Cheltenham Primary School

Student Engagement
&
Well-Being Policy

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

February 2012

Principal: Margaret McIntosh
School Council President: Paul Walker

CHELTENHAM PRIMARY SCHOOL PROFILE STATEMENT

Cheltenham Primary School is an historic school, situated in a Bayside suburb, 15 km south east of Melbourne. The school opened in 1855 as the Beaumaris Wesleyan School and, following several name and location changes, became Cheltenham State School No. 84 in 1885. The school acknowledged its 155th year in 2010.

Cheltenham Primary School has a Student Family Occupation (SFO) density of 0.2452 with the state mean being 0.49. In brief, the demographic background of our students reflects a low proportion of Language Other than English (LOTE) speakers at home and a low proportion of Education Maintenance Allowance (EMA) or Youth Allowance recipients.

Student enrolment has remained stable at in excess of 350 students for the last few years. The school maintains a predominantly straight class structure. Specialist teaching areas include: Visual Arts, Performing Arts, Physical Education, LOTE, Kitchen Classroom, Market Garden and Information Technology. The range of support programs and the teaching strategies used by teaching staff focuses heavily on promoting 'student engagement'. Our approach is student centred and differentiated to address the individual needs of students. Considerable effort has been made to support core learning in English through the employment of Margaret Menner and in the area of Mathematics with Rob Vingerhoets. Both of these highly esteemed educators have assisted staff's professional development and learning in VELS planning, the principles of teaching and learning and authentic assessment of student learning over the past few years. The school leadership team ensures that all staff undertakes regular professional development that enables them to have a clear understanding of the school's vision and goals. Some examples have been; Restorative Practices- Marg Armstrong, Mark Dobson, Circle Time- Margaret Menner, Kerrie Staun, Bully Busters.

Additional assistance for students with learning difficulties occurs through a literacy support program and the support of a number of integration aides working with small groups of students and one on one with Integration children. The consolidation of our layered additional assistance pathway comprises clear intervention strategies, targeted additional assistance, the development of Individual Learning Improvement Plans, ongoing monitoring systems and the use of DEECD support agencies such as Speech Therapy, Guidance Officers and Departmental funding.

The current staffing profile comprises: Principal, Assistant Principal, two Leading teachers and a rich blend of Expert, Accomplished and Graduate classroom teachers. The teachers are also supported by Educational Support Officers in roles of Integration Aides, Library Technician, ICT technicians, Kitchen Classroom, Office Administration and the Market Garden Program. Generally there is a low annual rate of staff turnover. Cheltenham Primary School has a stable teaching staff.

Cheltenham Primary School has benefited from successful grant applications obtained through the Federal government's 'Investing in Schools' initiative, Solar in Schools, Community Water, Pride in Schools. This funding has been used to upgrade the school's ICT infrastructure, the installation of 2 x 20,000 litre water tanks, energy saving solar panels and significant upgrades to heritage listed buildings, classrooms and resources. The school community celebrated the building of a new Junior School wing which opened in 2011 as part of the government's economic stimulus plan (BER).

The school also has well maintained gardens, grounds, prosperous and flourishing vegetable garden, giant enclosed sand pit and a 1 acre native plant sanctuary. These enhance student engagement by providing extensive play areas, shade areas and a green landscape for children to enjoy. The grounds include a reseeded football oval, synthigrass basketball and netball courts, bat tennis courts, cricket nets, passive play areas, a courtyard, gazebo and several adventure playground areas. Student connectedness is enhanced through the range of enrichment programs on offer. Some of which are: Chess Club, Cooking Club, Walking Club, Art Club, You Can Do It Club, Active After School and OSHC Programs, School Aerobics, Huff n Puff / Fitness Activities, Student Leadership and Gifted / Talented Activities.

The school Student Representative Council (SRC) also promotes engagement as the students are given a voice and are involved in school issues and decision making.

Cheltenham Primary School has a strong commitment to enhancing student wellbeing and engagement. Through the implementation of a range of initiatives, the provision of resources and purposeful teaching, we have created a stimulating and safe learning environment which contributes to student's engagement and wellbeing. We have a whole school focus on promoting student engagement by personalising learning. 'Inquiry learning' is used throughout the school and the Prep to Grade 2 classes have implemented the 'Walker Learning Approach'. All teachers in the Junior School have completed professional development with Kathy Walker, who provides ongoing support in her role as a mentor. The use of ICT, multimedia and multi-literacies in the school, including interactive whiteboards, ipods, digital cameras, laptops and beebots, stimulates children, enhancing learning and engagement.

Our student achievement data indicates a strong performance in Literacy and Numeracy. This includes teacher judgement as well as the State and National testing programs of AIM and now NAPLAN. Our combined student achievement results are above the Victorian Government Primary School median. Our students are performing higher than students in other schools on adjusted school performance on teacher assessment against VELS to be in the top 20% of Victorian Government Primary Schools. Our Naplan results show our students are performing similarly to other schools given their background.

Cheltenham Primary School responds to the needs and expectations of the school community by providing a safe and supportive and stimulating learning environment. Students feel a strong connectedness to their peers and are motivated to learn. The students' strong connectedness to their peers can be explained due to a number of initiatives throughout the school. The mixing of the students in Grades, as they move to the next Grade level each year, helps build friendships and understanding of their entire peer group. The Junior School sleepover and the Grade 3/4 and Grade 5/6 camps, provide bonding shared experiences for all involved. In addition, the engaging and broad curriculum at Cheltenham Primary (including the kitchen classroom program, sporting activities and concerts) strongly promotes teamwork and unity. The Grade 6/Prep 'Buddies' and a Grade 5 Peer Mediation encourages understanding and compassion across grade levels. The Grade 6 students are all involved in a 'mentoring' program; they each have a teacher at the school with whom they meet regularly and discuss how they are getting on and their plans for the future. These meetings promote school connectedness and reinforce their belief that their opinions and ideas are important to the school. Cheltenham Primary school implements an 'e-safety' policy which includes a clear internet policy and cybersafety curriculum from Prep to Grade 6.

Student Wellbeing continues to be an important priority with the adoption of the 'Restorative Justice Approach' to student engagement and wellbeing. All staff have been trained in this model and implement a 'circle time' within classroom programs to build and foster positive relationships between teacher/student and student/student. The circle time has given the students a chance to share their opinions, listen and better understand others. The restorative approach underpins our behaviour management model and compliments our student code of conduct. A booklet was developed in conjunction with our SRC, which outlines behaviours and expectations. This is sent home with students each year to share with parents and reinforces appropriate behaviour. This code of conduct is well understood and referred to throughout the school. This is reflected in our positive atmosphere and well-behaved students

The You Can Do It (YCDI) program is implemented in all classes (Prep-Grade 6). The YCDI language is used throughout the school. Weekly 'You Can Do It' awards, which reflect the values of the program, are presented to students in assembly every week. These awards explicitly detail the ways in which students have achieved with respect to the various YCDI keys, promoting recognition amongst their peers, parents, staff and the school community. Award winners then take part in a post-assembly tea party with the Principal where their achievements are further discussed. Junior School students are presented with a coloured cape to wear and coloured wristbands have been introduced to the Senior School award winners, reflecting the 5 YCDI keys of resilience, persistence, organisation, getting along and confidence. Each class also takes part in a YCDI performance in assembly, showing their understanding of the term's YCDI key. In addition, a special monthly award is presented to a

Grade 5/6 student who displays qualities of all 5 YCDI keys. At recess and lunchtimes, teachers award YCDI 'raffle tickets' to students who are noticed to be demonstrating YCDI key, e.g. resilience after falling over. These raffle tickets go into a box and a couple of tickets are drawn each assembly, the winners receiving a reward. The school has yearly YCDI days/incursions which continue to promote the program and its thinking, e.g. Magic Day 'There is magic in all of us' (2010), Persistence- 'Linda the Juggler' (2009).

The 'Friends for Life' program to increase student's emotional resilience was introduced in 2009. An intensive 10 week program is implemented 2-3 times in the CPS student's journey through the school, beginning in Year 1, refreshed in Year 4 and soon to be implemented in Grade 6 to prepare students for the transition to Secondary School. The program teaches the children to think positively and believe in themselves, and explicitly tackles students' worries and fears, discussing how to combat them.

CHELTENHAM PRIMARY SCHOOL WHOLE SCHOOL PREVENTION STATEMENT

PREVENTATIVE SCHOOL CULTURE

Cheltenham Primary School's vision is to provide all students with an innovative and challenging curriculum to enable them to acquire knowledge, skills and behaviours in relation to the core disciplines across the curriculum, whilst engaging them in higher order thinking for personal and social growth.

The school's core purpose is to instil in each child a love of lifelong learning through innovative programs and positive learning experiences. It encourages personal achievement, reinforces creative skills, teamwork and fosters respect for others. The school aims to develop individual skills of leadership, independence, critical thinking and problem solving within a 'futures perspective'.

The school provides, in partnership with families, friends and the wider school community, a high quality and inclusive approach to education at all levels. Consultation with students, parents and the Department support organisations, ensure that the school is responsive to student's social, emotional, cognitive and cultural needs.

CORE VALUES
Our core values are embedded within the school culture and include:

Respect   - For self, others and property
Teamwork- A sense of collective responsibility and accountability
Learning- Where each individual has the opportunity to achieve their potential
Equal Opportunity- Provision of an inclusive curriculum
Trust- Everyone should feel secure and valued

Cheltenham Primary School promotes a positive culture which encompasses a whole school approach and aims to support all community members. The provision of a safe and orderly learning environment, free from bullying and harassment is the platform on which high standards of behavior are expected. The development and promotion of respectful relationships between staff and students is encouraged through the implementation of the 'Restorative Justice- shared concern approach' to student wellbeing. Marg Armstrong, educational consultant, has been employed by the school to train all staff in this approach and will continue to be engaged in 2010 to reinforce this technique across the school, and in particular, the benefits of 'circle time' as a daily / weekly practice in all classrooms.

The school fosters high levels of well being, motivation and engagement through the implementation of a whole school social / emotional program called 'You Can Do It' founded by Dr Michael Bernard. The school is highly recognized for its success in implementing this program and in particular through its parent education programs targeting specific areas of student well being, resilience, confidence, achievement and success.

Cheltenham Primary School is committed to high levels of student achievement within the core curriculum areas of literacy and numeracy. Professional Learning Teams are the vehicle which drives whole school improvement through explicit teacher pedagogical practice, staff professional development and an engaging and rigorous curriculum. POLT for teachers and students, Performance and Development Culture Accreditation (minimum of 4 and mostly 5 achieved for indicators), demonstrate effective instructional practices within the school.

Regular school attendance is important to enable students to maximize their full educational potential and actively participate and engage in their learning. At Cheltenham Primary School, student attendance is affected by prolonged family holidays and student illness. The school utilizes the DEECD State- Wide campaign of "It's Not OK to Be Away" and will continue to promote and pursue this strategy in line with DEECD expectations.

Cheltenham Primary School aims to provide a smooth and efficient transition program from preschool to primary, within VELS levels at primary and from primary to secondary school. A formal prep transition program provides opportunities for local preschool students and parents to become familiar with the school environment, teaching staff and school routines. Students are supported as they transition across VELS areas within the school by transition approaches and buddy programs that provide opportunities for familiarity and orientation into a new team. To ensure students are prepared for secondary school, they attend information sessions, orientation days and have local secondary schools attend our school for information sharing sessions. The school releases relevant staff to liaise with transition coordinators and to visit local preschools and secondary schools for obtaining and sharing essential information about individual's needs. Parents are surveyed each year to obtain important information to inform practices.

RIGHTS AND RESPONSIBILITIES

3.1 Guiding principles

At Cheltenham Primary School 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 javascript:void(0);
- 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 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

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

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

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

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

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

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

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

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

3.5 Bullying and harassment

Definitions
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
Examples of cyberbullying behaviour are:
- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- 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 witnessed the incident and advise them that it will be reported to an appropriate person.
(Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully). Students will be encouraged to voice their concern if a peer engages in bullying behaviour.

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 is a form of bullying using an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. Examples of cyber bullying could include:

- the language you use and the things you say- leading to defamation
- how you treat others- sending unwanted messages, texts or images
- not respecting people's property (eg breach of copyright)

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.

Students will be encouraged to use the following strategies if they believe they are being bullied:
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

Cheltenham Primary School believes in explicitly teaching students strategies that will foster whole school engagement. Promotion of high attendance and understanding behavioural expectations will develop a highly predictable environment allowing students to understand what is expected of them and what they can expect from each other.

All students have a right to:	All staff have a right to:	All parents have a right to:
• 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	• expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
• participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • 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.	• 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.	• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • 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.

SHARED EXPECTATIONS

Cheltenham Primary School has developed shared expectations for staff, students and parents, to ensure that learning, safety and rights of all are respected. The expectations are intended to be positive and set out the anticipated and appropriate behaviours of the school community. Our shared expectations are intended to support individual students and their families that come to the school community from a diverse range of cultural backgrounds, communities and experiences.

We have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values of Respect, Teamwork, Learning, Equal Opportunity and Trust are based on the Australian Government's nine values, for Australian schools, which are:

Care and Compassion
Care for self and others
Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence
Respect
Treat others with consideration and regard, respect another person's point of view
Fair Go

Pursue and protect the common good where all people are treated fairly for a just society

Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Freedom

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

Understanding, Tolerance and Inclusion

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

Honesty and Trustworthiness

Be honest, sincere and seek the truth

EXPECTATIONS- STAFF

ENGAGEMENT

Cheltenham Primary School's leadership team will:
- uphold the right of every child to receive an education
- ensure the school complies with its duty of care obligations to each student as well as its obligation under the Equal Opportunity Act
- develop policies and procedures consistent with the schools values and the Departmental Guidelines.
- Acknowledge the diversity of the school community and deliver teaching and learning educational and extracurricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

The teachers will:
- develop flexible pedagogical styles to engage different learners.
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice to develop a positive school culture in and outside the classroom

ATTENDANCE

In compliance with Departmental procedures, Cheltenham Primary School employees are expected to:
- promote regular attendance with all members of the school community
- monitor and follow up on absences

BEHAVIOUR

Cheltenham Primary School promotes positive, social behaviours by developing and implementing shared behavioural expectations within the school community and by implementing logical and consistent consequences to address inappropriate behaviour. The Restorative Justice approach will underpin actions taken to address students' misbehaviour. The school is committed to engaging all students in the curriculum through the provision of stimulating and authentic learning experiences. The school will only exclude students in extreme circumstances.

Cheltenham Primary School's leadership team will:
- lead and promote preventative approaches to behavioural issues by ensuring student wellbeing is a priority within the school
- monitor behavioural issues and the effectiveness of implemented strategies
- provide professional development opportunities to staff to build their capacity to promote positive behaviours.

Teachers will:
- negotiate a class-based set of shared expectations for students
- explicitly teach social competencies through the curriculum

- implement behaviour management strategies that are consistent with the whole school approach
- build a collegiate atmosphere with other staff to share strategies relating to behaviour management
- involve appropriate specialist expertise where necessary

EXPECTATIONS- STUDENTS

ENGAGEMENT
All students are expected to:
- adhere to the school values and classroom protocols
- show respect to everyone who attends the school and value and learn from the differences of others
- have high expectations for themselves and make the most of the learning opportunities provided

ATTENDANCE
All students are expected to attend school every day that the school is open to students. If students can't attend school they must provide an explanation from their parents / carers. Students should arrive to class on time and ready to learn.

BEHAVIOUR
Students are expected to:
- support each others learning by behaving respectfully
- be considerate and supportive to others within the learning environment
- have high expectations that they can learn
- demonstrate behaviours and attitudes that support the wellbeing and learning for all
- contribute to a positive, safe and orderly learning environment that is inclusive and friendly
- understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

EXPECTATIONS- PARENTS / CARERS

ENGAGEMENT
Parents are expected to:
- actively participate in supporting their children's learning by building positive relationships with the school by attending parent / teacher meetings, school events, assemblies, celebrations, student support groups, parent association activities and by responding to all communications in a timely manner.
- Support the school policy on celebrating diversity by building positive relationships with all school members
- Support the school in its implementation of all school policies.

ATTENDANCE
Parents are expected to:
- Ensure the enolment details are accurate
- Ensure their children attend school regularly and are on time
- Notify the school if their child is absent or late and provide an explanation

BEHAVIOUR
- Parents should understand the school's behavioural expectations
- Act in a fair and courteous manner in all dealings with the school and treat school staff in a respectful manner
- Uphold the school's values and support their children to do so as well
- Work with the school to promote a consistent approach to support their child's learning, engagement and commitment both in and out of school.

SCHOOLS ACTIONS AND CONSEQUENCES

At Cheltenham Primary School we believe that a positive approach to behaviour is necessary to develop a culture where we foster personal responsibility and self-discipline.

Student engagement, regular attendance and positive behaviours will be 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 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
- involving DEECD and community support agencies.

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

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.

Students will be made aware that breaches of school expectations may incur consequences. These consequences will be logical and appropriate to the misbehaviour.

Consequences which may be used prior to suspension include:
- Discussion regarding the inappropriateness of the behaviour / action.
- Apology.
- 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.
- 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 may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
- Referral of student to Student Support Program.
- Suspension , expulsion in accordance with DEECD guidelines.

[The school reserves the right to determine the course of action for each individual case. As such, consequences will apply in consideration of the type and nature of the behaviour. All incidents will comply with the Privacy Act 2000]

REFERENCES

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm

School Accountability and Improvement Framework

http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm

Effective Schools are Engaging Schools

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf

Disability Standards for Education

http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm

Safe Schools

http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm

http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm

Charter of Human Rights

http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm

Education and Training Reform Act 2006

http://www.education.vic.gov.au/about/directions/reviewleg.htm

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf