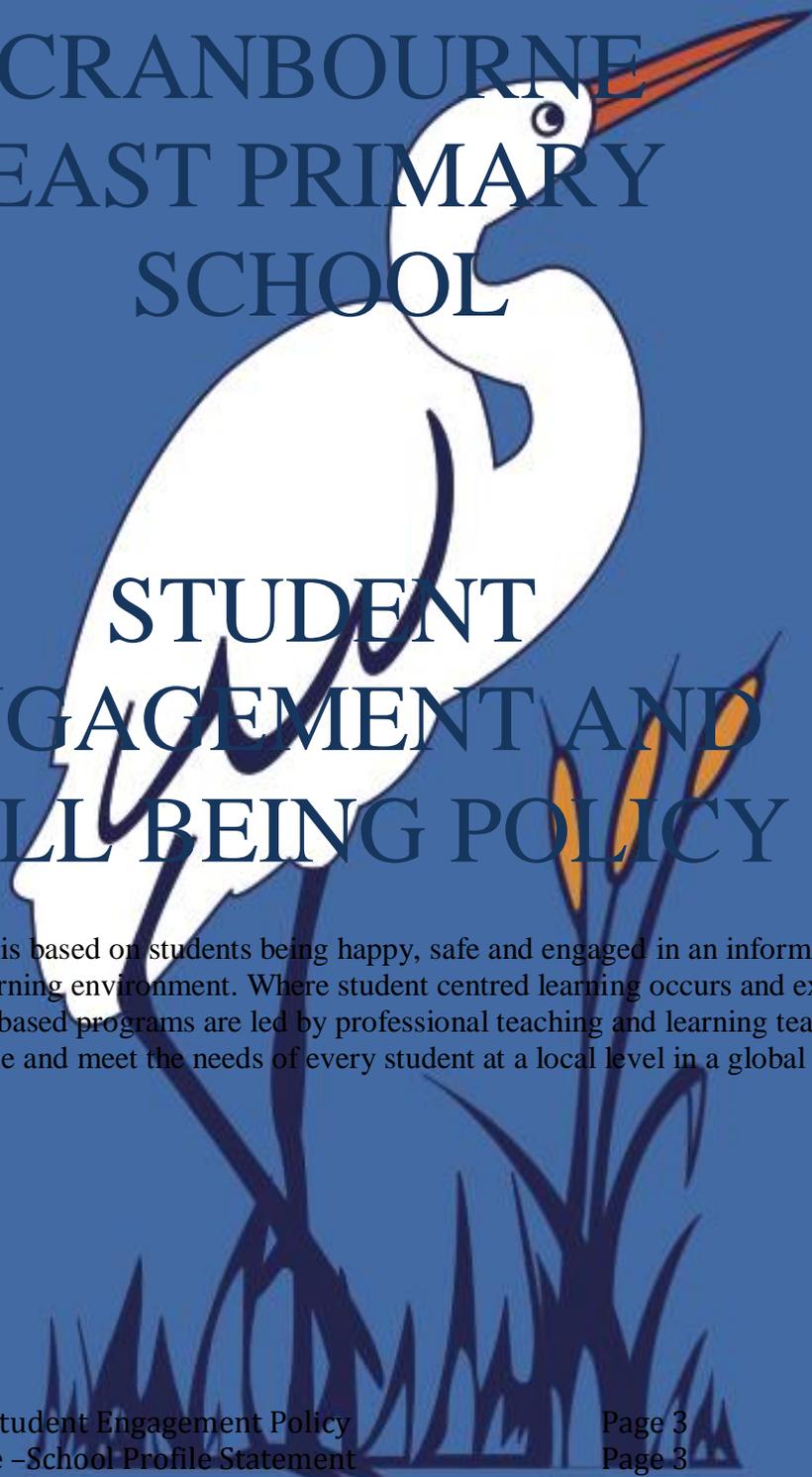


CRANBOURNE EAST PRIMARY SCHOOL

STUDENT ENGAGEMENT GUIDELINES AND POLICY



2014



CRANBOURNE EAST PRIMARY SCHOOL

STUDENT ENGAGEMENT AND WELL BEING POLICY

Our school vision is based on students being happy, safe and engaged in an information technology rich learning environment. Where student centred learning occurs and explicit teaching and inquiry based programs are led by professional teaching and learning teams who make a real difference and meet the needs of every student at a local level in a global setting.

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STUDENT ENGAGEMENT POLICY

Department of Education and Early Childhood guidelines underpin all Student Well-Being issues.

Each school is required to develop their own Student Engagement and Well Being document which supports the well being of each child.

The Student Engagement Policy clearly outlines the school's values and beliefs, the prevention strategies and the rights and responsibilities of students, parents and school staff.

The Policy also outlines what actions will be taken if a child is continuously non compliant such as support systems and suspension and expulsion procedures.

CRANBOURNE EAST PRIMARY SCHOOL PROFILE

SECTION ONE

SCHOOL PROFILE STATEMENT

Cranbourne East is a new and exciting state of the art facility built under the Partnerships Victoria in Schools Project which opened at the start of the 2011 school year. It is located in the Hunt Club Estate in one of the fastest growth areas in the South Eastern growth corridor.

The school is built for a long-term student enrolment of 450. An enrolment in excess of 1000 students is expected at its peak. The already diverse school population consists of students born in Australia and those who have recently arrived in and settled in the area from countries such as India, Africa, Asia, New Zealand and islands in the South Pacific. A small number of families from the Middle East have called Cranbourne home as well as families from the United Kingdom. Many children are from families who do not use English as their first language and require some assistance in this area. The varied backgrounds also observe diverse religions, customs and beliefs.

The school facility brings together the best in contemporary educational design and promotes active student-centred learning through the creation of flexible, functional spaces.

Key features of the school include:

- high expectations for all learners,
- high quality teaching and innovative learning opportunities based on personalised and inquiry based learning,
- well-resourced programs,
- environmentally sustainable,
- and highlighting high level parent and community involvement.

The building is designed around innovative learning spaces and flexible multipurpose learning neighbourhoods. In addition there are cutting edge performing Arts and Science learning spaces, a learning resource centre, Music studio, ICT rich resource hubs (desktop and notebook computers, interactive whiteboards etc.), football and soccer ovals, an indoor physical education gymnasium, playgrounds and shade areas and environmental wetlands.

Cranbourne East Primary School is a place of outstanding learning and professional practice. It is a happy, exciting and engaging information technology rich learning environment where student centred learning occurs and learning programs are led by professional learning teams who make a real difference and meet the needs of each and every student at a local level within a global setting. Staff at all levels work towards a shared vision as part of a harmonious team that work effectively with the local community to create a school environment that is cooperative, caring, encouraging of community involvement and which celebrates success.

All staff at Cranbourne East Primary School will be prepared to embark on a journey of continuous learning and reflection to contribute to the evolution of a learning community. Staff also need to have the capacity to deliver the

levels of energy, enthusiasm and flexibility to respond to the large workload and face the many exciting challenges that establishing a new school entails. Individually and collectively staff have the belief that they possess the ability to contribute to the creation of a school of excellence.

The core purpose is to help children grow into lifelong learners and future citizens.

As the new school develops a community presence including shared benefits and values, a differentiated curriculum will be developed and implemented to meet the diverse needs of all students. Staff will develop a curriculum model that is child centred and operates in a learning environment that encapsulates complimentary alignment of space, pedagogy belief and values. The cutting edge, purpose-designed facilities will reflect a twenty-first century educational approach to teaching and learning through the provision of open flexible learning areas capable of catering for a range of student groupings.

The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

THE STUDENT ENGAGEMENT POLICY

A Student Engagement Policy will be most effective when it focuses on:

- creating a positive school culture that is fair and respectful
- building a safe and supportive school environment
- expecting positive, supportive and respectful relationships that value diversity
- promoting pro-social values and behaviours
- encouraging student participation and student voice
- proactively engaging with parents/carers
- implementing preventative and early intervention approaches
- responding to individual students
- linking to the local community.

DEECD “Effective Schools are Engaging Schools” 2008

SECTION TWO

SCHOOL PREVENTION STATEMENT

In order for the school to effectively implement the strategies of the Student Engagement Policy, we have the following in place;

- Effective teachers who care for the well-being of the child. Teachers who can bring out the potential in a student by acknowledging individual needs and a belief that each student can learn and achieve. All teachers and support staff across the school share the responsibility for learning, socialisation and well being of all children.
- Administration who implement the necessary programs within the school to support the development of connectedness incorporating the three interrelated components: behavioural, emotional and cognitive engagement.
- Consultation with parent groups, staff and students to continually improve the Student Engagement and Well-Being Policy.

Planning of all programs is geared toward high engagement and interest. Activities that incorporate an Inquiry Learning approach, integral use of technology, high quality English and Numeracy programs are delivered in a learning environment that is flexible and caters for all types of learning skills and needs. Our highly skilled teachers place the student at the centre of all they do.

At the core of all activities at Cranbourne East Primary School, is the belief that effective learning will take place when all other systems are actively supporting the student. Caring for the student's emotional and social well being, maintaining the child's dignity and integrity at all times and supporting a connectedness to the school community underpins all other school activities. The relationship the teacher builds with the child is of primary importance.

The philosophy behind Cranbourne East Primary School is to provide personalised teaching and learning to all. It is based on the belief that all children can learn. Provision of curriculum is tailored to suit the individual learning needs and styles of each child as well as the child's interests and passions. Each child will have a Personalised Learning Plan in place. In essence the student's Personalised Learning Plans will consider the above-mentioned interests, skills and learning styles and will also be tailored to cater for learning difficulties as well as for accelerating students.

The belief that our school is a place to which each student is connected and where learning takes place in a safe and well structured environment, is one that drives our daily programs. The school will be a place of learning in an environment that is safe, happy, supportive, nurturing and accepting of the diverse and varied lives of our students supported by high quality curriculum delivery.

The key foci for values and building self esteem and to ensure that students are engaged in learning at our school will be developed through our '5'Rs program.

RESPONSIBILITY, RESPECT, RESILIENCE, RELATIONSHIPS AND RIGOR

This value system will be developed throughout the year to assist the students to develop the above life skills.

The following will be undertaken to ensure the beliefs of the school and the school's values system are embedded in practice;

- *The development of collaborative and cooperative teaching across the school where high quality teamwork establishes high learning expectations for all students and fosters a community of learners.*
- *Implementation of 'School Start Up' welcome back to school program to promote student well-being and a sense of belonging to the school community.*
- *Introduction of a Teacher and Year 6 Student/ Teacher Buddy program.*
- *Restorative Practice throughout the school.*
- *Invitations to the school community to open nights, information sessions, excursions, classroom programs etc.*
- *Personalised Learning Plans for each student.*
- *Attendance monitoring and support network co-ordinated by the Primary Welfare Officer.*
- *Learning agreements for each student.*
- *Formal parent helpers in classrooms training sessions*
- *Embed Student Engagement Guidelines into school wide practice.*
- *Program For Students With A Disability (PSD) implementation*
- *Whole school development of Vision and Mission Statements*
- *Programs for students with learning difficulties including, Literacy Intervention and other support in the form of recruiting support staff for specialised intervention.*
- *A supportive PSD which will incorporate regular Parent Support Meetings, reappraisals if necessary and relevant Professional Development for Teachers and Education Support.*
- *Whole school welfare program that supports Respect, Resilience, Relationships, Rigor and Responsibility.*
- *Support staff to assist in intervention in other areas such as Numeracy.*
- *The development of a whole school discipline policy where all stake holders have input.*
- *Positive interaction with parents and carers. This is at all levels, teachers, office staff and administration. Meeting regularly when issues need addressing, contacting parents when children are doing the right thing.*
- *The development of a whole school special events program.*
- *Sporting activities which allow individual children to shine.*
- *Successful transition programs (Prep, between year levels, Six to Seven) that ensure the students are ready to enter their new grades successfully.*
- *A comprehensive camping program, excursions, in school visits and extra curricula activities for children in years three to six.*

- *The implementation of the WANNIK strategy for the enrolled Koorie children. This will involve an Personalised Learning Plan being set up for each Koorie child and the engagement of the Dare To Lead Program strategies incorporating the use of the Student Mapping Tool to monitor the development of the Koorie children in the school.*
- *Establishment of the Student Representative Council to provide student voice.*
- *Introduction of the Student Leadership roles, House Captains and School Captains.*
- *Reporting to parents twice a year.*
- *Student of the week.*
- *Celebrating sporting achievements.*
- *The introduction of “Houses” based on historical figures in the community, Lyall, Donnelly, Hudson and Ruffy.*
- *Area level news in the newsletter.*
- *Area Level newsletters.*

THE SUPERSTART PROGRAM (“The Big Kick-Off”)

Shaping the learning neighbourhoods with systems integral to a successful working environment are largely up the teachers and students in each home group.

Some non-negotiable items however are embedded in the first week and it is an expectation of the school that all teachers carry out the required activities.

These include the following:

- Five Star Work
- Class rules
- Mission statements
- Introduction to the schools values program
- Personalising the learning. Establishing how the individual student learns and what engages, inspires and excites him/her.

The rest of the program will focus on building relationships with the students and setting the standards for the rest of the year.

ESTABLISHMENT OF RULES AND EXPECTATIONS

School rules have been established. Classroom rules are common to all areas of the school and are clearly displayed in all rooms and learning neighbourhoods.

A whole school approach has been adopted and all behaviour concerns are addressed in a clear, structured and supportive way from the classroom teacher to administration.

The integrity of the student is maintained at all times and the behaviour is addressed in a way that will not interfere with the self-esteem of student.

Classroom Expectations

1. I will treat people and the school environment with respect at all times.
2. I will not interfere with the learning of others.
3. I will be responsible for my own belongings and workspace and ask politely if I can use other people’s things.
4. If I need help or want to speak I will put up my hand and wait for the teacher.
5. I will do what the teachers or other adults in the school ask me to do straight away.

Playground Expectations

1. We stay inside the boundary fence at all times and play in the areas when it is our turn.
1. Throwing stones or any other objects is dangerous and not allowed.
2. Fighting is unacceptable.
3. We do not call other students names, be unkind or bully a student in any way.
4. Teacher's instructions are to be followed immediately.
5. Safe behaviour on playground equipment is expected at all times.
6. We look after our school building, toilets, play areas and gardens.
7. We wear the approved school uniform. Hats are to be worn when outside during term 1 and term 4.

Extreme and repeated incidents are dealt with in a fair and reasonable way in accordance with DEECD "Student Well Being and Engagement Guidelines", with parents involved in all stages of the process as outlined later in this document.

SECTION THREE

RIGHTS AND RESPONSIBILITIES

OVERVIEW OF RIGHTS AND RESPONSIBILITIES FOR CRANBOURNE EAST PRIMARY SCHOOL STUDENTS

At Cranbourne East Primary School all students have the right to participate in daily school life in a safe, caring and engaging environment. Students also have an obligation to contribute to creating and maintaining this environment through their actions, making correct choices and approaching necessary work requirements diligently.

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• attend school and participate fully in all the school has to offer.• access all learning programs available to them and expect that opportunities will be made available.• access recess times in a safe environment where problems encountered are dealt with in an efficient and effective manner.• be challenged by dedicated teachers who are committed to the school's belief systems and educational programs.• feel secure and valued so that all learning is undertaken at an optimal level. This can be achieved by teachers developing meaningful relationships with the children in their care through class discussions, celebrations of achievements, taking interest in the lives of the children in their learning neighbourhoods, listening to children when they have a concern and ensuring that children are not subject to bullying behaviour.	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• participate fully in the school's educational program and to attend school regularly.• demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.• as students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.• students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents

Parents have a right to expect that their child will be part of a school community that will value, challenge and engage them. Parents have an obligation to ensure that they approach the school community in a positive manner and encourage their children to actively participate in all activities by ensuring their children attend school everyday and act in an appropriate manner at all times. Parents have a right to expect that their child will be catered for especially in cases where he/she has a learning difficulty, intellectual or physical disability through school resources, (Education Support Services, Program For Students With A Disability etc)

Rights	Responsibilities
<ul style="list-style-type: none"> • Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Parents have the right to expect that their child will be safe at school and not subject to bullying that is left untreated. • Parents have a right to expect that the school provide many varied opportunities for their children to participate in. • Parent/carers have a right to expect that their children's strengths and abilities are catered for. Similarly they have the right to expect that the school will ensure that processes are put in place to assist children who are having difficulty. 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. • ensure their child's regular attendance at school. • engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students. • approach and treat all staff, other parents and children in a respectful manner.

Rights and Responsibilities of Teachers

Teachers have a moral obligation to ensure that they are contributing to the school community by delivering high quality inclusive and challenging education programs, through respectful treatment of children and a commitment to supporting the school’s belief systems. Teachers also have a right to expect to work in a safe and secure environment where they are valued and treated with respect.

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • expect that they will be treated with respect by all people within the school community. • Be provided with resources necessary to deliver high quality education programs. 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy. • know how students learn and how to teach them effectively. • know the content they teach. • know their students. • plan and assess for effective learning. • create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning. • actively support all school programs • display behaviour that supports the school’s belief systems and the Mission, Vision and Values of the school. • assist in monitoring absences of children implementing all of the school absence procedures. • access internal and external support services as required. • build positive relationships with a supportive Student Welfare Program lead by a dedicated Primary Welfare Officer. • report regularly to parents regarding child’s development.

SECTION FOUR

SHARED EXPECTATIONS

Characteristics of shared expectations in effective schools.

Effective schools share high expectations for the whole-school community.

Shared expectations are:

- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Schools – principals, teachers and school staff

We 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.

School expectations include:

- Implementations of the school's values of Respect, Relationships, Rigour, Resilience, Responsibility.
- A safe and secure work and play environment;
- Treating one another in a courteous, trustworthy and respectful way
- Learning in an atmosphere of order and cooperation
- Accepting responsibility for personal behaviour and choosing to behave in an appropriate manner.

INCLUSIVE CURRICULUM SHARED EXPECTATIONS

- Inclusive teaching practices which acknowledge and celebrate the diversity of the wide range of cultural backgrounds, interests, talents and abilities of students and recognise, value and build on students' backgrounds and experiences
- Staff will model culturally inclusive behaviour, and manage any behaviour that appears racist, discriminatory, prejudiced or culturally biased.
- Multiculturalism will be celebrated in our school community, in a variety of ways including artists from various cultural and linguistic backgrounds, holding special days, and incorporation within the curriculum
- Acknowledgment of, respect for and the celebration of culturally significant events

CURRICULUM DELIVERY SHARED EXPECTATIONS

- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships
- 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.
- Development of shared expectations of teachers, (Victorian Institute Of Teaching Profession Code of Conduct)

SHARED EXPECTATIONS STUDENTS

As students progress through school we recognise that they need to be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

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

Demonstration of respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. Students engagement, attendance and behavioural expectations should be framed using positive language to support and encourage safe and inclusive behaviour.

Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

PARENTS/CARERS EXPECTATIONS

Parents/Carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment. Parents/Carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

SUPPORTING DOCUMENTS AND ACTS.

The following are documents the DEECD recommends are used in the development of a Student Engagement Policy. The documents are:

The Equal Opportunity Act

The Charter of Human Rights And Responsibilities 2006

The Disability Standards 2005 and The Disability Discrimination Act 1992. (Currently under review. Please refer to the DEEWR website for further details.)

The Commonwealth Sex Discrimination Act

Victorian Equal Opportunity Act

In addition to the above documents the DEECD guidelines for Bullying and Harassment are also included.

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
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

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

- Freedom
- Respect
- Equality
- Dignity

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

- The right not to be discriminated against.
- The right to privacy and reputation

- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

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

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

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

3.4 Students with disabilities

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

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

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

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

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

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.

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

Examples of cyberbullying behaviour are:

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

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

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

The effects of harassment or bullying include

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

If a student sees another person being harassed or bullied 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;

Consistent or repeated,

- 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

Cyberbullying

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 or teacher that you feel comfortable with.

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

SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. This includes the following;

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Actions and consequences are developed in consultation with and agreed on by representatives from the whole-school community, including students. This fosters a cohesive and consistent response to poor attendance and inappropriate behaviour.

These actions and consequences are incremental (a staged response) and are applied fairly and consistently. Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained. Equal emphasis is placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning are avoided where possible.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students, teachers and parents
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the Primary Welfare Officer.
- tutoring/peer tutoring
- mentoring and/or counseling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

At Cranbourne East Primary School we ensure that all children learn in a safe environment. Our expectations are designed to be fair to everyone and that valuable learning time is not interrupted by unacceptable behaviour. Positive behaviour will be acknowledged and rewarded both in the classroom and in the playground and acknowledgements of positive attitudes and behaviour will be presented at school assemblies.

The Welfare and Discipline procedures are based on the development of mutual respect and the promotion of self-discipline. Children are taught and encouraged to monitor and regulate their behaviour. This positive approach requires an emphasis on the recognition of the response to appropriate behaviour both within the class and schoolground.

It is important that a partnership exists between the home and school, which provides a positive caring environment in which young enthusiastic children are encouraged to develop and mature.

Behaviour

Basic training in good behaviour is the responsibility of the parent and the home. We will help and develop many social behaviours but we have no magic formula! If you let your child behave badly at home he or she will behave badly at school and the results will be disastrous. Remember that at home you are in charge, your children are not and nor are they here at school.

Proper preparation for school behaviour will make it possible to almost guarantee your child’s success. There are a set of classroom rules and a set of playground rules.

PLAYGROUND EXPECTATIONS

- We stay inside the boundary fence at all times and play in the areas when it is our turn.
- Throwing stones or any other objects is dangerous and not allowed.
- Fighting is unacceptable.
- We do not call other students names, be unkind or bully a student in any way.
- Teacher’s instructions are to be followed immediately.
- Safe behaviour on playground equipment is expected at all times.
- We look after our school building, toilets, play areas and gardens.
- We wear the approved school uniform. Hats are to be worn when outside during term one and four. PTO

CONSEQUENCES

The following consequences are for non-compliance of playground rules.

A colour coded system has been introduced. The behaviour codes range from minor offences to problems that need further investigation, consequences and resolution. The yard duty teachers have behaviour slips with them when they go out on duty. They are coded as follows. Yellow offences are minor offences and will receive a community service activity or will walk with the yard duty teacher for 15 minutes. Red offences are more serious and unacceptable and will be dealt with by the Assistant Principal or Principal. The child will receive time out in the library area at lunchtime supervised by the Assistant Principal or Primary Welfare Officer.

<i>Yellow offences</i>	<i>Red offences</i>
<ul style="list-style-type: none"> • Entering building other than the toilet area during 	<ul style="list-style-type: none"> • Bullying • Disobeying teachers

recess and lunchtime. <ul style="list-style-type: none"> • Throwing missiles eg rocks, sticks or any other object. • Inappropriate use of playground equipment. • Name calling. • Playing in “out of bounds” areas. 	<ul style="list-style-type: none"> • Leaving the school grounds • Disrespect to teachers • Destroying school property • Fighting • Stealing food or money from other children.
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The system works as follows;

If a child receives a **yellow slip** he/she will spend 15 minutes of their lunchtime walking around with a yard duty teacher or doing community service.

If a child receives **three yellow slips** he/she will receive a **red slip** and will spend 20 minutes of their lunch recess inside supervised by the Assistant Principal.

Time out in quiet area Yellow	Time out in quiet area Yellow	Time out in quiet area Yellow	Time Out with AP or PWO Red
Time out inside with AP or PWO Red	Time out with AP or PWO Red	Time out with AP or PWO Red	After School Detention or other community service.

AFTER SCHOOL DETENTION

If a child receives three red slips for non-compliance then he/she will receive community service or an after school detention depending on the nature of the offence.

The rules are in place to ensure we have a safe and caring school where children can learn and play effectively.

LEARNING AGREEMENT

In addition to the above procedures, each child is presented with a “Learning Agreement” at the start of the year which outlines expected behaviours and clearly shows the rules, understandings and expectations of the school. Your child’s teacher will go through the document with your child and each child is expected to sign the agreement.

REFERENCE

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

