HUNTY PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY
2016

Ratified by the Huntly Primary School Council Date
Signed: Craig [Signature]
Principal

Signed: [Signature]
President
WHAT YOU NEED TO KNOW ABOUT THIS POLICY

This policy:

- Provides information intended to guide the behaviour of the entire school community including all staff, students and their parents. This enables us to be clear about our shared expectations around engagement.

- Will assist all staff to work toward achieving the vision, philosophies and values of Huntly Primary School.

- Describes the approach used at Huntly Primary School to prevent undesirable behaviour called “School Wide Positive Behaviour Support”.

- Presents the school community with an indication of behaviours that are not accepted at Huntly Primary School, a definition of unacceptable behaviours, strategies used and possible consequences for those behaviours.

- Defines what constitutes minor and major behavioural infractions.

- Aligns with legislative Acts pertaining to rights and responsibilities.
Huntly Primary School has developed an Expectations Matrix based on the Values of Respect, collaboration/teamwork, resilience and community.

(See Appendix 2)

**Minor Infractions**
- Inappropriate language
- Defiance/Disrespect
- Rough Play
- Missing Alternative Lunch
- Lying
- Condoning poor behaviour

**Regular Strategies**
- Redirection/warning
- Timeout in class
- Sent to a buddy class
- Walk with duty teacher
- Office Referral

**Possible Consequences**
- Moved to another area to complete work
- Alternative Lunch
- Class catch-up to complete work
- Assigned play area in the yard
- Family notified by phone or mail
- Note made on grade expert

**Major Infractions**
- Continued minor infractions
- Abusive/inappropriate interactions with peers/adults
- Fighting/physical aggression
- Harassment
- Deliberate disruption/defiance
- Property misuse
- Property damage/vandalism
- Possession of a dangerous weapon

**Regular Strategies**
- Office Referral

**Possible Consequences**
- Alternative Lunch Daily with weekly reviews regarding behaviour
- Student supervised in the playground or Administration area in 1st and 2nd breaks
- Student safety/behaviour plan created
- Involvement of Department Wellbeing Staff
- Flexible School hours
- Withdrawal from camps, excursions and Junior School Leadership positions
- Suspension
- Expulsion

Please read Engagement Policy for more details.
7.3 DISCIPLINE PROCEDURES-SUSPENSION AND EXPLUSION INFORMATION
7.3.1 Consequences which may be used prior to suspension
7.3.2 Grounds for suspension
7.3.3 Expulsion Procedures
7.3.4 Procedural Fairness

8. APPENDIX 1: SUMMARY OF THE RELEVANT ACTS PERTAINING TO RIGHTS AND RESPONSIBILITY SECTION
8.1 Equal Opportunity
8.2 The Charter of Human Rights and Responsibilities Act 2006
8.3 Students with disabilities

9. APPENDIX 2: BEHAVIOURAL EXPECTATIONS MATRIX
1. PURPOSE OF THIS DOCUMENT

This document details how all students will be engaged in all aspects of their school life. It provides guidance for, and clarifies expectations and consequences associated with required behaviours, for the entire Huntly Primary School (HPS) community being staff, students and their parents.

Every government school must have a Student Engagement Policy which provides the basis on which they can develop and maintain a safe, supportive and inclusive school environment.

Student Engagement Policy articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behaviour. Therefore, this policy has been developed in consultation with the wider school community including school leaders, teachers, students and parents.
2. SCHOOL PROFILE STATEMENT

Huntly Primary School has been an integral part of the Huntly community for over 150 years. The current school is 15 years old and was completed in 2000. The school consists of seven permanent classrooms, a Mod 5 and a Mod 2 portable classroom, an administration area, library and Multi-Purpose Room with an attached canteen. The school is structured into two teaching units; the Junior School of four classrooms (90 students) and a Senior School of five classrooms. (114 students) Specialist teachers provided Library, Art and Music programs from Prep to Year 6. Chinese Mandarin is taught to students in Prep and Years 5-6. An Outside School Hours Care is available for those parents who require this service.

HPS currently has an enrolment of 204 students, with indigenous students making up 10% of our school population. In 2015, 40 new students commenced their schooling at HPS. These 40 new students consisted of 30 Preps and 10 new students across other Year levels. HPS is experiencing significant growth in enrolments due to the increase in housing within a radius of 2 kilometres of the school, which includes the Viewpoint estate which has provision for 800 home sites. The City of Greater Bendigo predicts approximately 400 primary school aged children to live in Huntly by 2020.

The staff consist of a Principal, 9 full time teachers and 6 part time teachers, including 3 part time specialists and 4 Education Support Officers.

The Huntly district prides itself in being part of a close-knit community, which provides a web of support to its members. The school is a crucial part of this and is considered an important link to many community groups, including Northern District Land care Group and Indigenous groups.

2.1 Vision, philosophy and values.

2.1.1 Our vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying.

2.1.2 Our philosophy

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

2.1.3 Our values

*Respect:* value self, others, property and the environment.

*Resilience:* take responsibility for your actions and behaviour and bounce back from adversity.

*Teamwork/Collaboration:* working with others to achieve our goals.

*Community:* contribute to the shared values and aspirations of our local and global community.

3. IMPROVING WHOLE SCHOOL ENGAGEMENT AT HUNTLY PRIMARY SCHOOL

3.1 School Wide Positive Behaviour Support

At HPS the approach to engagement is based upon the principles of School Wide Positive Behaviour Support (SWPBS). This means we:

- TEACH expected behaviour and social skills
- MODEL expected behaviour and social skills
- PRACTISE, PRACTISE, PRACTISE them regularly
• ACKNOWLEDGE AND CORRECT student behaviour
• All students, all staff, all settings, all of the time.

SWPBS is:

• A broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour with all students
• The redesign of environments to achieve success
• The teaching of specific behaviour expectations, not reacting to problem behaviour
• About what we will do differently to teach children about appropriate social and learning behaviour
• Designing a statement of purpose, behaviour expectations and a behaviour matrix that the whole school uses to teach students about appropriate behaviour

About looking for and rewarding appropriate and positive behaviour

SWPBS is NOT:

• A behaviour management system
• About punishment or looking for negative behaviours
• Redesigning or changing individuals

SWPBS is driven by:

• Data collected from the classroom and from the yard
• Buy-in from staff, students, families
• Evaluation
• Environmental change
• Effective working systems
• Practise

At HPS we aim to be consistent and provide a supportive learning environment where all children want to be in an engaging classroom.

Students at HPS will be equipped for life through the teaching and growth of life skills. The development of strong interpersonal skills, will be rewarded with positive relationships, warmth and friendships. The confidence and resilience this fosters, will enrich the belief, that each individual is special: a unique and valued member of our school community.

Being organised, and yet flexible both mentally and physically, will allow Huntly Primary students to tackle academic skills in literacy, numeracy and knowledge of the wider world. An environment rich in ICT resources will support the students in their journey.

Developing a global knowledge, and empathy, for cultures, will enrich the mind and heart. Students will be well rounded and immersed in all forms of learning. This will lead to an understanding of personal strengths and development of thinking skills, thus empowering the creativity of individuals to face life’s challenges.

In an ever changing world, an awareness and passion for the environment will be fostered. Our students will develop healthy minds and bodies through a balance of active, passive and creative activities. Students will achieve success through developing respect, responsibility and cooperation which will allow them to make connections with the world.

Our approach to engagement is embedded within all aspects of our school program.
3.1.1 The Curriculum

- Dedicated Literacy and Numeracy blocks from Foundation to Year 6 to ensure students have the necessary academic skills to access broader learning
- Ongoing assessment, fluid groupings and differentiated tasks guided by Learning Intentions and Success Criteria
- Comprehensive Integrated Units of work developed to implement the new AusVELS National curriculum which are designed around higher order thinking and technological involvement
- A Specialist program is offered in The Visual and Performing Arts and Library.
- Investment in technology has been substantial with netbooks and Ipads used in classrooms. Every classroom has access to an Interactive whiteboard or digital TV.
- Our staff are trained in Circle Time-a wholistic approach to well-being
- Our school wide expectations are explicitly taught reviewed and rewarded, as part of School Wide Positive Behaviour Support. Staff also teach weekly sessions of Circle Time to enhance student well-being.

3.1.2 Organisation

- Due to cohort numbers classes are usually multi-age. Student learning occurs at point of individual need based on individualised literacy and numeracy assessments.
- Our day is divided into a timetable which maximises productive learning time in the morning and allows for dedicated 2hr literacy blocks and 1 hour numeracy blocks.
- Our daily teaching timetable is 2 hours, 2 hours and 1 hour. Students are supervised during lunch and snack eating and by yard duty teachers during our two recess breaks outside, each of 35 minutes duration
- Under School Wide Positive Behaviour there is a school wide consistent plan for acknowledging expected behaviours in both non-classroom and classroom settings

3.1.3 Support Personnel

- All staff share responsibility for all students and are expected to acknowledge and manage student behaviour.
- A Student Wellbeing Officer is employed one day per week.
- The non-teaching team assume shared responsibility for all intervention actions not manageable at classroom level.
- We have access to Student Support Services Officers (social worker speech therapist and psychologist) for assessments and consultations
- Educational Support (ES) staff are employed for students funded through the Disabilities and Impairments program

3.1.4 Support Programs/Measures

Our Student Achievement data is stringently monitored by Leadership and all staff are aware of 'students at risk' academically.

Attendance data is also monitored and managed by our Attendance strategy and a weekly follow-up on absences occurs to ensure students are at school to maximise learning opportunities. Our programs are designed to support the majority of students but it is acknowledged that there are some programs that are implemented for students with a particular need.

Examples of support programs and measures at Huntly Primary are:

- Lunch time activities operated by Year 5-6 students.
- Supervised Alternative Lunch program
- Buddies for Prep students
- Student Leadership Council and School Captains
- Policies to address Bullying and Equal Opportunity
- Monitoring and support of students academically and emotionally by classroom teachers
- Student Support Group Meetings (SSG's) for students funded for Disabilities and Impairments and for any other students who require extra support
- Individual Behaviour/Learning and Safety plans (where applicable)
- Programs operated on a needs basis for students by the Student Wellbeing Officer
- Referrals to Paediatricians, Para-Professionals, CHAMS, CASA and Community Health services
- Individual counselling/management of students with Student Wellbeing Officer/Leadership team and department of Education Wellbeing staff
- Liaison with Community Support Workers, Child First, DHS-where applicable and appropriate

### 3.2 Measuring our success

Huntly Primary School’s Strategic Plan of 2016-2019 has a goal of

*Embedding a strong culture across the school community which reflects the school values.*

Our targets for this strategy are:

- Attitudes to School Survey variables, *Student Distress, Student Morale, and Classroom Behaviour*: At least above State mean for the life of the HPS Strategic Plan.
- Parent Opinion Survey variables, *Transition and Classroom Behaviour*: At least above State mean over the last 3 years of the HPS Strategic Plan.
4. OUR RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of our HPS community is guided by the following expectations:

- All members of our school community have the right to be safe
- All members have the right to be treated with respect
- All members have the right to be in a secure environment without interference, intimidation, harassment, bullying or disruption to maximise learning opportunities
- All members of our school community are expected to be polite, courteous and well mannered

These principles are aligned with the relevant pieces of legislation including the:
- Charter of Human Rights and Responsibilities Act 2006
- Disability Standards for Education 2005.

(See Appendix 1 for further detail)

The following table describes how these rights and responsibilities are expected to be demonstrated by the school community:

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHERS HAVE:</strong></td>
<td><strong>TEACHERS NEED:</strong></td>
</tr>
<tr>
<td>1. The right to be able to teach in an atmosphere of order and cooperation</td>
<td>To ensure they are punctual and prepared for lessons</td>
</tr>
<tr>
<td>2. The right to be treated with respect and in a fair and equitable manner free from harassment</td>
<td>To display mutual respect to other staff, parents and students</td>
</tr>
<tr>
<td><strong>STUDENTS HAVE:</strong></td>
<td><strong>STUDENTS NEED:</strong></td>
</tr>
<tr>
<td>1. The right to feel safe at school</td>
<td>To stay within the designated areas around the school To obey school rules and follow teacher instructions</td>
</tr>
<tr>
<td>2. The right to learn without interference from others</td>
<td>To attend class prepared to learn and not interfere with the learning of others</td>
</tr>
<tr>
<td>3. The right to be treated with respect and in a fair and equitable manner free from harassment</td>
<td>To treat others with respect and resolve differences through discussion and compromise and not conflict</td>
</tr>
<tr>
<td>4. The right to expect your property to be safe</td>
<td>To take care of your own and other people’s property</td>
</tr>
<tr>
<td><strong>PARENTS HAVE:</strong></td>
<td><strong>PARENTS NEED:</strong></td>
</tr>
<tr>
<td>1. The right to expect that their child will be educated in a safe and secure environment where care, courtesy and respect for others is encouraged</td>
<td>To treat all members of the school community with respect and support teachers in their maintenance of a safe, secure, productive teaching and learning environment. To ensure their child is sent to school, in school uniform, with a healthy lunch and snack and well rested to maximise learning.</td>
</tr>
</tbody>
</table>
5. SHARED EXPECTATIONS

At Huntly Primary we strive to provide an educational environment that ensures all students are valued and cared for and are engaged effectively in their learning and can experience success. The school has the following expectations:

5.1 Principals and School Staff

The Education and Training Reform Act 2006 prohibits the use of corporal punishment in any Victorian Government school and all staff are expected to abide by this.

All staff will demonstrate inclusive teaching practices. This includes building positive relationships, valuing student contributions, embracing differences in thinking, scaffolding and supporting students and developing a culture where it is acceptable for students to make an error as part of their learning.

All staff will actively model and teach the school’s behaviour expectations and utilise the agreed classroom and non-classroom plans and collect the ongoing data to frame School Wide Positive Behaviour Support.

Staff will plan together and utilise data and adhere to our Teaching and Learning Model and Whole School Curriculum document. A session per week utilising the wellbeing resource Circle Time will be planned by unit teams and delivered by class teachers.

Staff will provide educational programs featuring differentiation for all students.

Staff will develop and provide appropriate, relevant and challenging-curriculum that gives students the opportunity to experience success in their learning.

Student services will be utilised to support students in need.

Staff will inform parents/carers of their child’s performance at school and implement the Student Engagement Policy fairly, reasonably and consistently.

Staff will build parent/carer partnerships and liaise with them where relevant to support student achievement and success.

Commit to addressing bullying including cyberbullying.

5.2 Students

Students will, as they move through the school, develop as individual learners who increasingly manage their own learning and growth and utilise goal setting and managing resources to achieve these goals.

Students will display our school values of Respect, Collaboration/Teamwork, Resilience and Community and behavioural expectations.

Students with the support of parents/carers attend regularly and should participate fully in the school’s educational program.

5.3 Parents

Parents will work respectfully and cooperatively with the teachers and School Leadership to ensure their child has the best possible opportunity to attain success and flourish within the school environment.

Parents will support the school in their management of Duty of Care to all and a safe, engaging and productive teaching and learning environment.

Parents will support specific policies in relation to student safety.
6. 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.

The following protective factors support student engagement:

- Positive behaviour support
- Clear, fair and consistent rules and behavioural expectations
- Understanding of individual student needs
- Accessible staff support
- Positive and supportive parent, teacher and peer relationships
- Feeling safe and valued at school
- Reasonable and consistent consequences
- Some level of academic success

**Behavioural Expectations Matrix.**

Huntly Primary School has devised a matrix which identifies the expected behaviours which we teach, model, practise, acknowledge and correct. The matrix will be displayed in each classroom and referred to by staff regularly.

See appendix 2.

At HPS a staged response provides a continuum of support for student well-being. The three stages of engagement are:

- **Stage 1 - Universal Engagement.** School-wide engagement strategies that create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing.
- **Stage 2 - Targeted Engagement.** Population-specific engagement strategies that meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies
- **Stage 3 - Individual Intervention.** Student-specific engagement strategies for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.
6.1 STAGE ONE: UNIVERSAL ENGAGEMENT
Whole school - Focussing on all students and staff across all settings, aiming at prevention of inappropriate behaviours.

6.1.1 Strategies used across the school
- Schoolwide Expectations are modelled, taught, practised and acknowledged by all staff, all settings, all of the time
- Circle Time is the foundation of our wellbeing program and is planned for and taught for one session per week.
- Values tickets are given to students displaying expectations listed on the Huntly’s Expectation Matrix.
- Certificates and awards for students handed out at assembly.
- School academic data collection and analysis is available to staff to ensure accurate matching of instruction to individual student needs
- School Wide Positive Behaviour Support is reviewed in relation to behaviour data kept across classroom and non-classroom settings
- Team planning for staff members to ensure similarity in programs in classrooms
- School Policies in Student Wellbeing area (eg Bullying)

Circle Time

Circle Time is a strategy used by many schools to describe a time when the whole class meets together, sitting in a circle, either on chairs or on the floor. It’s a carefully planned time in which students can develop a wide range of skills and attitudes such as confidence, self-esteem, talking and listening.

It is particularly useful for:
Developing trust
Helping a class to “gel”
Working on problems such as bullying
Developing students awareness of their responsibilities towards others and towards themselves
Exploring new ideas
Developing our school values
Helping students feel they “belong”

Circle Time can help students enjoy learning. It also helps students with friendships and strengthens the relationship between the teacher and the class. This in turn improves everyone’s experience of school and helps students get the most out of the school day.

6.1.2 Strategies used within classrooms
- Fair and democratic classrooms and school environments are established from the beginning of the school year
- Classroom behaviour expectations are taught and the Behaviour Matrix guides explicit teaching for all school environments
- Classroom routines are decided on, taught, encouraged and reinforced
- Classroom positive behaviour recognition is displayed and implemented in every classroom
- Active supervision by teachers
- Consistently acknowledging all students
- Redirections for minor infrequent behaviour errors
- Frequent pre-corrections for chronic errors
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making
- Ensuring classroom space is conducive to positive behaviours and effective engagement in learning
• Engaging and differentiated curriculum

6.1.3 Attendance
• Electronic rolls marked by 9:30 and 2:30pm daily (or a hard copy is done and sent to office if this is not possible)
• A culture of “punctuality” and “Every day, every minute and every second counts” is modelled and explicitly taught
• Benefits of regular and timely school attendance is conveyed to students and the community via the Newsletter
• Positive attendance is promoted through schoolwide acknowledgement programs
• The State Benchmark and Individual student levels of non-attendance are displayed on Semester reports and commented on (both positively or encouraged to improve for unsatisfactory data) by teacher/Principal class members
• Attendance is monitored daily and followed up on a weekly basis.

6.1.4 Health and Wellbeing
• Use of support personnel for programs. Eg: Student Wellbeing Officer and ES staff-lunchtime programs
• Monitoring of playground use and playground behaviour data
6.2 STAGE TWO: TARGETED ENGAGEMENT
Early intervention, focussed on response to problem behaviours in order to aim to reduce it.

6.2.1 Across the School
- Team sharing of data and professional discussions to brainstorm support for students experiencing difficulties with curriculum and living up to behavioural expectations.
- Individual Learning Plans for ‘at risk students’
- Programs conducted by Student Well-being Officer or outside organisations
- Individual behaviour plan- this may include alternative play time, play in a different setting, direction to a lunchtime program, designated play setting and safe play communication book or flexible attendance plan
- Secondary consultations with Professionals (paediatrician, speech therapist etc) and Wellbeing support staff (psychologist, social worker) of the Department of Education and Training.
- Mentoring/counselling and/or referrals to Community Support organisations

6.2.2 Within the classroom:
- Commitment and adherence to SWPBS strategies including positive recognition and staged response.
- Staff consultation with a support person from the Principal Class and/or Student Wellbeing Officer
- Proactive parent communication which may then involve:
  - Student Support Group meetings
  - Individual Behaviour plan/flowchart
  - Communication books
  - Referrals and outside supports
- Providing personalised learning programs where appropriate for individual students

6.2.3 Attendance
- Immediate follow up of individual student absence and/or lateness
- Individual student attendance goal setting and data driven attendance improvement plans
- Parent and/or agency involvement

6.2.4 Health and Wellbeing
- Inclusion in Student Wellbeing Officer positive support programs
- Involving community support agencies
- Working with parents to provide support/assistance

6.2.5 Home visits/phone calls
- Individual plan targeting needs
6.3 STAGE THREE: INDIVIDUAL INTERVENTION

Intensive action, focussing on the complexity of individual behaviour, that is resistant to stage one and stage two prevention efforts.

6.3.1 Across the school and within the classroom

This section refers to approximately 5% of students whose behaviour places them at high risk of disconnecting from school and where previous interventions have been unsuccessful.

This stage represents an intensity of strategies listed in the Early Intervention section but can go beyond this to include an Individual Modified Attendance Plan and/or Individual Modified Education Plan but as a last resort can include suspension or expulsion.

Students at this level will have had Student Support Group meetings with a SSSO professional in attendance.

A student with 4 suspensions for a school year will automatically have involvement from a SSSO in Student Support Group Meetings

6.3.2 Attendance

See Huntly Primary Attendance Policy for Intervention Strategies

6.3.3 Health and Wellbeing

For students at risk in this area the school (within their capacity) will endeavour to work cooperatively with parents, community and government agencies and outside personnel to support the student and their family
7. BEHAVIOURS AND CONSEQUENCES FOR STUDENTS

The following tables will give the school community an indication of behaviours that are not accepted at HPS, a definition of those behaviours, strategies used and possible consequences for those behaviours.

### 7.1 MINOR INFRACTIONS

Minor infractions are to be managed in the situation by the staff member or teacher. It is not necessary to put all Minor Infractions on GradeXpert. It is important however, once a pattern of minor infractions emerges, it will be necessary to record on GradeXpert due to the possible escalation to Major Infraction.

<table>
<thead>
<tr>
<th>INFRACTION</th>
<th>DEFINITION</th>
<th>REGULAR STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Non-Threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way</td>
<td>Classroom/General: Step 1 Redirection / Warning</td>
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<tr>
<td></td>
<td></td>
<td>Step 2 Timeout in class</td>
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<td></td>
<td></td>
<td>Step 3 buddy class and Alternative Lunch</td>
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<tr>
<td></td>
<td></td>
<td>Step 4 Office Referral</td>
</tr>
<tr>
<td>Defiance / disrespect</td>
<td>Refusal to follow the schools expectations or staff directions, talking back and/or socially rude interactions</td>
<td>Playground:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 1 Redirection / Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 2: Walking with duty teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 3: Alternative Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 4: Office Referral</td>
</tr>
<tr>
<td>Rough play</td>
<td>Non-threatening physical interactions</td>
<td></td>
</tr>
<tr>
<td>Missing Alternative Lunch</td>
<td>Unauthorised missing of Alternative Lunch</td>
<td></td>
</tr>
<tr>
<td>Lying</td>
<td>Student delivers a message that is untrue and/or deliberately violates expectations.</td>
<td></td>
</tr>
<tr>
<td>Condoning poor behaviour</td>
<td>Being present at and encouraging behavior in others that does not live up to the values or behavioural expectations of Huntly Primary School.</td>
<td></td>
</tr>
</tbody>
</table>

**POSSIBLE CONSEQUENCES**

- Moved to another area to complete work. If this occurs then the student will attend Alternative Lunch.
- Alternative Lunch. Student will attend Alternative Lunch to reflect on their behaviour.
- Cool Down
- Class catch up to complete unfinished work
- Assigned play area in the yard.
- Family notified by phone or mail.
- Note put on GradeXpert. GradeXpert is a database used by the school to store academic and behavioural data on students attending Huntly primary School.
# 7.2 MAJOR INFRACTIONS

Consequences usually given and managed by the Principal. All major infractions must be referred to the Principal. Consequences will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued Minor Infractions</td>
<td>Student exhibits continued minor offences with no regard for consequences.</td>
</tr>
<tr>
<td>Abusive/inappropriate interactions with peers and adults</td>
<td>Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way.</td>
</tr>
<tr>
<td>Fighting/Physical Aggression</td>
<td>Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with objects, kicking, hair pulling, scratching etc.)</td>
</tr>
<tr>
<td>Physical aggression on school staff</td>
<td>Intentional aggressive actions (e.g. hitting, kicking, throwing objects at, pushing etc.)</td>
</tr>
<tr>
<td>Harassment</td>
<td>Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes Threats, intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.</td>
</tr>
<tr>
<td>Deliberate disruption/defiance</td>
<td>Behaviour causing an interruption in a class, building or playground activity where a student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling or screaming, noise with materials or body parts, roughhousing, sustained out of seat behaviour, verbal refusal to comply with repeated instruction.</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Unauthorised and inappropriate use of school property including technology (e.g. downloading of software, sites, pictures etc. changing computer settings, or providing personal information to websites).</td>
</tr>
<tr>
<td>Property Damage/ Vandalism</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property.</td>
</tr>
<tr>
<td>Possession of a dangerous weapon</td>
<td>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun etc.) of causing bodily harm.</td>
</tr>
</tbody>
</table>

**POSSIBLE CONSEQUENCES**

(For all major infractions, students will immediately be removed from the classroom or yard and parents notified)

- Alternative Lunch daily
- Supervised in the playground or administration area at 1st and 2nd breaks
- Student Behaviour/Safety Plan created in collaboration with parents.
- Involvement of Department of Education Wellbeing support staff.
- Flexible school hours.
- Withdrawal from school activities e.g. camps and excursions
- Withdrawal from Junior School leadership positions
- Suspension
- Parents are advised that, depending on the severity of the major infraction, the school may be obliged to notify police.
7.3 DISCIPLINE PROCEDURES-SUSPENSION AND EXPULSION INFORMATION

Ministerial Order No. 625—Procedures for Suspension and Expulsion came into operation on 1 March 2014. The Department of Education and Training website provides further information on the procedures which need to be followed by the School Principal if Suspension or Expulsion is to be considered and it is recognised that these strategies are serious in terms of behaviour management.

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.

7.3.1 Consequences which may be used prior to suspension

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class to another class or non-classroom setting for a specified period of time
- Detention at breaks (school based) or after school with parent permission
- Convening of Student Support Group Meetings (as per Student Engagement Policy Guidelines)

Key changes to this area include:

- Maximum consecutive suspension is 5 days (unless approved by Regional Director)
- Where a student is suspended for 3 days or less the school provides meaningful work
- Where a student is suspended for more than three days, develop a Student Absence Learning Plan and Return to School Plan
- Maximum period of suspension in one year is 15 days without written approval from the Regional Director
- If a student has been suspended for 15 school days in a school year, an expulsion is not the automatic consequence
- Copy of the Procedures for Suspension brochure must be provided to the student and their parent/carer

7.3.2 Grounds for suspension

A Principal may suspend a student if, whilst attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

b) Causes significant damage to or destruction of property;

c) Commits or attempts to commit or is knowingly involved in the theft of property;

d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person

f) Consistently engages in behaviour that vilifies, defames, degrades, or humiliates another person based on age; lawful sexual activity; marital status; parental status as a carer; physical features, political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or

g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

7.3.3 Expulsion Procedures

Expulsion procedures can be accessed through reading Ministerial Order No. 625.

7.3.4 Procedural Fairness

The person or body against whom an allegation is made must be afforded procedural fairness.
Procedural fairness generally requires that the decision making is based on sound evidence and free from bias, and that the person/body against whom an allegation is made has the right to:

- Be informed about the substance of the allegations against them;
- Be given the opportunity to answer the allegations before a final decision is made

The above points for procedural fairness are used to inform staff protocols when investigating student incidents.

When a decision has been made (and often this involves an appropriate consequence), the parties will be asked if they believe the process has been fair and thorough.

When a parent believes procedural fairness has not been followed, (in relation to their child), it is expected that they refer to the “Shared Expectations” section of the Student Engagement Policy. If this is still a concern then parents are welcome to follow the processes outlined in Huntly Primary School’s parent Complaints policy available on the School’s website.
8. APPENDIX 1: SUMMARY OF THE RELEVANT ACTS PERTAINING TO RIGHTS AND RESPONSIBILITY SECTION

8.1 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)

8.2 The Charter of Human Rights and Responsibilities Act 2006
The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All 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
• Respect and promote human rights

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

### 8.3 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 for 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 outcome 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.

*Summary of Acts provided by VSPA draft Student Engagement and Well Being Policy guidelines.*

*Further information can be found at:*
<table>
<thead>
<tr>
<th>RESPECT</th>
<th>Classroom</th>
<th>Yard</th>
<th>Walkways</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caring for equipment</strong></td>
<td>Use manners (please and thankyou).</td>
<td>Sharing Equipment.</td>
<td>Keep to the paths.</td>
<td>Flush the toilet.</td>
</tr>
<tr>
<td><strong>Caring for others</strong></td>
<td>Be an active listener (eyes on the speaker Listening ears).</td>
<td>Take turns.</td>
<td>Wash your hands.</td>
<td>Use a small amount of soap.</td>
</tr>
<tr>
<td><strong>Showing manners</strong></td>
<td>Ask if you would like to use others things.</td>
<td>Play fairly by the rules.</td>
<td>Wash your hands.</td>
<td>Wait for your friends outside.</td>
</tr>
<tr>
<td><strong>Caring for others belongings</strong></td>
<td>Walk inside quietly.</td>
<td>Quiet voice.</td>
<td>Keep it neat.</td>
<td></td>
</tr>
<tr>
<td><strong>Pride in work and self.</strong></td>
<td>Use inside voices.</td>
<td>Walk in your line.</td>
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<tr>
<td></td>
<td>Hands to yourself.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Wait your turn.</td>
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<td></td>
<td>Line up ready to learn.</td>
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<td></td>
<td>Give personal space to others.</td>
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<tr>
<td><strong>TEAM WORK &amp; COLLABORATION</strong></td>
<td>Listen to each other.</td>
<td>Take turns in games and on the equipment.</td>
<td>Keep together in two lines.</td>
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</tr>
<tr>
<td><strong>Including others</strong></td>
<td>Share ideas and equipment.</td>
<td>Include others (ask others to play with you).</td>
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<tr>
<td><strong>Positive comments</strong></td>
<td>Taking turns.</td>
<td>Share play areas with others.</td>
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<tr>
<td><strong>Caring for others belongings</strong></td>
<td>Encourage others.</td>
<td>Encourage others.</td>
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<tr>
<td><strong>Working together productively.</strong></td>
<td>Be patient, give others time to speak.</td>
<td>Be patient, give others time to speak.</td>
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<tr>
<td><strong>Listening to others.</strong></td>
<td>Include others.</td>
<td>Include others.</td>
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<tr>
<td><strong>Communication effectively.</strong></td>
<td>Respect the opinions of others.</td>
<td>Respect the opinions of others.</td>
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</tr>
<tr>
<td><strong>COMMUNITY</strong></td>
<td>Give and receive positive and constructive feedback.</td>
<td>Respect others values and their environment.</td>
<td>Use walking feet.</td>
<td></td>
</tr>
<tr>
<td><strong>Participation in school activities.</strong></td>
<td>Respect others work.</td>
<td>Provide positive feedback.</td>
<td></td>
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<tr>
<td><strong>Caring for the environment</strong></td>
<td>Be honest and organised.</td>
<td>Use walking feet around the buildings.</td>
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<tr>
<td><strong>RESILIENCE</strong></td>
<td>Respect others feelings.</td>
<td>Get along with others.</td>
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<tr>
<td><strong>Able to take constructive feedback and apply it.</strong></td>
<td>Listen and participate.</td>
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<tr>
<td><strong>Solving your own issues.</strong></td>
<td>Have a go.</td>
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<td></td>
<td>Ask for help.</td>
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<td></td>
<td>Look out for each other.</td>
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<td></td>
<td>Ask yourself “Is it your concern?”</td>
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