

Parkdale Primary School

Student Engagement & Well-Being Policy



**Produced in consultation
with the school community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

July, 2016

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**Parkdale Primary School
STUDENT ENGAGEMENT POLICY**

Rationale:

- A strong foundation for student learning is provided in schools where student engagement and wellbeing is a whole school priority
- Student engagement, school connectedness and social and emotional wellbeing underpin effective learning
- Effective schools are engaging and inclusive, recognising diverse needs of students, accommodating different learning profiles and intervening early to identify and respond to individual student needs
- The social context of the school has a significant impact on both the quality and opportunity for learning

Definitions:

Student engagement can be defined as three interrelated components:

- Behavioural engagement refers to students' participation in education, including academic, social and extracurricular activities of the school
- Emotional engagement encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school
- Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self regulation

The learning and teaching practices at Parkdale Primary School provide quality learning for all students by:

- Developing children's self-esteem, confidence and independence.
- Motivating and assisting students to develop responsibility for their own learning.
- Encouraging risk taking in their learning and the ability to learn from errors.
- Building upon students' experiences, cultural backgrounds and interests.
- Fostering co-operation between students, teachers, parents and the community.
- Developing respect and tolerance of others.
- Encouraging an active lifestyle through physical education and sport.

1: Parkdale Primary School Profile Statement

Parkdale Primary was established in 1924 and is situated in the South-Eastern bayside suburb of Parkdale within the city of Kingston.

Community support is strong and the school values the contribution parents make to School Council, PPA, fund raising and event organisations, parent helpers in classrooms, the parent representative program which assists communication between teachers and parents, our gardening club 'Green Scene' and school working bees for maintenance and grounds improvements.

The school's enrolment has increased from the last strategic plan from 520 in 2013 to 620 in 2016. Students are predominantly from middle socio-economic families who have high aspirations for their children and value education.

Currently the school has twenty six classes organised in the Victorian Essential Learning Standards Level 1, 2, 3 and 4 classrooms for students in years Prep to 6.

teachers meet weekly in their level groups to plan and reflect upon program implementation and also provided with shared team times to plan for each term.

Parkdale Primary offers a variety of specialist programs including Visual Arts, Performing Arts, Japanese, Physical Education and ICT. A program for students with disabilities (PSD) operates and an intervention program supports the Grade 1 Literacy program. Additional programs include Camps, Prep/6 Buddy program, Transition programs, Gateways, Instrumental and vocal tuition, After School Art Club and Before School Tennis and Soccer clinics. We offer a whole school swimming program and students participate in the interschool sports program. Lunchtime Clubs operate each lunchtime and cater for a diverse range of interests.

The school enjoys an excellent reputation in the wider community and this has been a big factor in this growth.

At Parkdale Primary School, the central aim is for each child to grow and develop as an individual with a strong sense of self worth, self-confidence and respect for self and others of the school community. The school is committed to provide an environment that is flexible, secure, positive and stimulating, where equality of opportunity for all students is recognised and the stages of development of individual children and their learning needs are taken into account.

The staff members at Parkdale Primary School have a high commitment to student growth and learning, and to the overall partnership between the home and the school. The staff set high standards and demonstrate a high level of professionalism. The staff regularly update their skills and expertise through professional development and work co-operatively in teams to administer, plan, teach, evaluate and share their expertise.

The school community views learning as an active partnership between all involved, in which a caring, safe and challenging environment supports the development of positive attitudes to learning. Parkdale Primary School gives students access to a high quality education, which will maximise their potential for the future and is achieved and maintained by comprehensively planned programs, committed staff and a supportive community.

Parkdale's Strategic Plan has improvement targets in student wellbeing, literacy, numeracy and student transitions. Our goals include:

- To improve student achievement in English and mathematics
- To improve student engagement and wellbeing.
- To build and monitor seamless transition processes for all learners into, through and beyond the school.

This strategic plan is the framework by which we will continue to develop a school that provides children with a challenging, nurturing and safe learning environment.

2: Whole School Prevention Statement

Parkdale Primary focuses on student wellbeing and engagement. We provide a variety of positive strategies which are used to connect and extend students across a variety of areas: including an inquiry approach to curriculum which is engaging and a wide variety of extra curricula programs such as health and physical education, music including a school concert, visual arts including biannual Artshow and LOTE- Japanese, ICT, Athletics, camps program 3-6, beach and swimming programs, excursions, life education program. There is high participation rate of students who participate in the district interschool sporting programs.

The Assertive Discipline Approach is based on teachers developing a classroom management plan that promotes a positive learning environment. Staff have developed a clear set of rules and reasonable consequences. It provides a consistent approach to discipline where minimal time is spent on dealing with disruptions that interfere with the educational process. The emphasis is placed on the positive reinforcement of correct behaviours. Parkdale also implements the You Can Do It program and utilises the foundations of confidence, getting along, resilience, organisation and persistence to develop

students social and emotional well being. The Mytern language is used across the school to support emotional resilience.

A variety of extra curricula activities operate to increase the children's connectedness to school. These include: a whole school concert, Grades 3,4, 5 and 6 camps, beach, swimming and athletics programs, lunchtime clubs, kinder to prep transition programs, Life/Drug Education van and a Prep - Grade 6 buddy program. These programs are designed to improve the children's attitude and motivation and maintain school connectedness. Parkdale values the active involvement of parents in the learning and behaviour of each student. We build strong links with our community and value this partnership. We have a comprehensive welfare and discipline policy which supports the school and community values. The school continually reinforces positive behaviour and this is supported by our "Code of Conduct" that involves all students, teachers and parents.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school. Students at Parkdale Primary are provided with a quality education with the aim of assisting them to achieve to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Our school is committed to developing a school environment that:

- Creates a positive school culture focussing on student connectedness and relationships
- Creates a school environment where students feel safe and supported with high expectations and fair and respectful whole school behaviour management systems.
- Encourages students to take responsibility for their learning and actions.
- Provides multiple opportunities for parents/carers and the community to be actively involved in the school.
- Encourages student voice by providing opportunities to contribute their ideas and provide feedback to policies and practices. These opportunities will be created through student leadership and junior school council.
- Aims to improve student attendance levels through the implementation of 'It's Cool to be at School' strategy.
- Provides a positive and self sustaining school culture that is informed by the principles of learning and teaching and E5.

Inclusion, Wellbeing & Transitions

Parkdale Primary has a number of transition programs in place to support students making the transitions from Kinder to Prep, Grade 6 to Year 7 as well as for all students through the school with a focus on transition from year 2 to 3 and year 4 to 5.

We have a highly successful Kinder to Prep transition program with strong links with local preschools and child care centres exchanging information and sharing professional learning.

Transition within the school occurs with transition sessions towards the end of the year. The emphasis is on children moving from grade 2 to 3 and from grade 4 to 5. Our students from Prep- Grade 6 participate in a number of activities throughout the year to build their social confidence and relationships with all children.

The focus on Personal Development and Independence assists our students with the transition into secondary school. The majority of our Grade 6 students enrol in local Government schools with a small percentage attending the local Independent and Catholic schools.

We have a comprehensive Prep Transition Program whereby the local Kinder children attend sessions at the school participating in a range of specialists and classroom activities. The Grade 6 students also present to the kinder children about what to expect at school. A Kinder/Prep transition picnic is also held at the end of the year. The prep and Grade 6 buddy system is highly successful and provides a familiar face in the school yard for the younger

students. Parkdale has a Parent representative in each grade to welcome new families to the area and school.

Transition also involves formal contact with previous and feeder schools, through transition Information sharing at Prep and Year 6 -7.

Parent/teacher interviews formally occur in June and by request in December.

The Wellbeing program includes:

- Junior School Council
- Lunchtime Clubs Choir
- Buddy Program
- Life Education Van
- You Can Do It which addresses social and emotional wellbeing
- Mathletics
- Friends for Life
- Play is the Way
- Habits of the Mind
- Mytern

The School Council and leadership team regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the Junior School Council, and student leadership roles.

Our positive school culture is based on student engagement and building positive relationships. To support this we develop classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and mutually respectful relationships between staff and students is promoted through teams that encourage innovative pedagogy developed using an Inquiry approach, the E5 instructional model and Victorian Curriculum.

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 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.

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	• religious belief or activity
• race	• 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 2006The 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 DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

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

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

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.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

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

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

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.

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 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 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)

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: (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 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

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 (eg 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 student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

All Members of Parkdale 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, cyber-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 Parkdale 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 have a negative impact on the health and wellbeing of other members of the School community

Students have the right to

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs

All students have a responsibility to

- be prepared to learn
- explore their full potential
- respect the rights of others

Staff have the right to

- Expect to be able to work in an atmosphere of order and cooperation
- Use discretion in the application of rules and consequences
- Receive respect and support from the school community

All staff have a responsibility to

- Build positive relationships with students as basis for engagement and learning
- use and manage the resources of the school to create stimulating, safe and purposeful learning
- Treat all members of the school community with respect, fairness and dignity

Parents have the right to

- Know that their children are in a safe, supportive learning environment where they are

- treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation both in their child's education and behaviour

All parents have a responsibility to

- Build positive relationships with members of the school community
- Ensure students attend school and have the appropriate learning materials and uniform
- Promote respectful relationships

4. Shared Expectations

Parkdale Primary School has developed shared expectations to ensure that the learning, safety and the 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 community. Parents, students and staff have contributed to the development of these shared expectations.

Expectations - Staff Engagement

The leadership team will:

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Collaborate with the Parkdale Primary School community to develop policies and procedures consistent with its values and expectations and the Department's Guidelines.
- Identify the diversity of the school community and deliver teaching and learning experiences, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers will:

- Develop flexible pedagogical styles to engage learners
- Deliver curriculum and assessment that meets individual students needs and challenges and extends students learning as appropriate
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and hence, maximise learning opportunities and achievement
- Provide opportunities for student voice by developing a positive school culture within and outside of the classroom.

Attendance

In compliance with Departmental procedures school staff will:

- promote regular attendance with all members of the school community
- communicate clearly the process for notification of student absence
- monitor and follow up on absences

Behaviour

Parkdale Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering cohesive responses to behavioural issues. All members of school community are expected to participate in the educational environment with enthusiasm and mutual respect. Parkdale is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers at Parkdale Primary School will:

- use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ positive interaction and sound behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour, interactions and behaviour management approach
- involve appropriate specialist expertise where necessary

Expectations - Student

All students are expected to:

- respect the rights of others and value and learn from the differences of others
- have high expectations that they can learn
- be prepared to learn and reflect on their learning

Attendance

All students are expected to come to school every day that the school is open to students. If students can't attend, an explanation from their parents/carers must be provided by contacting the school prior to or on the day of the absence. Students should bring a written note to their teacher, as well, on the day they return to school. Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected to:

- Support each other's learning by behaving in a way that is courteous and respectful
- Have high expectations that they can learn
- Be considerate and supportive of others
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that safe, inclusive and happy
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language, inappropriate use of technology and disrupting the learning of other students is unacceptable
- Be aware of the anti-bullying prevention policy which is attached

Expectations – Parents/Carers**Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.
- Parents/carers are expected to actively participate in supporting their child's learn by building a positive relationship with the school through attendance at information evenings, student- parent-teacher meetings, student activities, celebrations, student support groups and responding to communications including in a timely manner.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, they advise the school prior to or on the day of the absence. Students should also bring a written, signed note to their teacher on the day they return to school. Parents should support their children in arriving at each class on time and ready to learn.

Behaviour

Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and

endeavour both in and out of school.

Diversity in the School Community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

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.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

Care and Compassion

Care for self and others

- **Integrity**

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Doing Your Best

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

Fair Go

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

Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

- **Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Honesty and Trustworthiness

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.

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff
- increasing the range of knowledge, skills and experiences available to staff
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. Actions and Consequences

Appropriate Behaviour

Parkdale Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below and the Discipline Policy (attached).

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships;
- ensure consequences for misbehaviour are relevant and meaningful;
- foster and develop individual responsibility and empathy

EXAMPLES OF LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebration assemblies • Reports • Newsletters • Leadership opportunities • Positive feedback • The right to represent the school. • Graduation 	<ul style="list-style-type: none"> • Talking to the student and referring them to the shared expectations • Discussing appropriate behaviours in the classroom • Contact with parents • Making changes to the student's learning program to better equip him/her to behave positively • Implement restorative practices • Action to make it right agreed too (may include clean up damage to property) • Ask the student to undertake tasks designed to better equip him/her to behave positively in the future • Counselling • Appropriate behaviours taught and agreed to. • Payment for damage sought. • Withdraw privileges; • Withdraw student temporarily from class • Hold Student support group meetings • Give the student detention • Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion. (in line with DET guidelines)

Attachment 1 STUDENT WELFARE & DISCIPLINE POLICY

Rationale

The underlying purpose of the Welfare and Discipline policy, incorporating the Code of Conduct, is to provide students and staff at Parkdale Primary School with the right to learn and work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Welfare and Discipline policy aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment. It will seek to foster high standards of behaviour based on cooperation, mutual responsibility and self discipline and will promote positive, non-discriminatory relationships among students, teachers, parents and the wider school community.

The principles which underpin the Welfare and Discipline policy are:

- all individuals are to be valued and treated with respect
- students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
- parents 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
- teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
- parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- principals and staff have an obligation to fairly, reasonably and consistently implement the code of conduct

Statement of Purpose:

Our school is committed to promoting the highest standards of behaviour and learning. Students at Parkdale Primary School are provided with a quality education with the aim of assisting them to achieve to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

This policy is consistent with legal and departmental requirements and is based on the *'Guidelines for developing The Student Code of Conduct incorporating Student Discipline Procedures, 1994 and Ministerial Order No. 1, Discipline of Pupils'*. Our discipline policy identifies core rules, values and practices that support quality teaching and learning. The policy sets clear limits, recognises and promotes positive behaviour as well as applying consequences for inappropriate behaviour.

The Welfare and Discipline Policy consists of five components:

- School Rules
- Code of Conduct
- Strategies and practices to recognise and reinforce student achievement
- Strategies and practices to manage inappropriate student behaviour (incorporating the school's Discipline Policy – Classroom and Playground)
- Student Discipline Procedures (incorporating Suspension, Voluntary transfer from a school and Expulsion)

School Rules:

Every student and staff member should constantly address these rules. The school rules are displayed prominently in each classroom and throughout the school.

- Be kind, fair and friendly
- Act safely
- Stay in the correct areas
- Show respect for others and property
- Follow instructions
- Take responsibility for your own actions

Code of Conduct

Our Code of Conduct defines the rights and responsibilities of students, staff and parents so that the whole school community is able to co-operate and support the policy guidelines. Staff members will ensure that the Code of Conduct is discussed with their classes at the commencement of the school year, and then from time to time thereafter to ensure maximum understanding. Each teacher is responsible for their own class discipline plan, including specific class rules; however it must be aligned with the school policy.

Students:

At Parkdale Primary School each student has the right to:

- be a successful learner who is not distracted by others
- quality education
- be happy and treated with dignity
- work in a safe, healthy environment both in and out of the classroom - free from bullying and intimidation

It is the student's responsibility to:

- be prepared to learn
- be a co-operative class member
- show respect for the school, others and their belongings
- be positive, showing good manners and respect
- behave in a safe manner
- be honest and truthful
- report any unacceptable/unsafe behaviours to a teacher
- learn to resolve conflict peacefully
- face the consequences of his or her action and focus on making things right or redressing damage
- be honest regarding his or her own behaviour and avoid being a part of the following unsafe/unacceptable activities:

- verbal abuse, ie. being nasty, teasing and using "put downs"
- bullying
- violence ie. fighting, wrestling, tackling, pushing, etc.
- bringing weapons of any kind to school
- throwing objects with intent eg. sticks, stones, sand, etc.
- bringing any illegal substances to school
- riding bikes, skateboards, scooters in the playground
- being in out-of-bounds areas
- running in and around buildings and walkways
- using fixed equipment without teacher supervision
- leaving the class without permission
- illegal use of Internet and email services

Teachers:

At Parkdale Primary School each teacher has the right to:

- teach in a climate free from disruption and where teaching/learning is respected
- be respected as a professional and as an individual
- expect behaviour that contributes to a positive class atmosphere
- have time to work with students as individuals
- receive support from the school community
- expect quality work

- be happy and safe at school, ie. be treated with respect and dignity

It is the teacher's responsibility to:

- maintain a safe, happy environment
- establish an effective classroom that is conducive to learning
- provide the best possible programs to meet the needs, capabilities and aspirations of each student
- provide opportunities for students to take responsibility for their own learning and actions
- be consistent, caring and well prepared
- recognise the rights of individuals
- provide integrated programs which develop self discipline and self awareness
- model and teach the peaceful resolution of conflict
- constantly self evaluate
- communicate appropriately with parents about individual progress and behaviour of each student

Parents/Caregivers:

At Parkdale Primary School parents/caregivers have the right to:

- expect maximum learning opportunities to be available
- expect a safe learning environment
- enter into two way communication with the school
- receive feedback about student attitude, behaviour and learning

It is the parents/caregivers responsibility to:

- share a commitment to provide opportunities for children to take responsibility for their learning
- ensure children have a positive attitude and understand appropriate school behaviour
- help promote respect for the school, staff and fellow students
- ensure children understand their responsibility in maintaining a safe school environment
- ensure each child's punctuality and attendance - if a student is to leave school early, permission needs to be sought from the class teacher
- notify change in circumstances
- assume responsibility for their children as they travel to and from school
- provide support to children by assuming a shared role in home/school programs

Strategies and Practices To Recognise and Reinforce Student Achievement:

We recognise that all students have the right to be respected and trusted as responsible members of our school community. While students remain responsible and act within the school and class rules, they are able to participate in all manner of activities, excursions and other extra-curricular activities.

Student Leadership

Junior School Council:

Each year a male and female student is elected to represent each class from Years 2 - 6 on the student council. The council is responsible for making appropriate decisions about school life and to raise funds for school nominated charities.

Class and School Leadership Responsibilities:

Each class elects students for leadership responsibilities. Each year students entering Year 6 are elected by their peers for the role of:

school captain (2 – 1 girl and 1 boy) – lead the student body
house captain (8 – 4 girls & 4 boys), and vice house captain (8) – responsible for organising school events and acting as appropriate role models for all students

School Assembly:

Student performances are a highlight of assemblies throughout the school year. The following awards are used at Parkdale Primary School:

YCDI Awards - presented for students in each class who show appropriate behaviours, work standards, kindness and caring, respect for others, etc.

Sports Awards – presented to students or teams for participation and/or performance in district, zone, region, state or national school sports events.

Students are also recognised publicly through the following:

- ongoing regular contact with parents
- through newsletters and notice boards
- fostering positive relationships with local media to promote public acknowledgment of achievements
- participating and performances in festivals, concerts, exhibitions, sporting challenges and a variety of other events as school representatives
- class and school incentives and reward systems

School Curriculum

The You Can Do It! (YCDI) Education program is an integral part of the Parkdale Primary School curriculum from Prep to Grade 6. The YCDI program’s main purpose is to support communities, schools, and homes in a collective effort to optimize the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community. The aims of the You Can Do It! Education program are outlined below in Figure 1.

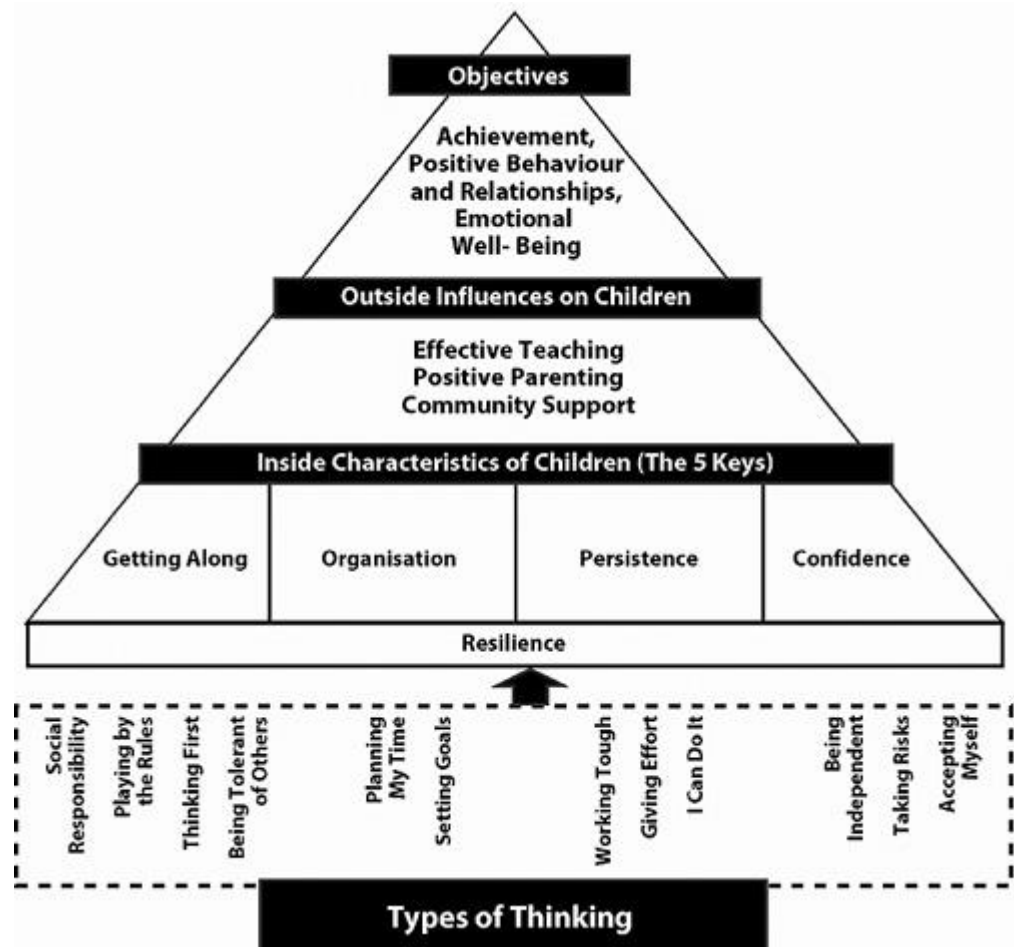


Figure 1.
Goals of You
Can Do It!

Developing a School-Wide Culture of Achievement and Emotional Well-Being

Components of the full-scale implementation of the YCDI program at Parkdale Primary School include:

1. YCDI education (e.g., classes, school-home communication, parent-teacher interviews, student reporting incorporating the 5 Foundations)
2. YCDI images presented/displayed throughout school grounds (e.g., illustrations, signs, artwork that communicate explicitly and implicitly 5 Foundations and 12 Habits of the Mind)
3. Professional learning/staff development opportunities for learning about YCDI
4. Incorporation of social-emotional competence as part of behaviour management planning
5. Early identification and intervention for students identified as delayed in social-emotional learning

Strategies and practices to manage inappropriate student behaviour

Classroom Management

Rules: It is vital that the teacher and the class negotiate the class rules at the beginning of the school year. This is important because each teacher is responsible for his or her own class discipline. Class discipline must align with the school's Welfare and Discipline Policy.

Role Definition: At the beginning of the school year it is extremely valuable to have a class meeting where roles are defined and clarified, with all members of the class having an opportunity for input. Staff and students need to ensure that their roles are clearly defined. These roles should be clearly displayed and referred to when necessary.

Discipline Policy – Classroom Management

There are four levels of behaviour management and disciplinary measures relating to the classroom.

Type A: Minor breaches of classroom rules

Managed by classroom teacher

- disrupt the class or own learning
- uncooperative in class
- breaks or ignores a safety rule
- breaks or ignores a class rule

Consequences:

- verbal response
- visual cue
- redirection of task
- natural consequence of misdemeanour
- writing and learning class rules
- plan to remediate behaviour

Type B: Disturbing breaches of classroom rules

Managed by classroom teacher

- damage property of class or other students
- verbal "put downs" (bullying) of students
- defiant language or behaviour
- stealing
- bullying

Consequences:

- restitution and/or replacing property
- time out, thinking chair, quiet area
- buddy class to redirect thinking and to proceed with class work
- apology to student or teacher
- natural consequence of misdemeanour
- complete incident report

Type C: Serious breaches of classroom rules

Managed by classroom teacher and referred to executive teachers and principal

- insolence
- verbal abuse of student or staff
- swearing
- slanderous intolerance of others
- leaving classroom unsupervised
- inappropriate use of Internet or email services
- repeated incidences of Type A and/or B

Consequences:

- parents contacted by phone or letter
- in-school suspension
- restricted playground area
- buddy class for longer time away from class and make up for missed class work in lunch break
- excluded from excursions, camps, representing the school
- behaviour recorded in class incidence booklet, diary or similar
- counselling from experienced teachers, principal or school counsellor and behaviour program planned and implemented

Type D: Extreme or dangerous behaviour

Referred to principal

- repeated breaches of classroom rules
- physically hurts student or staff
- vandalism of school property

Consequences:

- partial attendance at school
- short term or long term suspension
- excluded from all extra-curricular activities and privileges
- parents contacted to take student home
- counselling for student and parents with principal and school counsellor
- behaviour management program planned and implemented

Playground Management

The teachers on duty handle minor behaviour misdemeanours. This may involve a discussion, correction of behaviour, mediation between students, walking with a teacher, or spending thinking in "time out".

Discipline Policy – Playground Management

There are four levels of behaviour management and disciplinary measures relating to the playground.

Type A: Minor breaches of playground rules

Managed by playground duty teacher

- out of bounds
- interference in other's games
- temper rising
- jostling
- teasing
- playing with sticks or stones
- walking on gardens

Consequences:

- sit in time out for a short period of time
- shadow the teacher
- apologise to the other person
- negotiate realistic consequences

Type B: Disturbing breaches of playground rules

Managed by playground duty teacher

- back chatting
- refusing teacher's directions
- rough play
- throwing objects
- repetition of undesirable behaviour
- bullying

Consequences:

- restitution
- removed from playground
- shadow teacher for longer period
- restricted access to playground by limiting activity or play area
- negotiate realistic consequences
- complete incident report

Type C: Serious breaches of playground rules warranting parental advice

Referred to experienced teachers and principal

- insolence
- violence – including retaliation
- abusive language
- damaging school or other people's property
- leaving playground unsupervised
- repeated incidences of Type B

Consequences:

- complete incident report
- parents contacted by phone or letter and student details offence
- a period of restitution
- playground behaviour monitor for a week
- withdrawal from extra-curricular activities including visiting performances, sport, representation and school excursions may result
- lunch and recess taken at a different time
- withdrawal of special privileges may result

Type D: Extreme or dangerous behaviour

Referred to principal

- two referrals to executive of Type C
- extreme violence
- stealing
- insolence to teachers or visitors
- unruly behaviour
- deliberate acts of vandalism/graffiti

Consequences:

- complete incident report
- full or partial suspension
- interview with parent
- school counsellor involvement
- behaviour management program including a restitution plan until there is evidence that behaviour has improved and there is no longer any risk to students, staff or community members

Student Discipline Procedures

Suspension, Voluntary transfer from a school and Expulsion

Students who:

- do not respond positively to the strategies and practices for managing inappropriate behaviour
- consistently fail to follow the school and classroom rules
- engage in unsafe, violent or aggressive behaviour

will be referred to the Principal who will, where necessary, employ the strategies outlined by DET.

Suspension - General information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended at any one time is ten school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than twenty school days in a school year. However, a student may be suspended for a further period (not exceeding ten school days) pending the principal's decision whether to expel a student.

Provision shall be made by the school for appropriate school work to be supplied to the suspended student where requested. While completion of the work is not a provision for re-entry to the school, parents can assist the process by ensuring that the work is completed.

The school principal has responsibility for student suspensions.

Further information including procedures before suspension, procedures for suspension and grounds for suspension is outlined in the DEECD *'Guidelines for developing The Student Code of Conduct' Incorporating Student Discipline Procedures, 1994 and Ministerial Order No. 1, Discipline of Pupils.*

Voluntary transfer from a school

In some cases after the suspension conference, parents of a student may agree with a recommendation that the student might make more of his or her educational opportunity in another school. Where such agreement exists, the principal should offer assistance to the parents to find another school. Parents and students must be given comprehensive advice about the benefits that this option would provide.

When a student is transferred, the principal of the student's former school shall ensure that sufficient background information concerning the student is given to the new school. This will enable staff at that school to develop appropriate curriculum and behaviour management strategies and to ensure that appropriate support is made available. Normal transfer arrangements, including documents signed by parents, should be completed.

Where a transfer is unable to be arranged, the student is to remain enrolled at his or her current school.

Expulsion - General information

The school principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a principal. Except in the most unusual and extreme circumstances, it will only be used after other relevant forms of behaviour management outlined in a school's code of conduct have been exhausted.

Once an expulsion has been effected by a principal, the parent has the right to request that the president of the school council organise a review of the decision by establishing an Expulsion Review Panel (see page 18). This panel can advise the principal but not over-rule the expulsion decision. However, a parent of an expelled student may appeal to the Director of School Education where the Expulsion Review Panel affirms the principal's decision to expel the student.

The right of review is vested in parents alone, except where a student is living independently from his or her parent.

The new guidelines state that regional notification is required when a student reaches a total of 8 days, or 4 individual suspensions. A student cannot be suspended for more than 15 school days in any one school year without approval from the regional director.

Further information including grounds for expulsion, procedures for expulsion and the review process is outlined in the DET *'Guidelines for developing The Student Code of Conduct' Incorporating Student Discipline Procedures, 1994 and Ministerial Order No. 1, Discipline of Pupils.*

**This policy was reviewed in May 2016
This policy was ratified by School Council in
August 2016**

