

Caulfield South Primary School

Student Engagement & Well-Being Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
*Student Engagement and Inclusion Guidelines***

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1 School Profile Statement

Our school is a place of structured inquiry and learning. We promote a caring ethos and a safe, happy and supportive environment for approximately 468 students. This contributes to the development of independent, confident and resilient learners. We aim to prepare students to meet the challenges of an ever-changing global society, to have the skills, values, understandings and courage to undertake a positive and productive role in that world. We encourage students to develop optimism and enjoy a sense of humour. The Primary Years Programme (PYP) of the International Baccalaureate (IB) underpins our teaching programme and we are a fully authorized IB World School. Academic excellence is valued and there is a focus on developing highly literate and numerate students, alongside a well-balanced program in the visual and performing arts, health and physical education. Science is an integral part of our curriculum with students having the opportunity to be involved in self-motivated science-based project work, through participation in the Science Talent Search. Our music program includes a school orchestra, choir and a drum corps which performs at public events. One of the highlights of our year for our students is the wonderful opportunity to shine at the annual school concert. The diverse curriculum provides students with numerous opportunities to excel and experience success. Student leadership is nurtured by providing all Year 6 students with leadership training and the opportunity to be a school leader for a term, while all Prep and Year 5 students participate in the Buddy Program. A culture of performance and development ensures teachers are constantly updating their knowledge, skills and expertise. Teachers differentiate learning through purposefully using data to cater for individual needs and help children develop to their full potential. Staff includes 2 principal class, 28 teachers and 5 support staff. All classrooms have computer access. In addition we have a computer lab and a library information technology centre with a bank of lap tops available for student use. A neighbourhood boundary ensures that numbers do not exceed existing accommodation facilities. There are low numbers of students with English as a second Language; there is however provision for specialised instruction for these students.

In 2014, the enrolment of 468 students includes 4 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 3. Although most students are from English speaking background, the mix of cultural backgrounds of students is quite diverse. The school's SFO for 2014 is 0.1481. A broad curriculum supported by specialist teachers in the areas of The Arts, Physical Education and LOTE (Italian), focuses on catering for the individual learning styles and abilities. The school has a professional, stable and dedicated staff. All teachers work in supportive teams to ensure provision of a challenging curriculum based on the Australian Essential Learning Standards (AUSVELS).

Our school's mission or purpose is to *'provide a centre for learning where excellence, high achievement and creativity will enable students to contribute to the global community. We value the development of lifelong learning skills and knowledge.'*

The goals in our Strategic Plan 2013-2016 support our mission:

Student Learning

To improve student learning, particularly in Literacy and Numeracy, optimising outcomes across the whole range of students' abilities, enabling real-life application

Student Engagement and Wellbeing

To build positive relationships across the school and enhance students' engagement with their learning.

Student Pathways and Transitions

To develop in students the knowledge, skills, attitudes and behaviours necessary for optimum transition through the various stages of schooling.

2 Whole-school Prevention Statement

At Caulfield South Primary School we aim to provide the best setting for the education of children in which they achieve and flourish. Learning takes place through purposeful, structured inquiry, developed in a safe, happy and supportive environment. This contributes towards the development of independent, confident and resilient learners. (*Strategic Plan 2012-2016*)

The emotional, physical, cognitive and behavioural wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to assist with the development into well-balanced and successful young adults.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. To support this, the school is developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through professional learning teams that encourage innovative pedagogy developed using the E5 instructional model, AUSVELS and the International Baccalaureate Primary Years Programme.

The school has developed and implemented a range of programs to support student wellbeing:

- The school develops social competencies through the 'Friends Program' in Years 2, 4 & 6
- All prep parents receive a copy of the Positive Parenting Book at the beginning of the prep year
- Whole school behaviour management incorporating *Restorative Practices* strategies
- Student voice through school leaders program and student led assemblies
- Classroom essential agreements / protocols
- Inquiry Units based on global concepts

Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students is promoted to encourage innovative pedagogy developed using standards as outlined on the AITSL website (Australian Institute of Teaching and School Leadership) for what constitutes high quality instruction of AUSVELS curriculum.

Prevention Programs

Attendance

The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The school is promoting the 'Every Day Counts' motto. We are also monitoring students who arrive to school late on a regular basis and focussing on reducing family holidays taken during school terms.

Curriculum

Student centred learning is of high importance. Caulfield South has developed inquiry units based on the International Baccalaureate-Primary Years Programme, multidisciplinary themes. These units enable students to access learning from their experiential knowledge base and to construct new meaning by posing questions and conducting inquiries.

Support

A Reading Recovery program is available for students in Year 1. Support is also available for ESL students. We run an enrichment mathematics program for students in Years 3-6.

Students at Risk

Students identified 'at risk' are referred to appropriate agencies such as the School Guidance Officer. In addition the school employs a private social worker and occupational therapist to work with students and parents. Parents are offered support in effective parenting skills.

The school is affiliated with *Psych4Schools* and Michael Grose's *Parenting Ideas* to offer staff and parents resources which target specific concerns.

Student Engagement and Wellbeing

Student engagement will be enhanced through the use of a range of ICT tools. ICT provides opportunities for enhancement of learning. Through the PYP Learner Profiles our students will strive to be; Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open –Minded, Caring, Risk- takers, Balanced and Reflective. Students are also taught social skills through the 'Friends' program and Restorative Practices strategies.

School Leaders Program

All Year 6 students are given the opportunity to be school leaders. In addition to this students can be House Captains and be involved in the Junior School Council. All Year 6 students are assigned to different grades as mentors throughout the year.

Student of the Week Awards

Students are given weekly awards for modelling positive skills and attitudes.

Buddies Program

Each Year Five student takes responsibility for a Prep student. The buddies meet on a regular basis and complete activities together. In addition the Year 5 students provide support for their buddies in the playground.

Restorative Practices

Staff are committed to learning a more cohesive approach to effectively managing behaviour. This will maximise engagement, and build pride, respect and responsibility in each student. This will be extended beyond the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues.

Restorative Practices

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Staged Response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves the classroom teacher and the Assistant Principal and/or the Principal and all persons affected in the incident; such sessions will be documented.
- There will be situations where a formal conference involving the aforementioned people, parents, support persons and convenor will be required. Any imposed consequence will be embedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and the behaviour continues, the school will establish a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong-doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Specific Targets

Specific targets to achieve by the completion of the current strategic plan period 2013-2016 are:

- Attendance – The school mean average absence rate to show continuous improvement and be no more than an average of 11 days P-6 by 2015
- ATS Survey – Student Morale, Stimulating Learning and Teacher Empathy to equal or higher than State mean
- The school mean for the Transitions variable on PO Survey will improve to be 6.00 or better

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

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

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

3.4 Students with disabilities

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

An education provider must make 'reasonable adjustments' to accommodate a student with a 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 and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

Bullying is when a person, or group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Cyberbullying is a direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms, social media, Xangas or MUD rooms. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

Examples of cyberbullying behaviour are:

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

- 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 leader or a teacher/coordinator that you feel comfortable with.

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

Rights and Responsibilities of the School Community

Caulfield South Primary is a place of learning in which we aim for students to feel safe and secure in their school environment. Staff promote the physical, emotional, social and academic welfare of its students. We believe that children learn best in a secure, happy, non-discriminatory environment in which the rights of the individual are respected and, within which, personal responsibility and self-discipline can be developed. Students have a clear understanding of what is expected of them and what they can expect from each other.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • 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. • 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, 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.
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Rights and Responsibilities of Parents/carers

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 	<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. <u>Ensure their child’s regular attendance</u> <u>Ensure that children arrive at school in time to line up with their class</u> 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.

Rights and Responsibilities of Teachers

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 	<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.

4. Shared Expectations

Schools – principals, teachers, school staff, students, parents and visitors

Caulfield South Primary School recognises its responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can engage effectively in their learning and experience success.

The Statement of Values (Victoria as a Learning Community, *Promoting Healthy, Safe and Respectful School Communities*) sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

Attendance

All staff will:

- Promote regular and consistent attendance with all members of the school community
- Record student attendance per school procedures
- Monitor and follow up absences

Behaviour

Caulfield South Primary will support and promote positive behaviours across the school and expect all members of the school community to engage in the educational environment with curiosity, enthusiasm and mutual respect. It is expected that all staff will:

- Implement the shared behavioural expectations of the school
- Deliver whole school management procedures

- Monitor behaviour at the school and collect appropriate, relevant data
- Review school procedures and implement reviewed strategies
- Promote the 'attitudes' and 'learner profiles' from the Primary Years Programme
- Use the student Engagement policy as a reference for developing class expectations
- Build a collegiate atmosphere with other staff in the school
- Respond to school policies and procedures
- Implement teacher Professional Standards
- Build positive relationships with all members of the school community

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

Expectations of Parents

Engagement

Parents are expected to:

- Provide the school with relevant information that could impact on the student's learning
- Promote positive educational outcomes for their child by taking an active interest in their child's progress
- Pursue positive relationships with members of the school community
- Actively support their child's engagement through regular and positive contact with the school
- Present the school in a positive light to their child

Attendance

It is expected that parents will:

- Ensure their child attends school regularly
- Ensure their child arrives on time
- Provide the school with a written explanation if your child is absent
- Contact the school if your child does not want to go to school
- Where possible, arrange doctor and dentist appointments out of school hours
- Arrange personal shopping trips with your child out of school hours

Behaviour

It is expected that parents will:

- Understand the school's behavioural expectations
- Support the school's approach to behaviour management
- Support the school's values

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

Expectations- Students Engagement

All students are expected to:

- Embrace learning opportunities offered at the school
- Engage with the curriculum to the best of their ability
- Respect the rights of others to learn and the teacher to teach
- Have high expectations that they can learn
- Respect, value and learn from the differences of others

Attendance

All students are expected to:

- Attend school regularly on the days that it is open
- Arrive at school on time and ready to learn
- Provide a note to the teacher explaining absences

Behaviour

All students are expected to:

- Uphold the school values
- Implement procedures set out in the Student Code of Conduct
- Demonstrate consideration and understanding of others
- Work towards developing positive relationships with all members of the school community
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the rights of others to learn and play safely is unacceptable

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.

- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

Diversity in the school community

Caulfield South Primary School acknowledges and celebrates diversity and aims to address diversity by:

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

Communication

We hold regular whole school assemblies that promote student achievement and are very well attended by our parents and school community. Excellent channels of communication exist between parents, staff and students through the fortnightly school newsletter, CSPS Mobile/iPad 'App', School Community noticeboard and the school website, pastoral care meetings, information evenings, nights where students showcase their work, Prep transition sessions and specific year level information letters.

Communication between members of staff is excellent; our staff and their teams are very supportive of each other. Staff teams are given a two hour planning block together each week, in school time.

Extra- curriculum programs

The other structures and support programs we have in place to foster student engagement includes our Buddy system between Preps and Year 5 students, our house system that includes awarding points for positive behaviours , inter house sports and games.

The school hosts and organises a range of extra curricula activities to cater for the range of student learning needs and interests. These include:

- Year 6 leadership program
- Special activity days
- School choir
- School orchestra
- Lunchtime Art classes
- Italian video
- Drum Corps- for Year 5 & 6 students
- Green team
- Junior Council
- House Captains
- Music Soirees
- Multiple excursions and incursions
- Before and After school care
- Sports training

- Chess Club
- Soccer Wise
- Techno Tennis
- Junior Rockers
- Creative Music
- Singing

Links to the Local Community

Our links to the local community are particularly strong through our many fundraising activities. The Junior School Council is very involved with supporting charities and will often hold special fundraising activities and donate the proceeds to selected organisations. There are many opportunities for parents to be involved in the school, such as parent reading helpers, Parents Association, fundraising, Friends of Music Group, school council and its sub-committees.

1. School Actions and Consequences

Caulfield South PS we support the right for all students to feel safe and happy in the school setting. No child has the right to disrupt the learning of others and disrupt the ability of teachers to teach. Community expectations highlighting appropriate, positive behaviours are paramount to ensuring a safe and happy learning environment for all students.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole – school practices, including:

- 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

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 and teachers
- 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 student wellbeing coordinator
- tutoring/peer tutoring
- mentoring and/or counselling
- 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.

From the Statement of Values (Victoria as a Learning Community, *Promoting Healthy, Safe and Respectful School Communities*) sets out:

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES UNREASONABLE BEHAVIOURS- PARENTS/VISITORS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Discipline procedures – suspension and expulsion

Inappropriate, unacceptable and dangerous behaviour will not be tolerated. Negative behaviour will be dealt with on a case by case basis.

When considering suspension or expulsion, schools are required to follow the procedures listed in the DET **Student Engagement and Inclusion Guidelines Ministerial Order 625**.

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.

Convening of a support group (See Student Engagement and Inclusion Guidelines Ministerial Order 625 for process required).

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school. This is stated in The Victorian Registration and Qualifications Authority's Minimum Standards for School Registration.

This document should be read in conjunction with the following Caulfield South Primary School Policies:

- Student Code of Conduct Policy
- Promoting a safe and Supportive Environment -Anti-Bullying Policy

References

School Performance Framework	http://www.education.vic.gov.au/school/principals/management/Pages/school-performance.aspx
Disability Standards for Education	http://docs.education.gov.au/node/16354
Safe Schools	http://www.education.vic.gov.au/school/principals/spag/safety/Pages/bullying.aspx http://bullyingnoway.gov.au/ http://www.education.vic.gov.au/school/principals/spag/safety/Pages/student-support.aspx
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act 2010	http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act
Education and Training Reform Act 2006	www.legislation.vic.gov.au/.../Web.../06-24aa045%20authorised.pdf

VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/default.aspx
Creating Respectful & Safe School Communities online toolkit- Statement of Values	https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx
Ministerial Order 625-Suspension and Expulsion	http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF
The Compact: Roles & Responsibilities in Victorian Education	http://www.education.vic.gov.au/Documents/school/principals/management/thecompact.pdf
Minimum Standards for School Registration	Website temporarily closed
Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx