Sunshine Primary School

Student Engagement & Wellbeing Policy

To be read in conjunction with
Effective Schools are Engaging Schools – Student Engagement Policy Guidelines
Social - community and demographics
Established in 1891, Sunshine Primary School (SPS) is located on the Corner of Hampshire and Derby Road, Sunshine, in the City of Brimbank, west of Melbourne. Our community is diverse in its socio-economic and cultural backgrounds, with a stable enrolment. Approximately 50% of our families are in receipt of Educational Maintenance Allowance and the school family occupation index, (Student Families Occupation) is 0.62. Approximately 50% of our students have a language background other than English. The staffing profile is well balanced with a mix of graduate and experienced teachers. Sunshine Primary School enjoys a productive partnership with the local Deer Park/Sunshine school network, working together to build a resilient and productive learning community for all. Together we share curriculum ideas and strategies to improve the outcomes for the students in the area. The network is continuing to support our focus on improving student learning outcomes.

Educational
The school is driven by strong values and the belief that every student can achieve success. The school culture is focused on ensuring effective and enriched learning for all students, through a focus on continuous improvement of teaching pedagogy to improve student learning outcomes. Teachers foster an environment where children share responsibility for their own learning and where all community members endeavour to inspire lifelong learning. The core of the school is centred round The School Wide Positive Behaviours framework (SWPB) where all members of the community underwent a process of identifying what is important to us all as a learning community to create a shared set of values. Our mission statement is: We shine when we are Learning, Respectful and Safe. These three core values underpin all that we do at Sunshine Primary School.
Active student participation in setting personal learning goals and evaluating progress of performance has been a focus with a strong emphasis on evidence based data. Teachers also value the power of ‘student voice’ in all aspects of school life.
Currently there are ten classrooms running from Prep to Year Six and the school offers Physical Education (P.E), Visual Arts, Information Communication Technology (I.C.T) and Music as specialist programs. Reading Recovery, Intervention support and provision to support students who are learning English as an additional language are also priorities in the school. Small class sizes are a feature across the school, with numbers currently at an average of 21.
The school prides itself on the close working relationship between teachers and parents with a strong emphasis on teamwork and support to provide an outstanding education for every child at Sunshine Primary School.

Facilities
Our aim for Sunshine Primary School is to develop 21st Century learning whilst maintaining the charm of our 19th Century Heritage building. Our double storey, red brick building is set in extensive, well established grounds and contains spacious classrooms, a wellbeing room, administration area, staff area, first aid room, multipurpose room, library and community room. All classrooms are equipped with heating cooling, computers and an electronic whiteboard. New building projects have been completed providing the school with a dynamic Prep Wing, multi-purpose hall, canteen and art room.
The secure and attractive school grounds feature an adventure playground, oval, gardens and asphalted areas, where students can participate in a variety of active games and sports, as well as more passive activities.

Community
Our parents and care givers are a quintessential part of our school community and take an active interest in all aspects of their children’s lives. There is a major focus on building the home school-partnership to improve student learning outcomes. Parents are able to participate through a variety of formal and informal activities that support the engagement and learning of students through School Council, volunteering in the classroom, working bees, participation in our Inquiry actions, whole school events, parent focus groups and working parties.

The whole school community is committed to the values of Learning, Respect and Safety.
We empower all learners to make a difference to the quality of their lives through opportunities to:

- reach their full potential in all areas of literacy and numeracy
- experience high levels of engagement and wellbeing
- develop deep knowledge and high level skills in authentic tasks
- develop reflective, creative and critical practices, that link learning experiences to develop depth and breadth of learning
- connect to their community locally and globally.

We believe each student will succeed through experiencing quality in:

- comprehensive Inquiry based curriculum that provides depth and breadth of experiences
- a safe, caring environment, that values the individual and community needs whilst supporting risk taking
- an innovative learning environment, that is stimulating and challenging
- a culture that values collaborative work practices
- supportive links being made between home, school and the community
- a technology rich environment that fosters communication and connectedness with the global community.

We demonstrate our professionalism in our learning community by:

- our commitment to teaching and learning, through sharing knowledge and skills
- building positive relationships
- striving for excellence in all that we do
- celebrating learning and teamwork
- managing through open and effective communication based on effective feedback principles and conflict management strategies.

2 Whole-school prevention statement

Our core purpose is to assist students to:

- develop within themselves our three core values of Learning, Safety and Respect
- reach their full potential in all areas of learning
- experience high levels of engagement and wellbeing
- develop deep knowledge and high level skills in authentic tasks
- develop reflective, creative and critical practices that link learning experiences to develop depth and breadth of learning
- connect to their community locally and globally.

3 Rights and responsibilities

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

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 (DDA) 1992. The standards cover enrolment, participation,
Sunshine Primary School will 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, Sunshine Primary School, staff and other students.

In determining whether an adjustment is reasonable, Sunshine Primary School will 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.

Sunshine Primary School will 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 school. The school 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 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 when a person or a group repeatedly and intentionally uses or abuse their power to intimidate, hurt, oppress or damage someone else. It can be covert or cyber-based (happening online through social networks or through mobile phones). Bullying can be physical or emotional.

According to the National Centre against Bullying, there are five different kinds of bullying behaviour.

They are:

1. Physical bullying: when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone’s belongings is also physical bullying.

2. Verbal bullying: involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.

3. Social bullying: when lies, the spreading of rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion.

4. Psychological bullying: involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking.

5. Cyber bullying: is when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or on mobile phones.

Examples of cyber bullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
Cyber bullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

**Bullying isn’t**
- mutual arguments and disagreements
- single episodes of social rejection or dislike
- single-episode acts of nastiness or spite
- random acts of aggression or intimidation.

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.

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.

If your child is being harassed or bullied you should:
- Tell the person you don’t like what they are doing and you want them to stop.
- Discuss the matter with a teacher that you feel comfortable with.

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

*Please refer to the ‘Community Complaints and Grievance’ Policy. Students can also access the kids helpline on 1800 55 1800

### Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• Work in a secure environment where, without intimidation, bullying</td>
<td>• Participate fully in the school’s educational program and to attend regularly.</td>
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<tr>
<td>or harassment they are able to fully develop their talents, interests</td>
<td>Students should also be expected to display positive behaviours that demonstrate</td>
</tr>
<tr>
<td>and ambition</td>
<td>respect for themselves, their peers, their teachers and all other members of the</td>
</tr>
<tr>
<td>• Participate fully in the school’s educational program</td>
<td>school community.</td>
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<tr>
<td>• All students have the right to voice and opinion.</td>
<td>• Demonstrate respect for the rights of others, including the right to learn,</td>
</tr>
<tr>
<td>• Everyone has the right to learn in a safe and secure learning</td>
<td>will contribute to an engaging educational experience for themselves and other</td>
</tr>
<tr>
<td>environment.</td>
<td>students.</td>
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<td></td>
<td>• As students progress through school they will be encouraged and supported to</td>
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<td></td>
<td>take greater responsibility for their own learning and participation as</td>
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<td></td>
<td>members of the whole school community. This involves developing as individual</td>
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<td></td>
<td>learners who increasingly manage their own learning and growth by setting</td>
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<td></td>
<td>goals and managing resources to achieve these goals.</td>
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</tbody>
</table>
Students should, with support, be expected to participate fully in the school’s educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>• Our school community has the right to be safe from bullying in any form eg. Cyber, racial, physical, sexual, gender.</td>
<td>• Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</td>
</tr>
<tr>
<td>• All members of the school community have the right to voice and opinion.</td>
<td>• Ensure their child’s regular attendance</td>
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<td></td>
<td>• Engage in regular and constructive communication with school staff regarding their child’s learning.</td>
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<td></td>
<td>• Support the school in maintaining a safe and respectful learning environment for all students.</td>
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<tr>
<td></td>
<td>• All members of the school community have the responsibility to treat each other with dignity and respect, accepting diversity and individuality.</td>
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Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• Expect that they will be able to teach in an orderly and cooperative environment</td>
<td>• Fairly, reasonably and consistently, implement the engagement policy.</td>
</tr>
<tr>
<td></td>
<td>• Know how students learn and how to teach them effectively.</td>
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<td></td>
<td>• Know the content they teach.</td>
</tr>
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<td></td>
<td>• Know their students.</td>
</tr>
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<td></td>
<td>• Plan and assess for effective learning.</td>
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<td></td>
<td>• Create and maintain safe and challenging learning environments.</td>
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<td></td>
<td>• Use a range of teaching strategies and resources to engage students in effective learning.</td>
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</table>
4. Shared expectations

Effective schools share high expectations for the whole-school community. Shared expectations are:
- Jointly negotiated, owned and implemented by all members of the school community, including students
- 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

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.

Sunshine Primary School bases all we do around the agreed school’s values, which are: Learning, Safety and Respect

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
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- The whole school community embraces Sunshine Primary School’s commitment to lifelong learning

Community partnerships that Sunshine Primary School have are listed in the table below

<table>
<thead>
<tr>
<th>ARDOCH</th>
<th>Gathering Place Foundation House</th>
<th>Breakfast club</th>
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</thead>
<tbody>
<tr>
<td>SSSO’s (Psychologist and Speech Pathologist)</td>
<td>Local Media</td>
<td>Fortnightly newsletters</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Child First</td>
<td>Transition Program that links with Local Kindergartens and Secondary College</td>
</tr>
<tr>
<td>School community nights</td>
<td>Corporate partnerships</td>
<td>Parent helpers in classrooms</td>
</tr>
<tr>
<td>Partnership with various artistic providers</td>
<td>West Sunshine Community Centre</td>
<td>Kinda Kinder</td>
</tr>
<tr>
<td>VU Project partnership</td>
<td>Curriculum Newsletters</td>
<td>Lunch time activities</td>
</tr>
</tbody>
</table>
Outside Support

A speech pathologist is employed at Sunshine Primary School to support special need students and their families. The school accesses the services of psychologists and pathologists via the Deer Park and Sunshine Network. The school provides Out of School Hours Care program through Camp Australia and a school holidays program through the YMCA.

External Support Agencies

- The Assistant Principal liaises with Department of Human Services and agencies such as ‘ChildFirst’ to assist families and monitor children deemed to be at risk
- The assistance of community agencies such as the Salvation Army and St Vincent de Paul have been sought when necessary
- Programs for individual children conducted by, for example, the Royal Children’s Hospital are co-ordinated by the Assistant Principal.

Prevention Programs

- Student Support Groups have been established for all children with special needs
- Interventions by psychologist and speech pathologist are provided as required
- Playground and indoor activities are provided and children are encouraged to join in, such as dance club and safety house
- Breakfast Club
- Valuable Learning Habits are celebrated via weekly and monthly awards
- Behavioural strategies such as the ‘Stop, Think, Do’ and the ‘School Wide Positive Behaviours’ program is reinforced regularly. Tokens are given out regularly to reinforce positive behaviours

Sunshine Primary School employs a Primary Welfare Officer whose role is to enhance the capacity of Schools to support students who are at risk of disengagement from school and who are not achieving their educational potential. The Initiative complements and extends existing programs that enhance student engagement, retention, academic achievement and the acquisition of life skills. The Primary Welfare Officer is an active member of the school’s student wellbeing Team with the Assistant Principal. Primary Welfare Officers assist schools in the implementation of the Framework for Student Support Services in Victorian Government Schools1 (the Framework) in order to promote the resilience of young people and their engagement in school. Primary Welfare Officers support schools to strengthen their whole school approach to the wellbeing of students. The Framework guides the implementation of practice to reduce risk factors within the school context and to promote protective factors by strengthening learning relationships in a supportive, healthy environment.
School Wide Positive Behaviours Framework (SWPBF)

At Sunshine Primary School we have implemented the SWPBF. This is a system that:
1. Gives a common purpose and approach to discipline
2. Outlines a clear set of positive behaviours and expectations
3. Does not assume that all students understand the school values but sets procedures for explicit teaching of the expected behaviours
4. Develops a continuum for encouraging expected behaviour and discouraging inappropriate behaviour
5. Establishes a framework for on-going monitoring and maintenance.

SWPBF as a programme takes 3 – 5 years to implement and become embedded in school practice. All members of the school and the wider community are involved in the creation of the school values and the matrix for practising these values (see matrix table) and are responsible for maintaining its development. Through the development of the whole school matrix we are able to:
- Be consistent when dealing with our school values and expectations
- Clearly define problem behaviour
- Make clear distinctions between staff/classroom and office managed behaviour
- Establish a continuum of procedures for correcting problem behaviour
- Establish data driven strategies for repeat mistakes.

Tokens
In order to reward and foster those students who uphold and demonstrate our school values we have established a token system. Students who receive tokens can exchange them for prizes at our token shop which is open fortnightly.
<table>
<thead>
<tr>
<th><strong>We ‘Shine’ when we are...</strong></th>
<th><strong>In the classroom</strong></th>
<th><strong>In the toilets</strong></th>
<th><strong>On the stairs</strong></th>
<th><strong>In the Corridors</strong></th>
<th><strong>In the Playground</strong></th>
</tr>
</thead>
</table>
| **Respectful**                | • Respect other peoples learning by using an inside voice  
                              • Respect our space  
                              • Respect our privacy  
                              • Respect our belongings  
                              • Respect our differences  
                              • Listening to others at the appropriate times | • Respect people's privacy.  
                              • Use toilets appropriately, including the taps, toilet paper and litter.  
                              • Always keep the toilets clean and tidy.  
                              • Only go into the toilets as necessary and ask permission to use the toilets during class time. | • Be patient while using the stairs and don't over crowd them.  
                              • Respect the space of people around you.  
                              • Respect the surrounding areas and displays.  
                              • Keep the corridors and stairs clean. | • The playground is for everyone to enjoy.  
                              • We respect the space of others.  
                              • We include others in games.  
                              • Be friendly to all students and look after other students in the yard.  
                              • Play sensibly and safely.  
                              • Always follow teacher’s instructions.  
                              • Look after our gardens and environment. |
| **Learning**                  | • Listening to and following instructions  
                              • We ask questions if we don’t understand something  
                              • We support other students when they are learning  
                              • Be a role model to our classmates  
                              • Always make an effort | • Use the toilets at appropriate times.  
                              • Be a role model for others.  
                              • Use Stop, Think, Do in the toilets.  
                              • Hygiene is important. Please wash your hands and flush the toilet. | • Use Stop, Think, Do on the stairs.  
                              • Use the stairs and corridors quietly so as not to interrupt the work of others.  
                              • Be a role model for others. | • Use Stop, Think, Do in the playground.  
                              • Be a role model for others.  
                              • Place rubbish in the bins to look after the environment. |
| **Safe**                      | • Keep our hands and feet to ourselves.  
                              • Use tools safely  
                              • Put all belongings where they belong  
                              • Move safely at all times | • Let someone know when you are going to the toilets.  
                              • Go to the toilets with a partner.  
                              • Practise good hygiene.  
                              • Report any issues to a teacher. | • Walk on the left hand side of the stairs in a safe manner and use the hand rails appropriately.  
                              • Keep your belongings neat and tidy in the corridors. | • Keep our hands and feet to ourselves.  
                              • If you feel something is unsafe, let the yard duty teacher know.  
                              • Wear hats in Term 1 and 4 to be Sun Smart. |
Stop, Think, Do

SPS implements a whole school wellbeing program called "Stop, Think, Do". The program is implemented into classrooms and on an individual level for all students and assists students with developing friendships and problem solving. Social skills are important for student’s personal happiness, making friends, sustaining friendships and relating with all people in their lives.

When teachers and students implement “Stop, Think, Do” to develop social skills in the classroom, the positive social climate which evolves also facilitates academic learning. Students who relate well together, learn well together; students will be more likely to encourage and be engaged in each other’s learning.

**Adult**  
Who owns the problem?  
**Child**

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**Behavior management use**  
Adult and child responsible for outcome.

- Don't react; look and listen; Clarify problem with child, Express feelings, "I feel…because (problem)"
- Consider solutions
- Evaluate consequences "What could we do?"
- Choose best solution "Let's do it"
- Act!
- If it doesn't work, STOP and THINK again or offer logical consequences

**Social skills training use**  
Children responsible for outcome; adult facilitates

- Urge children not to react, just look and listen
- Clarify problem with child
- Reflect children's feelings "You feel…because (problem)."
- Consider solutions with children
- Children evaluate consequences "What could you do?"
- Children choose best solution "Do it"
- Encourage children to act!
- Follow up. If it doesn't work, urge children to STOP and THINK again
While the process initially seems lengthy, it will be shortcut with practice to

"I feel.......because (problem)"
STOP "You feel........because (problem)"

"What could we try?"
THINK "What could you try?"

"Let’s do it!"
DO "Do it!"

CONSEQUENCES FOR UNACCEPTABLE CLASSROOM BEHAVIOUR

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

Step 1: 1st Incident - Warning and reminder of the expectation or value.
Step 2: 2nd Incident - ‘Time-out’ in the classroom. Teacher to record the incident.
Step 3: 3rd Incident - Withdrawal to another classroom.
Step 4: 4th Incident - Time out with the Principal or Assistant Principal. Loss of some play time/privilege may occur. If considered necessary, parent(s)/guardian(s) will be contacted and a meeting with them may also be requested.

Severe Clause: Where an action is seen as severe or dangerous, a student is sent straight to the office. This consequence will be determined by the teacher and the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. A meeting with the child’s parent(s)/guardian(s) will be requested.

CONSEQUENCES FOR UNACCEPTABLE PLAYGROUND BEHAVIOUR

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

1. Warning, Discussion with yard duty teacher of appropriate behaviour
2. Walking with the yard duty teacher
3. Child makes an apology to another child
4. Limiting the area in which a child may play
5. Their name will be recorded in the ‘Yard Incident’ book. The Assistant Principal will record this in the whole school behaviour management record folder weekly. Follow up with each child recorded in the book is also made on a weekly basis
6. Time out of the yard the next lunch time will be given if the child name is in the book on more than one occasion.

Serious Incidents in the Yard
It is recognised that sometimes more serious incidents occur in the yard. Depending upon the incident a child may be withdrawn from the yard and sent with a green slip to the Principal or Assistant Principal. If this is a serious offence a consequence of time out will be determined by the teacher and the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. This will be recorded in the time out folder.
Individual behaviour plans will be established on a needs basis. These can range from daily check ins with the Principal or Assistant Principal to more formal meetings with parents and further consequences put in place.

Some year levels have implemented a ‘Strike System’ to reward those students who always follow our school values both in the classroom and out in the yard. Each Friday students can expect to receive a reward session of their choice as long as they do not have a strike against their name. Actions warranting a strike will be negotiated with the class and the teacher at the beginning of each school year.

**Corporal Punishment**

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

**Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools Student Engagement Policy Guidelines*. A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Time Out - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

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

**“Its Not Ok To Be Away”**

**Purpose**

To clearly define procedures and strategies that will assist the school to increase its student attendance rate.

**Procedures and strategies**

- Class teacher marks attendance roll twice daily.
- If a child is absent the classroom teacher rings home.
- If the child has more than 10 absences or has been identified as having poor attendance then the teacher refers the absence straight to the Assistant Principal to follow up
- Roll summary data is collected by pupil welfare officer who conducts an initial follow-up to parents via phone calls when absences are unexplained.
- Roll summary data is taken to the office where it is transferred to CASES21.
If an absence remains unexplained for three consecutive days, the principal, assistant principal or pupil welfare officer makes contact by telephone, writes a letter or undertakes a home visit.

**Phone call protocol**
Contacting home by telephone regarding the absences is done with courtesy and respect being mindful that for some parents this could be a sensitive issue.

**Home visit protocol**
Home visits may be made by classroom teachers on certain circumstances. If teachers believe that this is needed they will approach the Principal and Assistant Principal who will then make the appropriate decision.

**Letter home protocol**
A letter is sent home detailing the absences in question and seeking explanations for each absence. (Obtain proformas from AP)

**Classroom Protocol**
Students explore reasons for absences and lateness and come up with possible solutions. Classes may want to pick a reward for meeting a target.

**References**

|-----------------------------------------|------------------------------------------------------------------------------------------|