ST KILDA PARK PRIMARY STUDENT ENGAGEMENT POLICY 2013- 2015

1. SCHOOL PROFILE STATEMENT

St Kilda Park Primary School, founded in 1881, is an inner suburban bayside school with a population of 316 children in 2013. St Kilda is a diverse neighbourhood. It has the highest population density of any Victorian Municipality; extensive parkland with highly developed sporting facilities and active sports clubs; a busy commercial/retail/entertainment strip; and a number of welfare agencies. The proximity to Albert Park has enabled the school to encourage high levels of participation in sport/physical activity both within and outside school hours. The school community has amongst its commitments a focus on The Arts.

The current enrolment is 311 students from 235 families. The school is zoned. Our student population comprises 178 girls and 133 boys. Our prep students are drawn from approximately 15 pre-schools. Our classes are organised to link with the Victorian Essential Learning Standards:
- Level 1 - Prep
- Level 2 - Year 1 and Year 2
- Level 3 - Year 3 and Year 4 and
- Level 4 - Year 5 and Year 6

All staff members operate with a strong emphasis on collaborative planning to maximise consistency. The school's staffing profile consists of an aggregate of 19.5 equivalent full time positions of which 14 are classroom teaching positions, 4 specialist teachers. We have two additional teachers who support our Literacy and Numeracy Programs with intervention and extension and Reading Recovery. There are also 2 Principal Class Officers. There is a Business Manager and Administration Officer. There are 2 part-time Integration Aides.

"St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to become valued members of the community."

We aim to create a secure, stimulating and happy environment which:
- encourages children to take responsibility for their own behaviour and to respect the rights and needs of   others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and well-being in all students
- fosters a strong sense of community and mutual respect between all members of our community.

The following core values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community: Respect, Creativity, Enthusiasm and Resilience.
Amongst a range of ideals we value teachers being addressed by first names; leadership opportunities for all students and no school uniform.

Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed in aspects of policy development, implementation and evaluation/review.

Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: constructivism, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community underpin everything and enable us to build a community of continuous learners.
The School Council and leadership team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.
A key component of St Kilda Park's approach to building a positive culture is teaching positive behaviours, the use of Restorative Justice Practices and the use of logical consequences to address appropriate and inappropriate behaviour. Our positive school culture is also predicated on student engagement being the basis for learning.
A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and improved teaching and learning practice. An inclusive and engaging curriculum incorporating the DEECD e[5] model and VELS ensures that teaching and learning practice is in line with the needs of 21st-Century learners.

2. ST KILDA PARK PRIMARY SCHOOL PREVENTATIVE SCHOOL CULTURE STATEMENT (Building A Positive Culture)

St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to be valued members of the community.

We aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and well being in all students
- fosters a strong sense of community and mutual respect between all members of our community.

Our focus is to develop the teaching practices and learning environment that reflect this culture. We use a model of professional learning that supports and develops these effective practices. The model has at its core the essential elements for learning: constructivism, inquiry, collaboration, co-operation, self responsibility and personal development in an environment of challenge and support. Relationships in the school community underpin everything and enable us to build a community of continuous learners.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of St Kilda Park's approach to building a positive culture is teaching positive behaviours, the use of Restorative Justice Practices and the use of logical consequences to address appropriate and inappropriate behaviour.

The School Council and Leadership Team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing effective classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse individual learning needs. A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and improved teaching and learning practice. An inclusive and engaging curriculum incorporating the DEECD e5 model and AusVELS ensures that teaching and learning practice is in line with the needs of 21st-Century learners.

Prevention Programs   (Building Resilience)

At St Kilda Park Primary School we believe that students are better prepared for learning when they are healthy, safe and happy, therefore, student welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare.

Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parents.

We work together as a whole school community to ensure a preventative school culture by providing programs and practices including the Creating A Positive School Environment (CAPSE) Program, RAMP (Risk Assessment Management Program)/Student Well-Being Team, Buddy Program, Year 6 Transition Program, Prep Transition Program, Across-Level Transition program, Reading Recovery, Learning Support, Year 6 Leadership Program and a Drug Education Program.

Regular Attendance

St Kilda Park Primary School is continuing to build an understanding in the community that full, and punctual, attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.

An approach to improving attendance and reducing lateness is being implemented.

Restorative Justice Practices and School-wide Positive Behaviour Support

St Kilda Park Primary School has introduced '*Restorative Justice Practices*' to encourage engagement, personal responsibility, independence, pride and respect in each individual student. In the classroom, and in the yard, this is the basis for respectful communication, relationships and how to respond pro-actively to behavioural issues. St Kilda Park Primary School has a RAMP Team to oversee the implementation of our Student Engagement Policy Guidelines. This team also analyses data from various sources pertaining to Student Engagement and makes recommendations to the school leadership team.

Intensive Literacy and Numeracy

St Kilda Park Primary School has implemented literacy and numeracy improvement strategies as part of the school improvement agenda outlined in the *School Strategic and Annual Implementation Plans.*

Inclusion, Wellbeing & Transitions

At St Kilda Park Primary School the RAMP Team will implement a Transition Program to investigate current practice and make recommendations for improvement of transitions at every year level of the school.

An effective Student Buddy Program, between Prep and Year 5 students, has been in place for a number of years and supports our belief in the importance of student mentors.

A close relationship has been established with a number of support agencies including the Port Phillip Council and Student Support Service Officers (SSSO) staff who actively contribute as members of the school community.

Professional Learning

Teacher Professional Learning is prioritised at St Kilda Park Primary School to ensure that teaching and learning approaches are based on deep pedagogical understanding and reflects best practice. Opportunities for teachers to learn from each other via an Instructional Coach Model are in place. Ongoing professional learning in DEECD initiatives and school based priorities will continue to be a focus at SKiPPS in 2013 and beyond.

How we support positive behaviour and relationships

St Kilda Park Primary School encourages the active involvement of parents in the learning, development and support of positive behaviour of each student. It seeks to foster this cooperative approach with parents through pastoral care interviews, parent helper training, reports, newsletters, website information, educational forums, parent-teacher interviews, phone calls and meetings.

Restorative Justice Practices Procedures

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs St Kilda Park Primary School will use a Restorative Justice approach to repair damaged relationships between individuals and groups. This sits alongside the Traffic Light system for classroom management (see Appendices A and B). Where appropriate St Kilda Park Primary School will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used.

A restorative practice question approach is built upon the following key questions:

When things go wrong	When someone has been hurt
• 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?	• What did you think when you realised 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?

A 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 involving any or all of the following people: Student Wellbeing Leader (Assistant Principal), Principal, Leading Teachers, Class Teachers and if necessary the School Support Officer and all persons affected in the incident. The response will be documented.
- There will be situations where a formal conference involving the aforementioned people, parents, support persons and convenor will be required (Student Support Group). Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' for those who have been affected.
- Where a restorative approach has previously been conducted and the behaviour subsequently 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 and the implementation of a Behaviour Management Plan.

Restorative Practice is based on an underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right.

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 public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. St Kilda Park Primary School's Anti-Bullying Policy has developed Rights and Responsibilities in consultation with the community and is reviewed and ratified by School Council as part of the Policy Development Cycle. This school operates on procedural fairness and prohibits the use of Corporal Punishment.

All Members of the St Kilda Park Primary School community have a right to -
• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion   • be treated with respect and dignity.   • feel valued, safe and supported in an environment that encourages freedom of thought and expression

All Members of the St Kilda Park Primary School community have a responsibility to -
• acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community.   • participate and contribute to a learning environment that supports the learning of self and others   • ensure their actions and views do not negatively impact on the health and wellbeing of other members of the School community

All students have the right to	All staff have the right to	All parents have the right to
• be treated with respect and tolerance • feel safe, secure and valued • express opinions and be listened to respectfully • learn, work and play without interference from others • have equitable access to teacher time, school facilities and resources • have the opportunity to develop talents, interests and ambitions and to be able to share these and participate in community activities. • expect a learning program that meets their individual needs	• expect to be able to work in an atmosphere of order and cooperation • use discretion in the application of rules and consequences • receive respect and support from the school community	• know that their children are in a safe, happy learning environment where they are treated fairly and with respect • expect a positive and supportive approach to their child's learning • expect communication and participation in their child's education
All students have a responsibility to	**All staff have a responsibility to**	**All parents have a responsibility to**
• respect the rights and opinions of others and display good manners ▪ act in a safe and responsible manner and move and play safely ▪ be cooperative and considerate ▪ participate and work to the best of their ability and allow others to do the same ▪ follow classroom rules ▪ care for themselves, other people, property and belongings ▪ resolve problems in a calm, sensible and fair manner ▪ be alert and responsive to the problems of others	• build positive relationships with students as basis for engagement and learning • use and manage the resources of the school to create stimulating, safe and meaningful learning • treat all members of the School community with respect, fairness and dignity	• build positive relationships with members of the school community • ensure students attend school and have the appropriate learning materials • promote respectful relationships

Bullying -
What is Bullying?

Bullying is persistent physical or psychological actions by a group or an individual which are intended to hurt another person. It can be planned and organised.
It can include:
- teasing, name calling, put-downs or belittling of others' abilities/achievements
- writing offensive notes or graffiti
- demands for money or possessions
- damaging, removing or hiding belongings
- leaving someone out of activities on purpose
- physical violence e.g. hitting, pushing
- gestures
- coercive behaviour
- cyberbullying

Bullying affects the welfare of the whole school. It makes children feel unsafe at school, either because they are being bullied, or are witnessing bullying or are concerned about the threat of bullying. It affects their ability to learn and to enjoy the companionship of others. Children and adults who bully also need to be confronted and taught how to develop more positive relations with others.

The school acknowledges that within any school community there is the potential for bullying and instances of bullying will occur at times. Recognising the potential for bullying at school is the necessary basis for preventing bullying and responding to it effectively. Teachers, students and parents need to be equipped to recognise and respond to bullying and to be aware of the school's procedures for dealing with this and other forms of unacceptable behaviour.
This ensures that when bullying occurs, students will feel they can approach teachers if they have been bullied or have observed bullying. It also helps students and parents to have confidence that their concerns and complaints will be treated seriously and that the school will respond.

At St Kilda Park Primary School we have a strong commitment to prevent and minimise bullying and putdowns in the school. Some approaches we use are:
- building general awareness of the issue of bullying
- professional development for staff
- responding promptly to individual problems
- taking action to foster tolerance and a positive community culture
- provide programs to develop resilience
- clubs and structured activities available to students at lunchtimes

We believe there is no one simple strategy to achieve a safe and harmonious environment.

Cyber Bullying

The widespread availability of the internet provides unprecedented opportunities to communicate and learn. Whilst most people use the internet as a powerful tool for communication and education, some individuals use the power of the internet for purposes such as posting for bullying and harassment. We can minimise the harm that such individuals do by teaching students how to use the internet safely and responsibly. The term *cyber ethics* refers to a code of safe and responsible behaviour for the internet community. Practising good *cyber ethics* involves understanding the risks of harmful and illegal behaviour online and learning how to protect internet users from such behaviour. It also involves teaching young people, who may not realise the potential for harm to themselves and others, how to use the internet safely and responsibly.

Cyberbullying and the eSmart approach has been addressed in the ICT Policy.

The following chart comes directly from the ICT Policy.

What the School will do	What the parent will do	What the student will do
1. Only upload information to the Internet which meets DEECD Guidelines. 2. Use the Internet for educational purposes. 3. Use school protocols to monitor student behaviour when using computers and the Internet so it is appropriate. 4. Actively support access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered. 5. Provide Cyber safety programs that encourage safe usage. Refer to the website www.cybersmart.gov.au 6. Ensure that information published on the Internet by students or the school is of a high standard, and meets legal requirements and standards of general practice within the community in relation to copyright, safety and decency. 7. Students (Years 3 to 6) are to be given an email account (Ultranet or DEECD service provider) or use their own account which is to be closely supervised by teachers between 8.45am and 3.45pm on school days. 8. Teachers are to notify the ICT Coordinator and Principal of any inappropriate material in electronic communications. Parents will be notified as appropriate. 9. Ensure that each student and parent has signed the ICT consent form. This is to be discussed with students before it goes home. A data-base of information from the Code of Practice is to be kept at the office. 10. All ICT based work is to be screened for appropriateness. 11. Teachers will supervise the storage of students' electronic equipment and use reasonable care but neither teachers nor the school are responsible for lost or stolen equipment. 12. Apply sanctions in consultation with the ICT Manager in line with the Code of Practice.	1. Discuss the ICT Consent form with your child and then sign it and return it to the school. This must happen before electronic equipment is brought to school. 2. Discuss and monitor relevant aspects of Cyber safety with your child. 3. Seek further information about cybersafety via www.cybersmart.gov.au; public forums or talking to teachers 4. Parents are, in cases of emergency only, to contact the school office to ensure their child is reached quickly, not via technology (text, email etc).	1. Read the ICT Consent form with your parent before signing it and returning it to school. This must happen before electronic equipment is brought to school. 2. Electronic devices (school or personal) may only be used within between 8.45am and 3.45pm, on school days, in line with this policy and with the permission of teachers. 3. Use the Internet for educational purposes 4. Use the Internet, email and cyber tools at the school in a responsible manner for purposes stated by the teacher 5. If an inappropriate site appears immediately click on the home or back button and inform the teacher 6. Only work on the web for purposes specified by the teacher 7. Never give out any personal information, For example: age, surname, address, telephone number, parents' work/contact details or any password 8. Never send a photo of a person without checking with the teacher 9. Always have the teacher's permission before sending email, texts or cyber messages between 8.45am and 3.45pm on school days. 10. Compose messages using only language that is acceptable in the school which does not make people uncomfortable in any way 11. Do not use ICT tools to frighten, threaten, annoy or bully other people. Be aware that this can be illegal 12. Store photos/videos created at school in their folders on the school server, whilst at school, and delete from their electronic devices on the day they are created. 13. Follow school guidelines, policy and procedures when preparing materials for publication 14. Place their electronic devices (Switched off/ put onto silent –all sounds) in a designated, locked storage area within the class space at the commencement of the school day or keep in their school bags. All electronic devices, including mobile phones are not to be kept on their person. These should be collected at the end of the school day. 15. Personal electronic devices are not permitted on school camps/ excursions. 16. Students are advised to mark all their electronic devices clearly with their names. 17. It is strongly advised that students use passwords/pin numbers to ensure that their devices cannot be used (e.g. by other students, or if stolen).

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4.   SHARED EXPECTATIONS

St Kilda Park Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive and set out the appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences.

The St Kilda Park Primary School learning community works together to create an environment in which the following qualities are valued and developed. These values have been developed by our community to foster an effective learning community.

STKILDA PARK PRIMARY SCHOOL VALUES		
VALUE	**THIS MEANS**	**EXPECTED BEHAVIOURS**
RESPECT	**Fairness** **Strength** **Trust** **Honesty** **Sincerity** **Self-control**	Taking turns Listening Looking after possessions Looking after the environment Speaking politely Being fair Being kind to others Being at school on time
CREATIVITY	**Originality** **Imagination** **Initiative** **Persistence** **Knowledge**	Building skills Teamwork Valuing differences Exploring Standing up for what you believe Encouraging others Solving problems
ENTHUSIASM	**Learning** **Hard work** **Commitment** **Purpose** **Success**	Setting goals Applying yourself to the best of your ability Wanting to learn Taking pride in achievements Willing to work as part of a team Participating in all activities Giving constructive advice and feedback Sharing responsibilities
RESILIENCE	**Humour** **Initiative** **Flexibility** **Courage** **Persistence**	Having a sense of humour Taking risks Self-control Making good choices Having an optimistic outlook Seeking alternatives

Expectations - Staff
Engagement
The School will:
- Uphold the right of every child to receive an education up to the compulsory age of schooling.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation
- Collaborate with the St Kilda Park Primary School community to develop policies and procedures consistent with its values, aspirations and DEECD Guidelines
- Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

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 School staff will:
- promote regular attendance by all students
- promote punctuality by all students
- monitor and follow up on absences

Behaviour
St Kilda Park Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. St Kilda Park Primary School is committed to engaging all students and will only suspend students as a matter of last resort in extreme circumstances.

The School will:
- work to provide an appropriate and engaging curriculum for all students
- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours.

Teachers will:
- use the Student Engagement policy as a basis for negotiating a class-based set of norms and shared behavioural expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other in developing a consistent behaviour management approach
- involve appropriate specialist expertise where necessary.

Expectations - Student

All students are expected to:

- adhere to the agreed classroom behaviours and school values
- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students are not able to attend, they must provide a written explanation from their parents/carers to their teacher. Students should arrive at each class on time and be ready to learn.

Behaviour

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful according to the school values and behavioural expectations
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive School environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- comply with the School Anti-bullying policy.

Expectations – Parents/Carers

Engagement

Parents/Carers are expected to:

- support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- provide all relevant information about their child to the school
- actively participate in supporting their child's learning by building a positive relationship with the School through attendance at student-parent-teacher meetings, student activities, School celebrations, Student Support Groups and responding to communications
- support the school's policies.

Attendance

Parents/Carers are expected to:

- ensure that enrolment details for their children are correct
- ensure their children attend school every day and be on time
- advise the school in writing, as soon as possible, when a child is absent from school.

Behaviour

Parents/Carers are expected to:

- understand the School's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

5. ACTIONS AND CONSEQUENCES

Appropriate Behaviour

St Kilda Park Primary School will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement as shown in the logical consequences provided below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative justice approach outlined in the **prevention section** and summarised below.

The restorative approach is used to address student behaviour in various settings and levels to:
- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

LOGICAL CONSEQUENCES

For Appropriate Behaviour	For Inappropriate Behaviour
Appropriate behaviour will be recognised by: • Celebration at assemblies with a focus on music, sport and academic pursuits • Celebration in classrooms • Reports • References- scholarships, Arts entries • Newsletters class and fortnightly • Leadership opportunities across all levels • Community leadership for Grade 6 • Positive feedback • Negotiated rewards within their Learning Space • The right to represent the school at leadership events, a wide range of sports events, musical events, art events • Parent/teacher meetings, both formal and informal • Discussion of Personal Learning Goals	• Talking to the student and referring them to the shared expectations • Use of *Traffic Light System* to help students manage their behaviour • Contact with parents- via discipline notice and/or phone call • Making changes to the student's learning program to better equip him/her to behave positively • Implement Restorative Practices • Counselling • Withdraw privileges/ Payment for damage sought • Hold Student Support Group meetings • Create Behaviour Management Plans in consultation with parents, student and teachers • Negotiate alternative pathways or settings for the student; or as a matter of last resort, suspension or expulsion

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns as part of a staged response, a range of strategies will be used. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour
- **Explicit Teaching of** appropriate behaviours
- **Monitoring** and **providing feedback**
- **Exiting from classroom allowing** students a 'Cooling Off' period
- **Withdrawal-** a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and/or be provided with an alternative educational setting within the school
- **Counselling** for individuals in order to modify inappropriate behaviour
- **Wellbeing /Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff and/or outside agencies to assist with modifying the behaviour
- **Yard withdrawal** will be given to a student for seriously compromising the safety of themselves or others and/or continual misconduct. Parents/caregivers will be informed and a further meeting arranged to discuss behaviour or to draw up a Behaviour Plan (where necessary)
- **Suspension & Expulsion**: For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184.

At St Kilda Park Primary School the Student Engagement Policy is reviewed and ratified by the School Council annually.

APPENDIX A

The Traffic Light System

The Traffic Light System is a classroom behaviour management system in every class at our school.

It is a consistent approach and informs parents immediately if a student has been exited from the classroom.

Here's how it works.

- Each class has a board on display in the classroom with every student's name on wooden pegs

- The board has a green, amber and red area - imagine traffic lights

- If a student behaves inappropriately the teacher will ask the student to move off the green area into the amber zone

- If the student acts inappropriately a second time he/she will move into the red zone

- If a student acts inappropriately a second time during a Specialist session they will be removed from the classroom to a 'buddy' classroom for the remainder of the session. A letter will be sent home. (see Appendix B)

- If the student misbehaves for a third time they will be removed from the classroom to a designated classroom for the remainder of the session

- After the session the student returns to the classroom teacher and a Restorative session takes place before the student comes back to the classroom

- A letter will be sent home to parents (see Appendix B)

- Teachers will keep a copy of the letter. When the slip is returned the following day it will be stapled onto the copy and kept in the student's Buff-coloured school file

- If the letter is not returned the following day the student will be asked for the reason and a follow up call to parents will take place

- If a student is removed from class three times a Parent Meeting will be called; however parents are encouraged to contact their child's teacher if they wish to at any stage.

This classroom discipline system gives students clearly defined boundaries which engender a strong sense of fairness and safety across the school.

There is a visual emphasis on doing the wrong thing. How can there be a way of showing a strong visual indication a child is doing the right thing?

Teachers constantly praise students and share their work with others. Some of the ideas teachers use are:

- 'Minutes' for a game, or special activity, are placed on the board for positive behaviours such as sharing, supportive comments, good work, working together, getting along, persistence, trying their best, tolerance of others… and the list goes on

- 'Post it' notes which have positive comments written on them from other students and teachers are stuck next to a child's portraits

- Comment pockets are made for each child so teachers and students can write notes to each other

- Have a 'traffic light' or 'sun' or the like go in the opposite direction to recognised good behaviour and/or effort.

APPENDIX B

DISCIPLINE NOTICE

Date: ___/ ___ / ____

Notice Home   1   2   3

St Kilda Park Primary School

Dear…………………………………………….

……………………………………………… was withdrawn from class today for misbehaving during a lesson that was in progress and for conducting himself / herself in such a manner as to interfere with the educational opportunities of other children.

Should your child receive a third discipline note you will be asked to come to school to discuss your child's behaviour and the possibility of placing your child on an Individual Behaviour Plan.

The following three warnings were given prior to withdrawal from class –

Warning **1**:……………………………………………………………………………….

Warning **2**:……………………………………………………………………………….

Warning **3**:……………………………………………………………………………….

Could you please discuss this matter with your child to support our school and prevent this behaviour from re-occurring. Please sign the slip below and return to school the following day.
Kind Regards,

Teacher: _____,   St Kilda Park Primary School Staff

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RETURN SLIP - DISCIPLINE NOTICE

Name of Child:…………………………………………………….

Any comments regarding this matter:

………

Signed:_____ (Parent/Guardian)   Date:___/___/ ____