

# Eltham Primary School

## Student Engagement Policy

Eltham Primary School is situated at the gateway to the Eltham Township, north east of Melbourne. The school was established in 1856 and we are proud of our history. High quality learning programs are provided by staff members who work collaboratively as a team to achieve the school vision.

Eltham Primary is a medium sized school of 425 students in 2013. We are proud of our academic record and strive to continuously improve and enhance the learning opportunities and results for our students, through balanced learning teams, structured team planning and providing whole school professional learning.

At Eltham Primary School our students are based firmly at the centre of all that we do. We strive to provide a supportive, purposeful learning environment where every student matters. Our school vision focuses on providing a safe and stimulating learning environment where every student can achieve their full potential through programs that provide opportunities for learning, thinking, and reflecting in an ever changing global village.

Working in partnership with our community, we foster a culture of connectedness to the school and to each other, where students feel confident and motivated to succeed whereby they inspired to be resilient and creative learners well prepared for the 21<sup>st</sup> century in which they live. Eltham Primary School is committed to embedding their school values of respect, excellence, life-long learning and compassion.

We expect staff, students and parents to model these values in all interactions. Our Student Engagement and Wellbeing Policy is based firmly on these principles to assist students to develop into civic minded people with a strong belief in social justice.

Eltham Primary School offers extension and specialist programs that allows students to develop and celebrate their talents in a wide variety of areas. Eltham Primary School encourages students to participate in the G.A.T.E.WAYS program offering challenging and enriching activities and experiences to develop and extend highly able children. We also host lunch time activities- Eltham Singers, Chess Club and Jam Hot music. As well as an excellent instrumental music program, ABC Music. Students are encouraged to participate in the on-line programs Sound waves and Mathletics. Opportunities exist for students to compete to an elite level in a number of sports. The music and art program provide opportunities for creative expression and the school choir provides the opportunity to perform at a high level. We also offer L.O.T.E. Indonesian and an extension programme in Science

At present we have students identified and funded through the Program for Students with Disabilities (PSD). Integration Aides support these students. We also run Language Support Programs which caters for the students identified as experiencing difficulty with expressive and receptive language. The students participate in the classroom-based activities of the Bounce Back Program daily activities, which assists in the building up the skills to live as productive, informed and responsible citizens. A developmentally and age appropriate drug education program is offered throughout the school, including visits from the Life Education van.

## **Whole School Management statement**

Our positive school culture is predicated on student engagement being the basis for learning. To support this, our staff is actively engaged in developing classroom practice to ensure that our pedagogical approach and curriculum engages all students. Effective teaching, an inclusive and engaging curriculum and together with respectful relationships between staff and students is promoted through area teams and professional learning teams. Our teams encourage innovative pedagogy based on

- AUSVELS
- North Western Region's Powerful Learning and Curiosity Strategy
- The e5 instructional model

### **Our school values of-**

#### ***Respect***

- For ourselves
- For each other
- For the environment

#### ***Excellence***

- In our teaching
- In our learning

#### ***Life-long Learning***

- For ourselves
- for others

#### ***Compassion***

- Through fun and generosity in our relations as global citizens

### ***underpin our actions***

#### **1. School Culture**

Eltham Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through information sessions, interviews, reports, phone calls, 3 way conferences and the use of diaries and other communication strategies.

Eltham Primary School aims to provide a safe and secure learning environment for all students with the provision of a whole school focus on making good choices and the building of positive relationships. A leadership team to support staff, students and parents is a key initiative. The activities and programs required to progress the key improvement strategies will include:

- A whole school approach to embed strategies to support a positive community
- A challenging, engaging and supportive learning environment
- Continue to encouraging parent involvement using current practices
- Clear and consistent behaviour management in classrooms and playground
- A restorative approach focusing on responsibility and accountability.

#### **2. Individual Development and Wellbeing**

- Bounce Back
- eSmart
- Early intervention – targeting need
- Skoodle- where children learn to use social networking in a safe/ protected environment. Skoodle is monitored 24/7 by trained moderators
- Life Education
- Weekly alternative lunchtime activities

### **3. Intensive literacy and numeracy**

- Early Intervention Programmes
- Ongoing teaching handwriting, reading and spelling strategies
- Parent Helper program

### **4. Inclusion, Wellbeing and Transitions**

- Inclusion
  - Students on the Program for Students with Disabilities with aides
  - Regular Student Support Group Meetings
  - Individual learning /behaviour plans
  - Allied professionals regularly involved with students
- Wellbeing
  - Ongoing professional development: Bounce Back, Anaphylaxis, Diabetes, Epilepsy, First Aid and Autism
  - Buddy Program
  - Start Up program
- Transitions
  - Documentation & meetings for teachers to support transition of students between all grades at start of school year
  - Prep orientation program
  - End of year whole school transition experience for all students
  - Participation in the state-wide orientation program for students in Year 6 to Year 7

## **Rights and Responsibilities**

### **Guiding Principles**

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

#### **1. Equal Opportunity**

The Equal opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aim 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
- Marital status
- Lawful sexual activity
- Parental status or status as carer
- Physical features
- Political belief of 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)

## **2. 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 school 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
- Respect and promote human rights

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

## **3. Students with Disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. In determining whether an adjustment is reasonable, an education provider should take into account information about:

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

This information might come from the student, an associate of the student, independent experts, or a combination of these people. An education provider should ensure that the student, or an associate of the student, has timely

information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community. The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

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

#### **4. 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.

**Cyber bullying** 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 cyber bullying behaviour are:

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

Cyber bullying 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:**

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

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

##### **Subtle bullying: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

## **Explicit bullying: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks. Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

## **Bullying can involve for example such things as**

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their looks

## **Actions/Preventions**

### **Cyber bullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- The language you use and the things you say ,
- How you treat others ,
- Respecting people's property (e.g. copyright)
- Visiting appropriate places.

Behaving safely online means:

- Protecting your own privacy and personal information (we used to call it 'stranger danger')
- Selecting appropriate spaces to work and contribute
- Protecting the privacy of others (this can be sharing personal information or images)
- Being proactive in letting someone know if there is something is 'not quite right'.

At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you **don't like** what they are doing and you want them to **stop**.
- Discuss the matter with a teacher that you feel comfortable with.

If a student sees another person being harassed or bullied they should tell the person that they 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.

**Your concerns will be taken seriously. All complaints will be treated confidentially, within guidelines and respecting privacy issues both within reason and within the context of the circumstances at the time.**

Refer to Separate policies –Bullying and Cyberbullying

# Rights and Responsibilities of School Community

**All Members of the Eltham Primary School community have a right to -**

- fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion
- be treated with respect and dignity.
- feel valued, safe and supported in an environment that encourages freedom of thought and expression

**All Members of the Eltham Primary School community have a responsibility to -**

- acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community.
- participate and contribute to a learning environment that supports the learning of self and others
- ensure their actions and views do not impact on the health and wellbeing of other members of the school community

<b>All students have the right to -</b>	<b>All staff have the right to –</b>	<b>All parents have the right to –</b>
<ul style="list-style-type: none"> <li>• learn and socialise without interference or intimidation in a safe and secure environment</li> <li>• be treated with respect and fairness as individuals</li> <li>• expect a learning program that meets their individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• expect to be able to work in an atmosphere of order and cooperation</li> <li>• use discretion in the application of rules and consequences</li> <li>• receive respect and support from the school community</li> </ul>	<ul style="list-style-type: none"> <li>• know that their children are in a safe, happy learning environment where they are treated fairly and with respect.</li> <li>• expect a positive and supportive approach to their child’s learning</li> <li>• expect communication and participation in their child’s education and learning</li> </ul>
<b>All students have a responsibility to –</b>	<b>All staff have a responsibility to –</b>	<b>All parents have a responsibility to –</b>
<ul style="list-style-type: none"> <li>• be prepared to learn</li> <li>• explore their full potential</li> <li>• respect the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• build positive relationships with students as a basis for engagement and learning</li> <li>• use and manage the resources of the school to create stimulating, safe and meaningful learning</li> <li>• treat all members of the school community with respect, fairness and dignity</li> </ul>	<ul style="list-style-type: none"> <li>• build positive relationships with members of the school community</li> <li>• ensure students attend school and have the appropriate learning materials</li> <li>• promote respectful relationships</li> </ul>

## Shared Expectations

Eltham 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 what are accepted and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.

<i>Engagement</i>		
<i>Students</i>	<i>Staff</i>	<i>Parents</i>
All students are expected to: <ul style="list-style-type: none"> <li>• Have high expectations that they can learn</li> <li>• Respect, value and learn from the differences of others</li> <li>• Reflect on and learn from their own experiences</li> <li>• Appreciate and acknowledge differences</li> </ul>	Staff will: <ul style="list-style-type: none"> <li>• Develop flexible pedagogical styles to engage different learners</li> <li>• Deliver curriculum and assessment that challenges and extends student learning</li> <li>• Develop positive relationships with students that promote engagement, wellbeing and learning</li> <li>• Provide opportunities for student voice developing a positive school culture</li> </ul>	Parents are encouraged to: <ul style="list-style-type: none"> <li>• Support the school's efforts to educate students to live in a diverse world by promoting an understanding and appreciation of diversity</li> <li>• Help the school to provide appropriate student support by providing all relevant information to the school</li> <li>• Support communication with the school through returning documentation, attending interviews &amp; participating in school events.</li> <li>• Actively participate in supporting their child's learning by building a positive relationship with the school.</li> </ul>

<i>Attendance</i>		
<i>Students</i>	<i>Staff</i>	<i>Parents</i>
<ul style="list-style-type: none"> <li>• Come to school every school day</li> <li>• Arrive at school on time and ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Promote regular attendance with all members of the school community</li> <li>• Monitor and follow up on absences</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure enrolment details for their children are correct</li> <li>• Ensure their children attend school regularly</li> <li>• Ensure that when their children are absent, they provide an explanation for that absence</li> </ul>



<i>Behaviour -</i>		
<i>Students</i>	<i>Staff</i>	<i>Parents</i>
<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• Support each other's learning by behaving in a way that is respectful and curious</li> <li>• Be considerate and supportive of others</li> <li>• Demonstrate behaviours and attitudes that support the wellbeing and learning of all</li> <li>• Contribute to a positive school environment that is safe, inclusive and happy</li> <li>• Understand that bullying, including cyber bullying; violence; property damage; inappropriate language and disrupting the learning of other students are unacceptable</li> </ul>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• Use their Classroom Agreement as a basis for negotiating class-based shared expectations with students</li> <li>• Teach students social competencies through curriculum content and pedagogical approach</li> <li>• Employ behaviour management strategies that reflect the behaviours expected from students</li> <li>• Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach</li> </ul>	<p>Parents should:</p> <ul style="list-style-type: none"> <li>• Show respect to all of the school community &amp; work as a team member.</li> <li>• Acknowledge the needs &amp; thoughts of all students, teachers &amp; parents.</li> <li>• Contribute to &amp; accept ideas &amp; decisions made by the School Council &amp; other committees.</li> <li>• Understand the school's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school</li> </ul>

## School Actions and Consequences

**The Student Code of Conduct:** supports the school values and encourages students to take responsibility for their own behaviour. It helps them to understand that if their behaviour is not in line with the school values, related consequences will follow. The guidelines of the plan are as follows:

- For people to co-exist harmoniously there needs to be a general respect for others' feelings, rights and responsibilities.
- Encouragement and reinforcement of positive behaviour is an important aspect of behaviour management.
- All members of our school community support and follow the guidelines set out in the Australian Government "Cybersmart" initiative regarding mobile phone & internet usage.
- Children and adults make mistakes and sometimes act inappropriately. When we reflect on our actions and modify behaviour in the future, we are accepting responsibility for our actions.
- Teachers provide role models for students, and are sometimes required to negotiate and arbitrate with students or groups of students to steer them toward an appropriate solution.
- Each classroom will begin the school year by discussing the school's values and appropriate behaviour that reflects these values.
- In most cases, recollection of the school values will serve to remind students of behaviour expectations. However, teachers, in consultation with the principal /assistant principal will develop a Behaviour Management Plan for a student in cases of repeated inappropriate behaviour or in situations considered serious.
- The Code of Conduct is utilized by staff across the school. Communication of inappropriate behaviour to the classroom teacher is imperative.
- Individual "Behaviour Management Plans" may be included to support the child

## Actions Consequences for breaches to Code of Conduct Stages 1 and 2:

**Stage 1** refer to minor misbehaviours..

**Stages 2** is considered to be “Severe Stage”.

Teachers as well as Specialist teachers need to be made aware of any children placed on a stage at the start of each lesson. The specialist teacher will then complete the appropriate proforma at the end of each lesson.

Time limits for stage 1 and stage 2: Each day to start with a fresh start. Specialist classes to have a fresh start each week. Where children are reaching Stage 1 frequently then this can be “escalated” to Stage 2. Some children may require different time limits according to behavioural plans.

Student Management Plan			
1	2	3	4
BEHAVIOUR Stage 1	WHY IS BEHAVIOUR OF CONCERN	STRATEGIES	ACTION TO BE TAKEN IF STRATEGIES FAIL
<p><b><u>Student being disruptive</u></b>                      Talking in appropriately                      Time wasting                      Calling out                      Wandering around                      Silly noises</p>	<p>-teacher having to repeat instructions.                      -child missing out on learning                      -disrupting the learning of others                      -disrespectful to teacher</p>	<p>-have a well-planned program                      -be prepared with all necessary materials before lesson starts                      -Make sure work is at appropriate level ( may be too easy/too hard)                      -Make sure tasks have been explained adequately                      -have well defined acceptable behaviours for the classroom                      -have known consequences visible in the classroom</p>	<p>( in order )                      1. Verbal warning                      2. Record name                      3. Timeout                      4. Restorative practise</p>
<p><b><u>Late arrival</u></b> to class(  <b><u>recess/lunch</u></b>)</p> <p><b><u>Late arrival</u></b> in the <b><u>morning</u></b>                      and/or high absenteeism</p>	<p>-misses vital instruction                      -disruption to class learning                      -child is unsupervised in yard</p> <p>-misses vital learning                      -disrupts class                      -feelings of disengagement</p>	<p>-discuss with child reason for lateness                      -track repeat offenders                      -incentives/rewards for being on time</p> <p>-discuss with child reason for lateness                      -monitor repeat offenders using class roll                      -incentives/rewards for being on time                      -</p>	<p>1. Verbal warning                      2. Repeat offenders make up time during their break time</p> <p>1. Discuss with child reason for absences and importance of being on time                      2. Letter showing date of absences/late sent home                      3. Discussion with parents</p>
<p><b><u>Not working to the best of ability</u></b></p>	<p>-incomplete units of work                      -work not to acceptable standard or does not meet classroom givens</p>	<p>-discuss with child acceptable standards and give clear indication of what is expected                      -give child a target completion point</p>	<p>1. Verbal warning                      2. Record name                      3. Time out</p>
<p><b><u>Refusal to follow instructions</u></b></p>	<p>-lack of respect to teacher and/or student                      -undermines teacher’s role in the classroom                      -disrupts learning and concentration of others</p>	<p>Well defined expectations of classroom behaviour</p>	<p>1. Verbal warning and reinforcement. E.g. you have two choices, either you can follow my instructions or you have your name recorded                      2. Name recorded                      3. Timeout                      4. Restorative practice                      5. If child still continues repeat behaviour escalate to STAGE 2</p>

<p><b>Non aggressive swearing</b> "Oh S ___t" when child makes a mistake</p>	<p>-inappropriate language</p>	<p>-Isolated occurrence. "Excuse me ___ that is not an appropriate way to speak in this classroom, Please apologise."</p>	<ol style="list-style-type: none"> <li>1. Verbal warning</li> <li>2. Discussion one on one of appropriate language</li> <li>3. Write an apology</li> </ol>
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### Student Management Plan - Stage 2

1	2	3	4
BEHAVIOUR Stage 2	WHY IS BEHAVIOUR OF CONCERN	STRATEGIES	ACTION TO BE TAKEN IF STRATEGIES FAIL
<p><b><u>Student being disrespectful</u></b> -talking back-negative body language -distracting others <b>after</b> STAGE 1 procedure</p> <p><b><u>Aggressive disrespect</u></b></p>	<p>-lack of respect to teacher and/or student -undermines teacher's role in the classroom -disrupts learning and concentration of others</p> <p>AS ABOVE</p>	<p>-well defined expectations-"No form of talking back or defiance is tolerated in this classroom -teacher to act as role model and use appropriate language themselves (slang and use of shut up is not acceptable) -promote respect in the classroom -develop a healthy rapport with students -apology as deemed appropriate for incident</p> <p>"That is not an appropriate way to behave." Send to office/Principal/Assistant Principal</p>	<ol style="list-style-type: none"> <li>1. Verbal response as re-enforcement. "That is not an acceptable way to behave in this classroom"</li> <li>2. Sent to office with slip explaining event</li> <li>3. Detention (recess/lunch)</li> <li>4. Restorative practice</li> <li>5. Contact parents</li> <li>6. Suspension</li> <li>7. Expulsion</li> </ol> <p>1. Sent to office with slip explaining event</p>
<p><b><u>Violence</u></b> -Any behaviour that puts staff or students at risk. Foe example: hitting , kicking, throwing objects</p>	<p>-Harmful behaviour -compromises safety of others -intimidation/bullying</p>	<p>"That is not an appropriate way to behave. Please report to office"</p> <p>"That is not an appropriate way to behave." Send to office/Principal/Assistant Principal</p>	<ol style="list-style-type: none"> <li>1. Verbal response as re-enforcement. "That is not an acceptable way to behave in this classroom"</li> <li>2. Sent to office with slip explaining event</li> <li>3. Detention (recess/lunch)</li> <li>4. Restorative practice</li> <li>5. Contact parents</li> <li>6. Suspension</li> <li>7. Expulsion</li> </ol>
<p><b><u>Leaving the room without permission</u></b></p>	<p>-disrespectful to teach -missing vital teaching and learning -child unsupervised in grounds</p>	<p>-well defined expectation of behaviour and requirements for permission</p> <p>"That is not an appropriate way to behave." Send to office/Principal/Assistant Principal</p>	<ol style="list-style-type: none"> <li>1. Immediately notify office if child is outside</li> <li>2. Verbal response as re-enforcement. "That is not an acceptable way to behave in this classroom"</li> <li>3. Sent to office with slip explaining event</li> <li>4. Detention (recess/lunch)</li> <li>5. Restorative practice</li> <li>6. Contact parents</li> <li>7. Suspension</li> <li>8. Expulsion</li> </ol>

<p><b><u>Damaging/stealing property</u></b></p>	<p>-Lack of respect for peers/teacher/school -monetary loss</p>	<p>-well defined expectations of acceptable behaviour.</p> <p>“That is not an appropriate way to Behave.” Send to office/Principal/Assistant Principal</p>	<ol style="list-style-type: none"> <li>1. Sent to office with explanation slip</li> <li>2. Property repaired/returned /paid for</li> <li>3. Verbal response as re-enforcement. “That is not an acceptable way to behave in this school”</li> <li>4. Sent to office with slip explaining event</li> <li>5. Detention (recess/lunch)</li> <li>6. Restorative practice</li> <li>7. Contact parents</li> <li>8. Suspension</li> <li>9. Expulsion</li> </ol>
<p><b><u>Bullying</u></b></p> <p>Refer to Anti- Bullying Policy</p>	<p>-lack of respect for peer -compromising safety of the school -intimidation</p>	<p>-request the child involved report to office</p> <p>“That is not an appropriate way to Behave.” Send to office/Principal/Assistant Principal</p>	<ol style="list-style-type: none"> <li>1. Verbal response as re-enforcement. “That is not an acceptable way to behave in this classroom”</li> <li>2. Sent to office with slip explaining event</li> <li>3. Detention (recess/lunch)</li> <li>4. Restorative practice</li> <li>5. Contact parents</li> <li>6. Suspension</li> <li>7. Expulsion</li> </ol>

## References

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

### **Evaluation:**

To be reviewed as part of the school's three year review process.

This policy was last ratified by School Council on....

**18.06.2013**