

Movelle Primary School



STUDENT ENGAGEMENT & WELLBEING POLICY

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

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Movele Primary School Student Engagement and Wellbeing Policy

Definitions

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- **Cognitive engagement** relates to a students' investment in learning and their intrinsic motivation and self-regulation.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

Rationale

The Department of Education and Early Childhood Development (DEECD) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Purpose

To relate to, and be consistent with the Effective Schools are Engaging Schools: Student Engagement Policy Guidelines, such as:

- encouraging educational achievement and excellence, prevention of absences and inappropriate behaviour
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice

- building a school environment based on positive behaviours and values
- providing cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning

1. School Profile

The Movelle Primary School community respects diversity and promotes the values of fairness and equality. We aim to provide a positive learning environment, which is responsive to and supportive of, children's educational and social development through the implementation of a consistent approach to student wellbeing. We recognise that the acquisition of social skills is a developmental process and that children are at varying stages.

The rights and responsibilities of students, teachers and parents / carers are paramount within the wellbeing and discipline program as we work towards common goals in an environment which encourages co-operation in the education process.

Movelle Primary School has a student population of approximately 215 and is situated in the suburb of Kings Park within the City of Brimbank.

The open-planned buildings are bright and spacious, providing specialist facilities for the Performing and Visual Arts, Art, Library, LOTE, Learning Technology and Physical Education. The versatility of our classrooms allows teachers to organise flexible learning spaces, providing the opportunity for team teaching. Outdoor surroundings are attractive and well maintained.

The School Council and staff believe the multicultural nature of our community provides a stimulating and enriching learning environment for students.

The School offers programs in Literacy, Numeracy, Science and Technology, the Arts (Visual and Performing Arts), Humanities (History, Geography and Economics), Health and Physical Education and LOTE/Japanese. An inquiry based integrated curriculum approach is used to link essential learning areas.

Staff work collaboratively to plan, implement and evaluate children's learning programs. Staff engage in professional learning using the school's facilities and equipment to offer stimulating and engaging learning programs that encourage children to develop to the best of their individual abilities.

Parent /Carer participation in their children's education is supported and encouraged. Teachers and parents work together to develop children's social competencies. Within our school and wider community, there is a strong emphasis on teamwork and shared ownership in decision making.

Movelle is a welcoming place, where a supportive environment exists amongst teachers, parents / carers and students.

Achievement is measured against the School's Strategic Plan goals, with clear and high expectations established for students and staff, which are determined in consultation with the community.

Our school is one that is open to new ideas, knowledge and methods within education, which meets the needs of a changing society.

This Student Engagement and Wellbeing Policy reflects our school community's efforts to develop a consistent, logical, realistic and purposeful approach to student behaviour. Student, parent / carer and staff relationships are highly valued, promoting all to feel engaged and connected as a community of learners. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can.

Our engagement and wellbeing approach is based on the following principles: the right to learn, the right to be respected, and the right to be safe. A whole school approach to anti-bullying and building social and resilience skills occurs from Prep to Year 6 through the "You Can Do It" and "Values" program and through everyday acknowledgement of making positive choices.

A consistent focus has been on building the learning capacity of staff and students to improve our learning culture and student outcomes. Teachers work in professional learning teams to meet the learning needs of all students.

A key focus of the school strategic plan is student wellbeing. All students are supported both emotionally and academically through a range of programs and the building of positive relationships. The individual learning needs of our students is strongly supported through a range of means including classroom teaching, the Program for Students with Disabilities, Primary Welfare Officer involvement, Individual Learning Plans and intensive literacy support.

Students recognise that Movelle Primary School contributes to their growth as a person by teaching and ensuring responsibility for their actions, respect for others, good sportsmanship, teaching manners, having good role models, learning skills in dealing with safety and bullying.

Staff, parents /carers and students believe Movelle Primary School provides opportunities for children to take on leadership roles such as school captains, house captains and vice captains and junior school councillors.

Whole School Prevention Statement

The purpose of Movelle Primary School is to educate all of our children and enable them to become effective members of society.

At Movelle Primary School we expect to see:

- All of our students becoming lifelong learners and responsible citizens
- All of our staff pursuing the best possible outcomes for all of our students
- All members of our school community embracing the school values
- A staff committing to and being supported to implement ongoing professional learning
- A positive commitment which nurtures an atmosphere of peace, safety and enjoyment.

At Movelle Primary School we are proactive when it comes to behavioural management. We have a Student Welfare Team, who meet regularly with the Student Welfare Officer to discuss specific behavioural issues or engagement needs across the school and possible solutions to implement. We use social skills developed in programs such as CASEA, incorporated into classroom programs and explicitly teach these skills to ensure a school community that upholds our purpose, vision and values. It is acknowledged that a staged response provides a continuum of support for student engagement, such as:

- **Primary Intervention**- whole school focus on all students and staff
- **Early Intervention**- targeted to focus on responses to problem behaviour with the aim of reducing it
- **Intervention**- Intensive focus on an individual's behaviour resistant to the primary and early intervention efforts.

At Movelle our emphasis is on primary prevention strategies where we aim to develop students' resilience and coping skills. We do this by:

- creating a positive school culture
- building safe, supportive and respectful relationships
- promoting proactive social values and positive behaviours programs
- encouraging student participation
- proactively engaging parents and carers
- implementing preventative and early intervention programs
- responding to individual needs
- Plan reasonable consistent consequences and establish a "hierarchy" of consequences for inappropriate behaviour.

Primary Intervention Programs include:

- "You Can Do It"
- CASEA
- Seasons
- Junior school Council
- "Feeling Safe Being Strong"

- “Recycle a Bike”
- House Sporting competitions
- Special celebration days

The school will provide early intervention by putting in place the following support structures:

- Monitoring of and responding to protracted student absences
- Protocol for Mandatory Reporting
- Program support groups for children in need
- Welfare support
- Referral protocols to educational specialists
- anti-bullying posters
- Cyber bullying posters and information to parents
- Conduct two parent / teacher or three way parent/student/teacher conferences each year.
- Individual Learning Plans for students as required.

The school will access outside services to provide intervention support for students and staff. This may include:

- Psychologist for psychological and academic assessments, counselling, social skills etc
- Speech pathologists
- Visiting teachers
- Child First workers
- DHS Case managers and support workers
- Local parent support groups
- Relevant departmental support staff
- School Nurse
- State Schools Relief

The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

Inclusion, Wellbeing and Transitions

The student Welfare team consists of the Principal, Assistant Principal, Team Leaders and Student Welfare Officer. The school team can be supported by DEECD speech pathologists and educational psychologists, and other DEECD staff as required.

Our wellbeing programs promote the strengthening of emotional, academic and social health of all students.

These include:

- Connecting to the school, local and global community, eg, through cross-age learning sessions, excursions, and through the internet
- Extra-curricular programs, such as, camps, cultural performances, whole school event days, eg school musical production, which enhance student connectedness to school and to celebrate diversity
- Positive behaviours are promoted through programs such as “You Can Do It” and through teacher modelling
- Student-led Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Student leadership programs such as Junior School Council, House Captains, and other roles of responsibility for students to influence change within the school community
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school’s programs such as through the Classroom Helpers Program, Prep Transition Program, class expos and school events, eg, Athletics Day, school camps, and Celebration Days.
- The literacy intervention program (Bridges) provides an intensive learning program for students across all grade levels identified through assessment as at risk of falling further behind in their acquisition of literacy skills
- The Wannik tutorial and Early Years Literacy and Numeracy Programs provide tuition to Koori students who are at risk of falling further behind in Literacy and Numeracy
- Recognising and responding to the diverse needs of our students through the Program for Students with Disabilities program
- Development of intensive Literacy and Numeracy improvement strategies implemented as part of the school improvement agenda and in response to school, state and national data collection

- Professional learning is given high priority to ensure strategies and approaches are understood, adopted and implemented.

Attendance

We understand that maximum attendance is a key to student engagement and successful learning outcomes.

Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.

We follow the "Every Day Counts" approach in dealing with students whose attendance is not maximised.

See Movelle Attendance policy Appendix 1

Professional Learning

High quality professional learning is one of the cornerstones of an effective school. It enables staff to develop the skills and knowledge they need to improve their practice and is central to improving student learning.

Like the members of other professions, the staff at Movelle PS are continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional.

There are a range of DEECD and other professional learning programs and resources available for teachers and education support staff including awards, fellowships, and curriculum-focused professional learning.

Professional learning at Movelle Primary is:

- A shared responsibility – the skills, abilities and expertise of staff at Movelle Primary School are highly valued and are utilised wherever possible to improve teaching and learning.
- Focused on student outcomes
- Embedded in teacher practice
- Informed by the best available research on effective teaching and learning
- Collaborative, involving reflection and multiple forms of feedback
- Evidence based and data driven to guide improvement and to measure impact
- Is linked to the school strategic plan, annual implementation plan and student data

- Where possible, undertaken in teams or as a whole school
- Shared with staff at planning, team or staff meetings

All staff participate in professional learning focusing on the school approach to student engagement and wellbeing. Regular updates throughout the year ensure common understanding and consistency of approach.

Rights and responsibilities:

Guiding Principles:

Everyone within our school community must be aware that their actions have consequences and that they as individuals, are at all times responsible for their own behaviour. At Movelle Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal responsibility and self –discipline are developed and acknowledged.

Consequences relating to inappropriate behaviour must take into consideration the student’s background, maturity and development and the nature and frequency of inappropriate behaviour.

Bullying is seen as a serious breach of the student’s rights and responsibilities and will not be tolerated in any form.

| Everyone has the right to | The following responsibilities support these rights |
|--|--|
| Be treated with courtesy and respect | Treat others with courtesy, kindness and respect |
| Express feelings and opinions assertively | Listen to others with mutual respect |
| Work, play and be involved in an atmosphere of peace and cooperation. | Maintain a safe, secure school environment |
| Feel secure and to be safe in a caring and supportive environment | Model and support school values, rules and protocols |
| Expect that school rules are fair, consistently implemented and respect the rights of all involved | Develop responsibility for your own actions |
| Be valued for your individuality, including race, gender, cultural, physical or intellectual diversity | Value others for individual differences |
| Learn in a supportive atmosphere | Work to achieve personal best whilst allowing others to do the same. |

| Parents / Carers have the right to | Parent / Carers have the responsibility to |
|--|--|
| <ul style="list-style-type: none"> Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. | <ul style="list-style-type: none"> Support the school in maintaining a safe and respectful learning environment for all students |
| <ul style="list-style-type: none"> Expect the schools values to be demonstrated to them | <ul style="list-style-type: none"> Model positive behaviours. Promote the school's values. Ensure their child's regular attendance. Engage in regular and constructive communication with school staff regarding their child's learning. |
| Staff have the right to | Staff have the responsibility to |
| To teach | <ul style="list-style-type: none"> Implement the engagement policy Teach and implement the school's values Know how students learn and how to teach them effectively Know the content they teach |
| To be respected | <ul style="list-style-type: none"> 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, that are reflective of school policies and values |
| To be valued professionally | <ul style="list-style-type: none"> to engage students in effective learning to communicate concerns |

Implementation of Student Code Of Conduct:

1. As part of the Code of Conduct, at the beginning of each year, each class will develop its own set of rights and responsibilities that cover Learning, Communication, Safety, Conflict and Movement. These will be displayed in all classes and will be regularly revisited and discussed as a class.
2. At the commencement of each school year, teachers will work with students to establish a set of classroom rights and responsibilities for their own classes that are consistent with the school rights and responsibilities. These will be displayed prominently around d the school
3. All families will receive a copy of the Code of Conduct, to be signed and returned by parents and students.

STUDENT CODE OF CONDUCT

PRINCIPLES

Movelle Primary School's Student Code of Conduct encompasses the development of children's self-esteem as an integral part of their education and is guided by the following principles:

- All people have the right to be safe
- All people have the right to be treated with respect
- All people have the right to work and play in a secure environment without interference, intimidation, harassment, or bullying.
- All people are encouraged to communicate in a friendly, calm and respectful manner.

THESE ARE THE EXPECTATIONS OF ALL STUDENTS AT MOVELLE PRIMARY SCHOOL.

| AS A STUDENT, I HAVE THE FOLLOWING RIGHTS: | AS A STUDENT, I HAVE THE FOLLOWING RESPONSIBILITIES: |
|--|---|
| <p>To feel safe</p> <p>To be treated fairly</p> <p>To be treated with respect</p> | <ul style="list-style-type: none"> ▪ To move safely at all times – <i>eg. Always walk when moving indoors</i> ▪ To enter and exit through designated doors - <i>eg. Always leave from classroom door</i> ▪ To remain at school until picked up by a parent at completion of school ▪ To treat all people fairly and as I would like to be treated ▪ To include other students in activities ▪ To resolve problems in a friendly and understanding way ▪ To act in a way that does NOT deliberately cause embarrassment, pain or discomfort to others |
| <p>The right to play in a safe environment</p> | <ul style="list-style-type: none"> ▪ To play and work in the correctly designated, supervised areas ▪ To play safely and co-operatively by agreed rules ▪ To take care of our school environment and equipment |
| <p>The right to learn without interference</p> | <ul style="list-style-type: none"> ▪ To respect the right of others to learn and perform ▪ To be on time and prepared for all classes ▪ To listen and follow all teacher instructions |
| <p>The right to expect your property to be safe</p> | <ul style="list-style-type: none"> ▪ To use and share all equipment and materials responsibly and safely |

I have read and understood the above Rights and Responsibilities of students and agree to uphold my responsibilities.

Student's signature:

Parent's signature:

Date: February 2014

Students with Disabilities

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. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.

Student Support

An Individual Learning Plan (ILP) is required for all students:

- with additional learning and/or behavioural needs (SDI Program)
- who live in out-of-home care
- who are of aboriginal / Torres Strait Island decent

The ILP describes a set of goals and strategies to meet learning / social goals for the student.

Short and long term goals are developed once the home group teacher has gathered together all information about a student. This information includes the student's strengths, skills, motivations and areas for improvement.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength-based learning
- Differentiated curriculum and alternative learning programs
- Specialist intervention and support, eg, speech therapy, counselling, occupational therapy

Parent(s)/Carer(s) Support:

Parent / Carer involvement when developing an ILP is essential, as their input about how they can support at home is critical to success.

During the "Meet the Teacher" conversations at the start of the year, a teacher may raise the need for a individual learning plan, and gain some information from parents or carers. A follow up meeting to discuss the written plan would occur by the end of February for Grade 1-6 students and by March end for Preps / Foundation.

Regular meetings with parents/carers are essential to maintain open lines of communication between home and school. A teacher may request meetings with parents / carers on an as

needed basis. All students with ILPs will require a higher level of teacher-parent/carer communication and support than students without ILPs.

Student Support Groups are established for all students with disabilities. The aims of the SSG are:

- to ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student

Membership consists of the assistant principal, classroom teacher, and parent /carer. A parent advocate and interpreter may also be invited. Meetings are scheduled for once a term or when a member requests a meeting.

Staff Support:

We recognise that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support can be provided in the form of:

- professional learning opportunities
- regular meetings with student wellbeing coordinator, ie the assistant principal or Primary Welfare Officer
- opportunities to meet with specialist intervention staff, eg speech therapist, psychologist
- student support groups (see above)

Bullying and Harassment - Definition

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment and includes physical, verbal and cyber bullying.

Cyberbullying - Definition

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).

| | | |
|-----------------|--|---|
| TEAMWORK | We work together towards common goals | <ul style="list-style-type: none"> • I collaborate • I stay focussed on tasks • I support other team members • I give everyone a voice • I am an active listener • I take turns |
|-----------------|--|---|

School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualised support when required.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate students from learning should be avoided where possible.

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

- understanding the students' needs and background
- 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 Welfare Officer
- mentoring and counselling
- convening student support groups meetings
- developing individualised flexible learning, behaviour or attendance or behaviour
- assisting in the provision of broader educational programs, for example sporting programs, creative arts, etc.
- involving community support agencies .e.g. Alannah and Madeline

Discipline Procedures

Logical Consequences

The discipline policy is based on the principles of procedural fairness and at our school corporal punishment is prohibited. A key component of the school's positive discipline program is using **logical consequences** to address behavioural problems. A logical consequence is not retaliation or humiliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:

- related to behaviour
- respectful of all parties
- reasonable expectations
- relationship building

At Movelle, we use escalating consequences (as developed about by Joseph Driessen) which include:

1. Reminder-

Student will be reminded by teacher of appropriate behaviour and the possibility of consequences

2. Warning

Student will be given one / two warnings by the teacher to stop inappropriate behaviour

3. Thinking Chair

Student will sit on the thinking chair about the improper behaviour and how to correct it. Verbal / written apology to be made

4. Last Chance Desk

Student will go to the last chance desk and fill out a reflection sheet. It must be approved by teacher and signed by a parent / carer (teacher should contact parent / carer)

5. Short Stay In

Student will stay in at recess or lunchtime for the amount of time decided by a teacher, dependent on misbehaviour

6. Detention

Student will be given an in school or out of school detention based on misbehaviour. Parent / carer to be contacted by teacher if detention is to be after school – limit of 30minutes

7. Removal

Student will be removed from the classroom and placed with another teacher. Children have to earn their return to the classroom

8. Principal

- Student will be taken to Principal Class Officer and he /she will deal with the behavioural issue and decide upon consequences (PCO will follow up with teacher)
 - Parents / Carers will be informed of such consequences, if considered appropriate by PCO
 - Where students are required to undertake school work after school, the time should not exceed 30 minutes
 - The Principal will ensure that the parents/carers are informed at least 1 day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship, the school may negotiate alternative disciplinary measures with the parents/carers
 - Withdrawal from class - if a student's behaviour significantly interferes with the rights of other students to learn, or the capacity of the teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in severe cases, required to leave the classroom for a specified period of time
-
- Convening a support group
 - Consider and commence student suspension process if required
 - Consider and commence expulsion process according to DEECD guidelines if appropriate after consideration of all relevant facts and influences

Suspension and Expulsion Information.

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 – School Student Engagement Policy Guidelines" Appendices 12 -18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school 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.

Grounds for suspension

Students can be suspended if, while at school, travelling to or from school, or during an out of school activity (including travel there and back), they:

- a. threaten or constitute a danger to the health, safety or wellbeing of any person.
- b. commit an act of significant violence against a person or cause significant damage to or destruction of property: are knowingly involved in theft of property.
- c. possess, use, or deliberately assist another person to use prohibited drugs or substances.

- d. fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member.
- e. consistently interfere with the wellbeing, safety or educational opportunities of other students.
- f. consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student, the principal must also take into account:

- in favour of any the student, any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available the parent/carer will come and get the child and the suspension will take place next day.

Attached :

Procedures for Suspension: Information for Parents Appendix 3.

Notice of Suspension Appendix 4.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

Ministerial Order 626.

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/governance/Pages/aiframework.aspx>

Effective Schools are Engaging Schools

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

<http://www.education.vic.gov.au/Documents/school/principals/participation/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/lolrescybersafety.aspx>

<http://www.cybersmart.gov.au/>

http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing_with_bullying_and_harrassment.html

<http://www.valueseducation.edu.au/values/>

Charter of Human Rights

<http://www.education.vic.gov.au/school/principals/governance/Pages/multirightchart.aspx>

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

Equal Opportunity Act

http://www.educationvic.gov.au/hrweb/divequity/Pages/default_eeo.aspx

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006faq.aspx>

VIT Teacher Code of Conduct

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

Melbourne Declaration on Educational Goals for Young Australians

http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians

APPENDIX 1.

MOVELLE PRIMARY SCHOOL ATTENDANCE POLICY

Movelle School Values:

Respect, Responsibility, Resilience, Learning, Teamwork

Movelle Primary School values continual learning and encourages respect, resilience, teamwork and responsibility in all that we do.

Rationale:

- We believe that student success is determined by good attendance at school. Students need to attend school regularly in order to participate fully and gain maximum benefit from their schooling. Regular attendance enables students to access a full education, enabling them to reach their full potential. DEECD's *Everyday Counts* concept is fully supported at Movelle Primary School.
- Student attendance is dependent on a supportive school environment, a curriculum that provides for all students and structures and approaches that facilitate the success of all students.
- We acknowledge that monitoring of student attendance enables identification of students at risk and the early implementation of intervention strategies,
- The *Education Act* requires that children of school age (six to sixteen years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home

tuition, correspondence education, or have been granted an exemption by the Regional Director.

- School staff should set an example for students, encouraging and emphasising attendance and punctuality.

Purpose:

- Maximise the attendance of all students
- Support families in achieving regular attendance for their children.
- Provide organisational structures which support the early detection and identification of causes of non-attendance
- Identify and support all students at risk of non-attendance
- Support staff in monitoring and following up absences
- Ensure the efficiency and accuracy of data collection for school, legal and audit requirements

Implementation:

Students.

- Attend and be punctual for all timetabled classes
- Provide a medical certificate/written note to teacher on return to school
- Sign in at Office and provide explanation if late to school
- Discuss with teacher procedures for catching up on any work missed through lateness or absence
- Students taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent for an extended period.

Parents / Carers

- Ensure that the student attends and is punctual each day
- Notify the school (preferably in advance) if a student is to be absent
- Provide written explanation to the school for each student absence.
- Contact the school for assistance, if a student is resistant to attending school.

Teachers

- Accurately mark and maintain daily rolls using E-CASES
- Ask for and process notes to approve absences
- Seek support if any student's attendance is an ongoing concern

Cases 21 Operator

- Generate and maintain rolls
- Monitor that rolls have been marked accurately
- Produce a daily list of absences
- Facilitate the tracking of student lateness.
- Provide Cases 21 reports to Assistant Principal

Assistant Principal.

- contact parents / carers on child's first day of absence
- Regularly monitor student attendance through examination and analysis of CASES 21 reports
- Contact parents / carers of students with high levels of unexplained absences with a view to developing strategies to minimise absences
- Support the progress of students at risk through liaising with parents / carers and teachers
- Ensure that a good example is set by all staff with attendance and punctuality
- Ensure that very clear attendance expectations are evident to students and staff

Principal

- Encourage the development of policies and culture, which encourage student engagement and attendance
 - Ensure that attendance policy and practices are implemented and reviewed on a regular basis
-
- Students with excellent attendance records will receive certificates of achievement.
 - Posters encouraging school attendance will feature prominently, as well as newsletter articles.
 - Student attendance and absence figures will appear on student half year and end of year reports.
 - Aggregated student attendance data is reported to the Department of Education and the wider community each year as part of the annual report.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

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| Date Implemented: | |
| Approved by School Council | |
| School Council President signature & date | |

| | |
|-------------------------------|----------------------------|
| Date reviewed | |
| Responsible for Review | Assistant Principal |
| Review Date | February 2017 |
| References | |

Appendix 2.

MOVELLE PRIMARY SCHOOL ANTI-BULLYING POLICY

Movelle School Values:

Respect, Responsibility, Resilience, Learning, Teamwork

Movelle Primary School values continual learning and encourages respect, resilience, teamwork and responsibility in all that we do.

‘Bullying is an act of repeated and deliberate aggression causing embarrassment, pain or discomfort to another. It can take many forms: physical, verbal, gesture, extortion, sexual, electronic and exclusion.

Forms of Bullying include:

- **VERBAL** – name calling based on race, physical attributes, your family, belittling jokes, speaking in another language to make others feel uncomfortable
- **GESTURE** – following, nonverbal signs, standing over tactics, inappropriate looks
- **EXTORTION** – obtaining items such as money, clothing, books, or food by force as threat
- **EXCLUSION** – deliberately keep or leave somebody out of a group, conversation or activity as a way of making them feel uncomfortable
- **PHYSICAL** – any unwanted physical contact such as pushing students

- **SEXUAL** – any verbal, nonverbal or physical contact of a sexual nature that is unwelcome or offensive
- **CYBER** – use of intranet, internet, email or mobile phones

Purpose

Movelle Primary School does not tolerate bullying/harassment in any form. We aim to create a safe, positive and supportive multicultural school environment enabling the school community to enjoy their academic and social opportunities and further their learning potential.

Goals

We aim to:

1. Raise the awareness in the school community of all issues relating to harassment / bullying
2. Promote strategies for the prevention of harassment that are an integral part of the curriculum at Movelle Primary
3. Follow up all reports of harassment by documenting the harassment claims and actions taken
4. Provide a support framework for the victim and agitator of harassment
5. Promote healthy relationships and the equality of all students by attempting to remove all forms of harassment from the community

Procedures

- Any incident of harassment may be identified by a teacher or as a result of a complaint made by student/s or parents/carers
- All complaints of bullying / harassment should be treated seriously and acted on to ensure bullying ceases. Bullying claims need to be documented along with actions taken to prevent further bullying occurring
- Students claiming bullying should be given the opportunity to discuss the matter in confidence with a teacher they trust
- The teacher will initially encourage the victim to use appropriate and positive strategies to stop the bullying
- This needs to be followed up by the teacher

When Bullying is identified, the following procedures should be implemented:

1. The offender and victim should be spoken to by the teacher
2. The classroom teacher will be notified
3. Assistant Principal or Principal speaks with child for repeat incidents
4. Suitable strategies may be introduced for both the offender and the victim
5. Parents of both the offender and victim may be notified, depending on the seriousness of the incident
6. Offender receives appropriate consequence
7. Situation is monitored to ensure the behaviour does not continue

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| Date Implemented: | August 2004 |
| Approved by School Council | |
| School Council President signature & date | |
| Date reviewed | |
| Responsible for Review | Assistant Principal |
| Review Date | February 2017 |
| References | Victorian Government Schools Policy Advisory Guide |

Appendix 3.

Notice of Suspension proforma

| | |
|--------------------------------------|--------------------------------|
| School information | |
| School name: Movelle Primary School. | |
| School number: 5139 | School phone number: 9366 8892 |
| Contact person name and number: | |
| Student contact information | |
| Name | Year Level: |
| Address: | |
| Date of birth: | Phone: |
| Email: | |
| Parent/carer details | |
| Name: | Relationship to student: |

| | |
|--|--|
| Address: As above | |
| Email | |
| Details of issue / behaviour: | |
| Current suspension : | |
| Previous suspension/s (if any) in this school year | |
| Previous suspension/s (if any) in previous school years | |
| Reason for suspension | |
| • | |
| | |

| | |
|--|-----|
| Checklist: Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 4 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines for more information. | |
| A copy of the Notice of Suspension has been provided to the student, their parents/carers and the school council president. | Yes |
| The student and their parents/carers have been provided with a copy of the information brochure <i>Procedures for Suspension</i> . | Yes |

Principal's signature:

Date:

Appendix 4.

DEECD Suspension and Expulsion guidelines:

<http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

