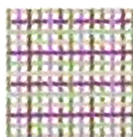




Department of Education and  
Early Childhood Development



# Student Engagement Policy 2016

# Wooragee Primary School

# 0653

Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Student Engagement Policy was endorsed at a meeting of School Council.	✓ 14.11.2016
		..... <b>Christine Varker</b> <b>Principal</b>  ..... <b>Shireen Porteous</b> <b>School Council President</b>

## Table of contents

<b>1 SCHOOL PROFILE STATEMENT</b>	<b>3</b>
<b>2 WHOLE-SCHOOL PREVENTION STATEMENT</b>	<b>3</b>
<b>3 RIGHTS AND RESPONSIBILITIES</b>	<b>6</b>
<b>4. SHARED EXPECTATIONS</b>	<b>10</b>
<b>5. SCHOOL ACTIONS AND CONSEQUENCES</b>	<b>18</b>

The school council is responsible for approving this policy, monitoring its effectiveness and evaluating its success. The policy is available to all members of the school community.

## 1. School Profile Statement

Wooragee Primary School is a small rural F-6 school located 10km north of Beechworth. The school is set in a beautiful, serene, rural setting snuggled between farming and native bush and creek blocks that provide a perfect setting for children to play, learn and thrive. Wooragee Primary School (number 0653) has been operating since 1862 and has won many awards for its sustainability and environmental education programs.

Our new 21st century facilities include; two flexible learning studios (classrooms), a project space, 2 covered outdoor learning spaces, a well-stocked library, administration suite and a purpose built Stephanie Alexander Kitchen Garden (SAKG) building. Our students have access to three interactive white boards, their own laptop and 21st Century curriculum programs such as Mathletics and Reading Eggs. Our school interacts with other schools and has P.D activities via Polycom video conferencing facilities. We seek every opportunity we can to ensure our students are provided with an enriched, individualised educational program.

Our award winning school grounds provide a perfect setting for children to play and learn through real life activities and in our Stephanie Alexander Kitchen Garden Program (SAKG) where children grow, harvest, prepare and share seasonal food. There is an emphasis on community involvement in our programs and an extensive ramp system connects buildings for all community members to access our amazing school facilities. Our school is a KidsMatter, eSmart, Achievement Program and ResourceSmart school.

Wooragee is a Child Safe School that supports a culture (values, expectations and standards) and shared commitment to zero tolerance of child abuse, and arrangements that allow it to occur will not be tolerated. The school takes into consideration the diversity of the children attending the school, and their particular vulnerabilities. e.g. children with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds.

## 2. Whole-School Prevention Statement

### **Vision:**

**To nurture a sustainable living and learning school community**

### **The purpose of Wooragee Primary School is to:**

- maximize student achievement in a challenging and stimulating real-life learning environment;
- deliver a holistic learning approach that nurtures a sustainable living and learning culture through our Kitchen Garden Program;
- provide learning programs that enable children to learn at their own pace and level;
- foster and nurture individuality in each child whilst instilling responsible citizenship and strong connectedness to the environment and community;
- provide opportunities for children to thrive academically, socially, emotionally and physically;
- promote a love of life-time learning and active, healthy living;
- maintain a welcoming, happy and community atmosphere within the school.

The vision, purpose and values of the school will be reflected and demonstrated in all our documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices.

In all work in the school, the question *"Is this work or process in line with the school vision, purpose and beliefs?"*

### Philosophy:

Our philosophy is enacted by our behaviours and documentation. It is articulated and communicated to our school community through the curriculum document on our webpage and Parent Handbook.

### Our 'SCARFI' Values:

**Supporting** - Helping other people, showing compassion, caring for others and our environment.

**Co-operation** - Working together, getting along, doing our best.

**Acceptance** - Understanding, tolerating and accepting differences between ourselves and others.

**Respect** - Respecting and considering the rights and feelings of others.

**Friendliness** - Being friendly, kind and socially responsible.

**Integrity** - Being fair, honest, responsible and loyal.

### Service Standards

**General** The school will:

- Foster close links with parents and the broader school community through its commitment to open and regular communications.
- Commit to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- Ensure all students have access to a broad, balanced and flexible curriculum that develop sustainability life skills and encourage good citizenship.
- Provide a safe and stimulating learning environment to ensure all students can achieve their full potential.
- Ensure all students will receive instruction that is adapted to their individual needs.
- Continue to strive to be a demonstration site for sustainability in the local community.

**Specific** The school will:

- Establish an individual learning plan with each student each term.
- Offer parent information session each year to discuss curriculum, student wellbeing strategies and positive home -school relationships
- Seek feedback from all families and senior students in policy development and review.
- Seek the opinion and ideas of students when planning curriculum, excursions, incursions and camps.
- Provide opportunities for student led conferences and support students to develop their own student work portfolio.

**At Wooragee Primary School we are committed to our 2014-17 strategic plan student engagement and wellbeing goal, which is:**

To increase the engagement of each student in their learning and connection to school at all times (transition into the school, between year levels and beyond the school).

To achieve this it is essential that we implement positive, pro-active strategies to address underlying causes of student absence and classroom misbehaviour and our teachers work in professional learning teams to identify quality teaching practice, develop a common language and continually build teaching capacity.

Student engagement, regular attendance and positive behaviours are supported through relationship based whole-school and classroom practices, including:

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

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

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

Broader support strategies include:

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

### 3. Rights and Responsibilities

**The Charter of Human Rights and Responsibilities Act 2006** 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 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, and sexual orientation health and wellbeing
- Cultural Rights
- Acceptance of diversity and differences

With human rights comes a responsibility to respect other human rights.

At Wooragee Primary School, we believe in the safety, dignity, respect and worth of every school community member and endeavour to have a school environment that is free of, discrimination, ridicule, harassment, racism, sexism, homophobia and transphobia and inappropriate language. To achieve inclusiveness for all members of our community, rights and responsibilities are essential.

- A right is a non-negotiable entitlement and value which is owed to every person.
- A responsibility is the action which needs to be undertaken by all members of our community to ensure a cohesive environment is maintained.

We have clearly determined rights and responsibilities for all students, staff and parents.

#### Rights and Responsibilities of Students

Students have a right to:	Students have a responsibility to:
Participate fully in the school's educational program.	Participate fully in the school's educational program and to attend regularly.
Feel safe, included and happy at school.	To display positive behaviours that demonstrates respect for themselves, their peers, their teachers and all other members of the school community. To report safety concerns to their parent, teacher or principal.
Work and play in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents and interests.	Demonstrate respect for the rights of others, including the right to learn, thereby contributing to an engaging and positive educational experience for themselves and other students.  Being clear in telling other students that harassing or bullying another person is

	<p>unacceptable behaviour.</p> <p>Alert a staff member immediately of any acts of harassment or bullying.</p>
<p><b>Rights and Responsibilities of Students (cont.)</b></p>	
Learn at their individual level, with additional support structures being made available as required.	<ul style="list-style-type: none"> <li>• Participate in all school activities in a responsible manner, without limiting the learning opportunities of other children.</li> <li>• Strive to always achieve their best.</li> <li>• Participate in the setting of shared future goals to improve learning outcomes.</li> <li>• Be involved with parent-teacher-student interviews where possible.</li> </ul>
Be an individual learner and involved in negotiating the curriculum.	<ul style="list-style-type: none"> <li>• Take greater responsibility for their own learning.</li> <li>• Increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> </ul>
Have access to a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other	<ul style="list-style-type: none"> <li>• Actively employ whole school engagement, attendance and behavioural expectations.</li> </ul>
Interact with members of the community in a positive way to enhance their learning.	<ul style="list-style-type: none"> <li>• Welcome new students, community members and visitors warmly to our school.</li> <li>• Be polite, courteous and respectful to all.</li> <li>• Be good role models for the school and other students when engaging in external activities.</li> <li>• Use community members to help extend knowledge on a variety of topics.</li> </ul>
Access appropriate web-sites.	<p>Behaving safely online</p> <ul style="list-style-type: none"> <li>• Access only appropriate web-sites.</li> <li>• Alert teachers of any inappropriate material which is sourced on the Internet.</li> <li>• Not engage in any form of cyber-bullying behaviours</li> <li>• Protecting own &amp; others privacy and personal information</li> <li>• Demonstrate use of technology in a range of curriculum areas.</li> <li>• Be respectful of all technology devices in the school and care for all resources in a mature manner.</li> </ul>

## Rights and Responsibilities of Parents/Carers

Parents/Carers have the right to:	Parents/Carers have the responsibility to:
Expect that their children will be educated in a secure environment in which care, courtesy, fairness and respect for the rights of others are encouraged	<ul style="list-style-type: none"> <li>Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>Report any safety concerns to the Principal.</li> <li>Ensure that all staff members are treated in a fair, equitable and respectful manner.</li> <li>Approach the school in a respectful manner to discuss any problems or concerns.</li> <li>Model positive and pro-social behaviours.</li> <li>Ensure their child's regular attendance.</li> <li>Encourage children to play in a safe and respectful manner.</li> <li>Follow all school policies and procedures.</li> </ul>
Know that their children are being taught in an individualised manner by committed and dedicated staff.	<ul style="list-style-type: none"> <li>Support their children and encourage participate in all school and extra curricula activities.</li> <li>Assist children at home with homework tasks.</li> <li>Attend meetings with the school as required in order to be kept informed on children's progress.</li> <li>Engage in regular and constructive communication with school staff regarding their child's learning.</li> </ul>
Be informed of students' learning progression.  Have positive feedback about students.	<ul style="list-style-type: none"> <li>Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>Ensure that school reports are well understood.</li> </ul>
Be informed about upcoming events and activities.	<ul style="list-style-type: none"> <li>Communicate in a constructive and positive manner with the school.</li> <li>Read all newsletters and notes that are sent home from the school.</li> <li>Access the school's website which will clarify events through the newsletter.</li> </ul>
Expect the school to monitor and supervise children at all times using ICT.	<ul style="list-style-type: none"> <li>Be aware of the school policy in relation to internet usage and other</li> </ul>



	<p>components of ICT.</p> <ul style="list-style-type: none"> <li>Promote the safe use of ICT at home and report any concerns of cyber-bullying to the school immediately.</li> </ul>
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## Rights and Responsibilities of School Staff

School staff have a right to	School staff have a responsibility to
Expect that they will be able to teach in an orderly and cooperative environment	<ul style="list-style-type: none"> <li>Fairly, reasonably and consistently, implement the engagement policy.</li> <li>Know how students learn and how to teach them effectively.</li> <li>Know the content they teach.</li> <li>Know their students.</li> <li>Plan and assess for effective learning.</li> <li>Create and maintain safe and challenging learning environments.</li> <li>Use a range of teaching strategies and resources to engage students in effective learning.</li> <li>Actively teach students whole school engagement, attendance and behavioural expectations.</li> </ul>
Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.	<ul style="list-style-type: none"> <li>Personalise learning and modify programs.</li> <li>Ensure that diversity is managed in a positive, inclusive manner.</li> <li>Ensure that each child has an Individual Learning Plan which clearly articulates the educational, social and physical needs of the child, as appropriate.</li> <li>Maintain confidentiality.</li> <li>Maintain well-kept records of classroom activities, assessment schedules and student work samples.</li> </ul>
<p>Receive recognition and support from the school and its community.</p> <p>Work in a safe and positive work environment.</p> <p>Feel valued and supported personally and professionally.</p>	<ul style="list-style-type: none"> <li>Provide positive and affirming support and comments to others in the community.</li> <li>Recognise and celebrate the achievements of others.</li> <li>Contribute to and maintain a supportive and safe work environment.</li> <li>Treat others in a respectful manner.</li> </ul>
Undertake regular professional development activities to improve professional capacity.	<ul style="list-style-type: none"> <li>Utilise professional development opportunities to enhance current practice which is reflected in their capacity.</li> </ul>

#### 4. Shared expectations

We believe that as a school we are responsible for providing an educational environment that ensures that all students are safe, valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. We, therefore, believe that positive relationships are the most important factor in defining behaviour.

Our school aims to provide a safe and stimulating environment for all students.

Our school expects that children will be happy, confident, self-disciplined individuals who strive for excellence whilst having respect for one's self and others.

The school is committed to promoting enquiry learning, problem solving, critical thinking and creativity to further foster self-esteem, independence and cooperation as well as a love of nature and appreciation of the environment.

We value reciprocally supportive home-school partnerships and believe this is an essential element in establishing and maintaining well-being and engagement at school.

Open communication is essential in the prevention and early identification of problems.

Our codes of conduct aim to be fair, consistent and reasonable.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- positive parent/carers 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.

## Principal Class Code of Practice

The principal is responsible for the leadership, management and development of the school and its programs. The principal of Wooragee Primary School operates within the relevant sections of the Education Act, Department of Education and Early Childhood Development policies and the 'Role and Accountabilities' statement (1994).

<p><b>Provide Leadership by:</b></p>	<ul style="list-style-type: none"> <li>• articulating a vision for the school.</li> <li>• providing direction through the interpretation of the goals and achievement milestones in the school strategic plan.</li> <li>• providing a positive example to all members of the school community.</li> <li>• providing an environment which demands a positive work ethic, values excellence and achievement and is safe and harassment free.</li> <li>• encouraging open discussion on professional issues.</li> <li>• encouraging others to be risk takers.</li> </ul>
<p><b>Provide effective management by:</b></p>	<ul style="list-style-type: none"> <li>• developing effective administrative structures and procedures.</li> <li>• implementing consultative decision making processes.</li> <li>• making decisions in a timely and open manner.</li> <li>• establishing and managing efficient financial systems in accordance with DET requirements.</li> <li>• ensuring that roles and responsibilities are clearly understood.</li> </ul>
<p><b>Ensure positive relations with staff by:</b></p>	<ul style="list-style-type: none"> <li>• modelling positive behaviour when working with students, staff, parents and others.</li> <li>• modelling and encouraging the use of exemplary learning and teaching practices.</li> <li>• taking an interest in the welfare and professional growth of every staff member.</li> <li>• providing staff with professional development to promote quality teaching practices.</li> <li>• ensuring that there is regular and constructive feedback provided to all staff.</li> <li>• ensuring that all members of staff are treated fairly.</li> <li>• being accessible to staff.</li> <li>• showing a readiness to listen and act upon staff views and concerns.</li> <li>• actively supporting positive staff morale.</li> </ul>

<b>Develop positive relations with students by:</b>	<ul style="list-style-type: none"> <li>• being accessible to, and communicating regularly with, students on a formal and informal basis.</li> <li>• being fair and consistent in dealing with students.</li> <li>• Using restorative practices to rebuild relationships during and after conflict.</li> <li>• reinforcing the core values of the school with the student body.</li> </ul>
<b>Actively engage the broader school community by:</b>	<ul style="list-style-type: none"> <li>• treating all members of the school and broader community with respect.</li> <li>• actively promoting an environment of mutual trust and co-operation within the school community.</li> <li>• genuinely encouraging parents to see themselves as partners in supporting the learning of their children developing projects in partnership with community groups and organisations.</li> <li>• encouraging and facilitating community involvement in the setting and achievement of school goals and priorities.</li> <li>• making opportunities to raise the profile of the school within groups outside of the school</li> <li>• being accessible to parents and other community members.</li> <li>• welcoming volunteers and community groups into the school programs.</li> </ul>

### Staff Code of Practice

The importance of relationships underpins everything that we do at our school. Therefore a relationship-based approach is most relevant. We work on the following beliefs:

- Staff need to be in control of children without being controlling.
- Staff should set a tone which is calm and sensitive to the needs of all.
- Staff need to manage their own emotions.
- The child needs to be able to trust at least one staff member and rely on that person to develop an inner sense of security.
- The child needs to feel safe to lessen the impact of trauma.
- Trauma and neglect can affect thinking.
- Acknowledgement of good choices and decisions.

### Restorative Practices

The school is committed to the use of restorative practices with students.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
- promote awareness of others, responsibility and empathy (Hopkins 2002).
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b).
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001).
- separate the deed from the doer (Marshall et al. 2002).
- are systematic, not situational (Armstrong 2004).
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

**When something goes wrong a Restorative approach asks:**

- What happened?
- What harm has resulted?
- What needs to happen to make things right?

Values	Behaviours
<b>Cooperation and teamwork</b>	<ul style="list-style-type: none"> <li>• We share expertise, ideas, workload and resources.</li> <li>• We participate in and contribute ideas to discussion and planning.</li> <li>• We recognise and acknowledge what we can achieve as a team.</li> <li>• We value the role, and diversity, of all individuals in our team and respect their right to express a point of view.</li> <li>• We adhere to decisions reached by consensus.</li> </ul>
<b>Creating a peaceful and positive learning environment</b>	<ul style="list-style-type: none"> <li>• We are committed to restorative practices.</li> <li>• We believe that all students have the capacity to learn.</li> <li>• We have a deep understanding of the strengths, learning styles and capabilities of all our students.</li> <li>• We actively involve students in challenging and creative learning activities.</li> <li>• We encourage responsible risk taking, initiative and experiential learning.</li> <li>• We establish clear expectations and build on the experiences and needs of all students.</li> <li>• We encourage students to take responsibility for their learning.</li> <li>• We actively promote self-esteem, confidence and self-worth among students.</li> <li>• We ensure inclusiveness for all.</li> </ul>

	<ul style="list-style-type: none"> <li>We celebrate diversity.</li> </ul>
<b>Values</b> <b>Values</b>	<b>Behaviours</b> <b>Behaviours</b>
<b>Respect and trust</b>	<ul style="list-style-type: none"> <li>We act at all times in a professional and ethical manner.</li> <li>We foster a supportive and tolerant environment.</li> <li>We value and appreciate the strengths and skills of others.</li> <li>We treat all colleagues, students and community members equitably, justly and courteously.</li> </ul>
<b>Professional attitude</b>	<ul style="list-style-type: none"> <li>We are committed to continual improvement of teaching skills and methods.</li> <li>We keep ourselves up to date with contemporary teaching and learning practice and programs.</li> <li>We take responsibility for our own professional development.</li> <li>We share professional ideas and expertise with our colleagues.</li> <li>We demonstrate confidentiality on school issues.</li> <li>We actively promote an environment of mutual trust and co-operation within the school community.</li> <li>We are welcoming and receptive towards parents by encouraging a positive home/school/community partnerships and promote open discussions.</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>We have an understanding of the school's strategic plan and annual implementation plan and view these as important in providing a positive direction for our school.</li> <li>We plan, follow through and follow up what we promise where possible.</li> <li>We provide a stimulating and challenging learning environment.</li> </ul>

## School Council Code of Practice

The council of Wooragee Primary School acknowledges that it operates within the Education Act and Regulations and operates following the procedures outlined in the DET guidelines "Making the Partnership Work".

<p><b>The School Council will develop decision making processes</b></p>	<ul style="list-style-type: none"> <li>• Ensure the safety, learning needs and welfare of students will be the primary consideration in decision-making.</li> <li>• Publicly support the decisions of School Council.</li> <li>• Prepare and endorse the strategic plan, the school annual report and the self-assessment phase of the school review.</li> <li>• Ratify/endorse School Policies.</li> <li>• Monitor the effectiveness of school policies.</li> </ul>
<p><b>The School Council will develop relations with the principal, staff and broader community</b></p>	<ul style="list-style-type: none"> <li>• Be accountable to the community for the maintenance of the school within DET guidelines.</li> <li>• Be accessible to the community and effective in achieving the school goals and priorities.</li> <li>• Work with the principal, staff and school community to support and enhance a high quality education for all students of the school.</li> <li>• Maintain and respect confidentiality.</li> <li>• Actively promote an environment of mutual trust and co-operation within the school community.</li> <li>• Acknowledge and appreciate the diversity of the school community.</li> </ul>
<p><b>The School Council will develop strong internal relations</b></p>	<ul style="list-style-type: none"> <li>• Operate following the procedures outlined in the DET guidelines "Making The Partnership Work".</li> <li>• Plan, oversee and be accountable for all financial dealings of the school.</li> <li>• Provide a safe, orderly and well maintained environment.</li> <li>• Monitor the implementation and achievement of the strategic plan goals and achievement milestones.</li> </ul>

### The school community is expected to:

- |   |
|---|
| <ul style="list-style-type: none"><li>• Support the school in its learning and teaching programs.</li><li>• Ensure that students regularly attend school and are involved in extracurricular activities.</li><li>• Respect the learning environment.</li><li>• Ensure that students attend school and are picked up from school in a punctual manner.</li><li>• Assist and support students to complete designated tasks at home when required.</li><li>• Encourage students to seek additional assistance when needed.</li><li>• Making sure students are well-rested, well-nourished and ready for learning each day.</li><li>• Share important information that may impact positively or negatively on their children's learning.</li><li>• Participate in policy development, review and implementation.</li><li>• Participate in surveys in a constructive manner.</li></ul> |
| <ul style="list-style-type: none"><li>• Promote the school in a positive way.</li><li>• Promote positive outcomes.</li><li>• Promote the compliance with school rules.</li><li>• Contact the school promptly and in a respectful manner when problems arise.</li><li>• Provide the school with appropriate and accurate information related to students and student concerns.</li></ul>   |
| <ul style="list-style-type: none"><li>• Reinforce positive and respectful attitudes within children.</li><li>• Model positive behaviours.</li><li>• Assist students at home.</li><li>• Be active in their child's education.</li></ul>  |
| <ul style="list-style-type: none"><li>• Respect all members of the School Community.</li><li>• Value all members as individuals.</li><li>• Model positive interactions and promoting strong outcomes for all members of the community.</li><li>• Welcome and interact with new and existing members of the school community in a positive manner.</li><li>• Recognise the achievements of all children, parents and staff in our community.</li><li>• Accept other people and realise that diversity is necessary and inherent in our community.</li></ul>  |
| <ul style="list-style-type: none"><li>• Value the professional integrity of the staff.</li><li>• Respect the time and demands of staff in a small school</li><li>• Engage in effective and productive two-way communication.</li><li>• Take care within and around the school.</li><li>• Promote the importance of developing friendships and positive relationships.</li><li>• Model effective and positive interactions with other community members and staff.</li></ul>   |



## Student Code of Conduct

**As part of the school's educational rationale for the management of student wellbeing we believe in:**

- Strategies which promote high standards of behaviour.
- An approach which ensures self-discipline and responsibility.
- Strategies which ensure a safe and secure learning environment.
- Strategies for recognizing and reinforcing exemplary behaviour.
- Variations of the code according to difference.
- The resolution of discipline matters at the school level.

**We also believe that all members of its community - students, staff and parents have the right to:**

- Be shown respect and consideration.
- Work within an environment where problems are calmly, sensibly and fairly resolved.
- Expect that there will be care taken with your own and other people's property.
- Move, work and play safely without interference.

**Strategies, which promote responsible behaviour.**

Our school considers that a positive approach to behaviour is desirable to foster a school climate within which personal responsibility and self-discipline will be developed. Restorative practices and emotionally intelligent teaching support this belief. We are committed to providing a high quality supportive learning and social environment and developing personal and social skills. This is achieved through:

- implementation of a whole school approach to management that has clear rules, consequences and a positive focus.
- provision of a secure environment without intimidation or discrimination, where children are able to fully develop their talents, interests and ambitions.
- high quality curriculum programs that cater for individual needs.
- negotiation, with the children, as to what is acceptable behaviour, how it should be encouraged and what should be the positive and negative consequences of behaviour.
- defining clear, appropriate and relevant boundaries and expectations.
- modelling appropriate and acceptable behaviour.
- being consistent and fair in applying logical consequences.
- having a flexible approach implemented when necessary to modify boundaries.
- developing classroom management strategies consistent with the student code of conduct.
- focussing on the development of the whole child.
- supporting desirable behaviour through social education and personal development.
- focussing on self-esteem through skill development.
- giving appropriate and effective positive reinforcement.
- encourage sharing, tolerance and compassion amongst all children.
- accepting diversity and individual differences.
- encouraging organised and responsible play within our playgrounds.
- offering programs that provide student support and leadership accepting that there are differences in coping styles and skills.
- developing pride in the child's self, his/her work and the school.
- accessing support personnel and programs for children in need.
- continually evaluating teaching strategies.
- enhance and encourage parent/teacher contact.

**The children at this school have determined that there are four main rules, which govern the way children, and adults should behave.**

- Show respect and consideration to all.
- Work out your problems calmly, sensibly and fairly.

- Care for your own and other people's property.
- Move and play safely.

## 5. School actions and consequences

At Wooragee Primary School there are three steps to our staged response to secure a safe learning environment for all.

### Stage 1: Whole School Prevention and Early Intervention Strategies – Creating a positive school culture

Student engagement, regular attendance and positive behaviours are supported through the positive school culture and its focus on positive relationships for all stakeholders. Restorative practice provides the framework for the emphasis to be on progress, meeting expectations and achievement rather than wrongdoing.

Other whole-school and classroom practices include:

- 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
- goal setting by students and staff.
- consistently acknowledging all students.
- Providing explicit social skills and resilience skills and strategies through our Bounce Back and SAKG Programs.
- 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.
- defining and teaching school wide expectations.
- adults modelling positive behaviours.

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

- understanding the student's background and needs.
- ensuring a clear understanding of expectations by both students and teachers.
- providing consistent and inclusive school and classroom environments.
- establishing data collection strategies.
- developing a plan for improvement based on data and review regularly.
- scaffolding the student's learning program.
- creating and maintaining meaningful partnerships with parents.
- providing professional development opportunities for staff to meet the needs of particular students.

Actions and consequences will have an educational role and aim to foster positive relationships and retain the dignity of the student.

## Stage 2: Interventions: a targeted response for individual students

Broader support strategies will include:

- involving and supporting the parents/carers.
- involving regional personnel - psychologist, social worker.
- referral to support agencies - psychologist, speech therapist, occupational therapist.
- tutoring.
- peer tutoring.
- mentoring .
- counselling.
- convening student support group meetings developing individualised flexible learning, behaviour or attendance plans.
- providing broader educational programs - experiential learning, camps, outdoor education, creative arts, incursions and excursion.
- involving community support agencies.

## Stage 3: Resolution of Conflict

Emphasis is placed on the provision of welfare strategies to assist children experiencing difficulties.

These include:

- staff discussions.
- review of teaching and learning strategies.
- review of needs in relation to social skills development.
- parent interviews.
- individual positive behaviour management programs.
- learning improvement plans.
- support service involvement.
- referral to external agencies.

Students will be expected to accept responsibility for their actions, and to participate fully and positively in their educational experience. However, actions and consequences that isolate a student from learning will be avoided where possible.

Students understand and accept that for a breach of the agreed expectations there are logical and fair consequences. Parents/carers are informed if a serious incident of inappropriate behaviour occurs or there is a continuous incidence of minor inappropriate behaviours.

Consequences include:

- restorative chat or meeting.
- establishing or re-establishing social equality in the relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied.
- withdrawal of privileges .
- required to repeat a given task to acceptable standard.
- parent contact.
- parent interview.
- convening of a support group.
- allocation of a behaviour management contract.
- period of detention - 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 will be used for this work.
- calming, quiet time.
- be referred to principal – often time out or restorative chat.
- withdrawal from class/playtime -
- 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.

- suspension and expulsion

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.

Exclusions will only be instigated when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

*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**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.*