weekly school assemblies, via phone calls, school app, meetings and celebration of special events. Parents actively support School Council.

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 positive and proactive behaviour management approaches. Where appropriate the school will inform and involve parents in these processes.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students continue to be a focus through professional learning. A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address both appropriate and inappropriate behaviour. A 'Start Up' program is implemented at the commencement of each year whereby each classroom develops their own classroom rules, vision and mission statements, which is an opportunity to establish classroom processes and encourage a sense of belonging.

3. RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the

charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

3.1 GUIDING PRINCIPLES

Every member of the Lyndale Greens Primary 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. The following rights and responsibilities are applicable to all students, teachers, volunteers and parents/ carers.

3.2 EQUAL OPPORTUNITY

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

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

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

3.3 THE CHARTER OF HUMAN RIGHTS AND RESPONSIBILITIES ACT 2006

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

- Freedom
- Respect
- Equality
- Dignity

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

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

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

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

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

3.4 STUDENTS WITH DISABILITIES

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

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

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

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

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

3.5 BULLYING AND HARASSMENT

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal

- reduced career prospects

If a student sees another person being harassed or bullied we advise them that they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

| Subtle: (The most common) | Explicit: (obvious) |
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| <p>They include:</p> <ul style="list-style-type: none"> • Offensive staring and leering. • Unwanted comments about physical appearance and sexual preference. • Racist or smutty comments or jokes. • Questions about another’s sexual activity. • Persistent comments about a person’s private life or family. • Physical contact e.g. purposely brushing up against another’s body. • Offensive name calling. | <p>They include:</p> <ul style="list-style-type: none"> • Grabbing, aggressive hitting, pinching and shoving etc. • Unwelcome patting, touching, embracing. • Repeated requests for dates, especially after refusal. • Offensive gestures, jokes, comments, letters, phone calls or e-mail. • Sexually and/or racially provocative remarks. • Displays of sexually graphic material– pornography. • Requests for sexual favours. • Extreme forms of sexual harassment will lead to criminal prosecution. |

RIGHTS AND REPOSIBILITIES

It is the right of all members of the school community to experience a safe, supportive and inclusive learning and teaching environment.

Staff, students and parents/carers have a right to be treated with respect and dignity, and enjoy an environment free from bullying, harassment, violence, discrimination or intimidation.

Rights and responsibilities of **Students**

| Rights | Responsibilities |
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| <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. • Everyone has the right to learn in a safe and | <p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the right of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. |

secure learning environment.

- 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.
- Adhere to the Student Code of Conduct
- 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 |
|---|---|
| <p>Parents/Carers have a right to:</p> <ul style="list-style-type: none"> • 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. • All members of the school community have the responsibility to treat each other with dignity and respect, accepting diversity and individuality. • Parents are required to adhere to the Parent Code of Conduct |

Rights and responsibilities of Teachers

| Rights | Responsibilities |
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| <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. |
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4. SHARED EXPECTATIONS

Schools – principals, teachers and school staff

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

Our school community includes our students, staff and families. This community shares certain expectations of one another, in regards to student engagement, attendance and behaviour, which, when applied together, will improve our students' academic and social experiences at Lyndale Greens Primary School.

Lyndale Greens Primary School bases all we do around the agreed school's values, which are: **Resilience, Excellence, Acceptance, Cooperation, Happy and Healthy**

School expectations include:

- inclusive teaching practises
- accessible educational provisions and liaison
- parent/carer partnerships which engage families and the community in ways that support student achievement and success
- provisions of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

| Shared expectations of our STAFF | |
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| Engagement | We expect our staff to: <ul style="list-style-type: none"> • Develop flexible teaching styles to engage learners. |

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| | <ul style="list-style-type: none"> • Deliver curriculum and assessments that challenge and extend students. • Develop positive relationships with students as a basis for engagement and learning. • Promote smart, safe and responsible use of information and communications technology as outlined in the eSmart Schools Framework. |
| Attendance | <ul style="list-style-type: none"> • Promote regular attendance at school • Monitor and follow up on absences. |
| Behaviour | <ul style="list-style-type: none"> • Lead by example by modelling appropriate behaviour. • Teach students social skills and values through curriculum and classroom activities. • Use behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours. • Share strategies and support each other to reflect on one's individual approach to behaviour management. • Involve specialist expertise where necessary. |

Shared expectations of our STUDENTS

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| Engagement | <p>We expect students to:</p> <ul style="list-style-type: none"> • Have high expectations for their own learning. • Respect, value and learn from the differences of others. • Practice smart, safe and responsible use of information and communications technology as outlined in the eSmart Schools Framework. |
| Attendance | <ul style="list-style-type: none"> • Attend school every day that the school is open to students. • Arrive on time to classroom and be ready to learn |
| Behaviour | <ul style="list-style-type: none"> • Support each other's learning by behaving in a way that is respectful • Be motivated to learn and be engaged in the learning process. • Understand that any form of bullying is unacceptable including in an online environment. • Be prepared to learn and explore their full potential. • Contribute to a positive school environment that is safe, happy and inclusive. • Abide by the yard guidelines. |

Shared expectations of our PARENTS / CARERS

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| Engagement | <p>We expect parents/carers to:</p> <ul style="list-style-type: none"> • Work in an educational partnership with the school regarding their child's learning and wellbeing. • Actively support their child's learning by building positive relationships with members of the school community. • Support the schools efforts to educate young people in a diverse world by promoting an understanding and appreciation of diversity in the home. • Attend parent-teacher meetings, student activities, school celebrations, community events where possible. • Promote smart, safe and responsible use of information and communications technology as outlined in the eSmart Schools Framework. |
| Attendance | <ul style="list-style-type: none"> • Ensure students attend school and have the appropriate learning materials • Supply an explanation in the event of non-attendance. • Deliver students on time to school and ready to learn. • Ensure enrolment details are correct and up to date. |
| Behaviour | <ul style="list-style-type: none"> • Support the school's behaviour expectations in order to promote a consistent approach to learning both in and out of school. • Promote respectful relationships within the school community. • Raise issues or concerns with the school in a respectful manner. <p>Parent Induction Program</p> |

Prevention Programs

- Student Support Groups have been established for all children with special needs.
- Interventions, support and programs by psychologist and speech pathologist are provided as required.

- Indoor lunchtime activities are provided for children, such as Library, Chess Club, Science and Construction
- Breakfast Club
- Actively engage external agencies to support our comprehensive programs.
- Weekly student of the week awards.
- Behavioural strategies such as ‘Stop, Think, Do’ and ‘Assertive Discipline’ programs are reinforced regularly.
- Implement programs such as ‘It’s not ok to be away’, ‘Bounce Back’, and circle time.
- Lyndale Greens employs a Welfare Officer whose role is to support students with special needs, students who are at risk of disengagement from school and who are not achieving their educational potential. Liaise with Department of Human Services and agencies such as ‘Child First’ and ‘ELMHS’ to assist families and monitor children who are deemed to be at risk. Seek assistance of community agencies such as Salvation Army, Migrant Resource Centre and AMES when necessary.

5. SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours will be supported through relationships 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

CONSEQUENCES FOR UNACCEPTABLE CLASSROOM BEHAVIOUR

Whilst we believe that behaviour is most effectively nurtured through encouragement and positive recognition, when a child chooses to break the school rules, the following steps will be taken.

The following steps are used in the Assertive Discipline Model

- Step 1:** 1st Incident - Name on the board (First time) – reminder of rules or values.
- Step 2:** 2nd Incident - Name on board (Second time) – go to another area of classroom for 15 minutes and continue working.
- Step 3:** 3rd Incident - Name on board (Third time) – removed to another classroom 20minutes and discuss incidents and concerns with class teacher and or specialist teacher at the next break i.e recess, lunch break.
- Step 4:** 4th incident - Name on board (Fourth time) – sent to office and remain there until the next break i.e.: recess, lunch or after school. Discuss issues, concerns or incident with Principal, Assistant Principal or Welfare Teacher at the office. Loss of some play time / privilege may occur.
If considered necessary, parent/guardian will be contacted and a meeting with them may also be requested.

Severe Clause when name on board is not appropriate e.g.: extreme abusive language or physical violence or endangering other students - direct abuse of teacher. This consequence will be determined by the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. A meeting with the child's parent/guardian will be requested.

On some occasions children may progress quickly through the above procedure e.g.: children refusing to accept consequence, answering back etc. Please notify office on intercom when a child is arriving as a consequence of discipline procedure. This can be used for any concerns and the office staff will see someone assist promptly.

CONSEQUENCES FOR UNACCEPTABLE PLAYGROUND BEHAVIOUR

Incidents in the yard can be classified as minor or more serious in nature. The following is a list of possible consequences which could be applied for minor incidents.

1. Warning. Discussion with yard duty teacher of appropriate behaviour.
2. Walking with the yard duty teacher.
3. Child makes an apology to another child.
4. Limiting the area in which a child may play.
5. Their name will be given to the Welfare teacher to record in the Welfare book and to follow up.

Serious Incidents in the Yard

It is recognised that sometimes more serious incidents occur in the yard. Depending upon the incident a child may be withdrawn from the yard and sent inside to the office to see the Principal or Assistant Principal. All yard duty teachers have a walkie talkie, so they can call for assistance if needed. If there is a serious offence in the yard a consequence of time out will be determined by the Principal or Assistant Principal depending on the severity of the inappropriate behaviour.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**.

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.

- Time Out - 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.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

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

6. 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
- Yard Duty incidents
- school level report data
- parent survey data
- welfare incident 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.

References

| References | |
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| School Wide Positive Behaviour Framework | http://www.education.nt.gov.au/teachers-educators/students-learning/safe-schools-nt/swpbs |
| Effective Schools are Engaging Schools - Student Engagement Policy Guidelines | http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.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/eo/eoact.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 |
| It's not Ok to be Away | http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/initiative.htm |

**This school policy was ratified by The School Council on
3rd August 2016**