Pakenham Hills PS
Student Engagement & Wellbeing Policy

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

Pakenham Hills PS is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

School Profile

The Pakenham Hills Primary School community respects diversity and promotes the values of Respectfulness, Safety and Learning.

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 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.

Our 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 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 teaching of social skills and through everyday acknowledgement of making positive choices (Pakky Shak).

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.

An important 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, individual learning plans, school psychologist, speech therapist and literacy support.

Vision

At Pakenham Hills Primary School we believe our core purpose is to educate children to be literate, numerate and life long learners.

We aim to develop students who are motivated, engaged and resilient, and who contribute to the wellbeing of others.

Our school culture is centered on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between members of the school community is promoted through collegiality, eg, mentoring and peer observations, and professional learning teams that encourage innovative pedagogy based upon implementation of the Framework for Improving School Outcomes (FISO).

Whole School Prevention Statement

At Pakenham Hills Primary School our core purpose is to develop children to be literate, numerate and life long learners. Our school values underpin our actions and provide direction in our decision-making.

Whole School Values:

Integrity	Honesty and integrity is being open and honest in your interactions with others whilst upholding and acting upon shared beliefs.	Integrity is shown by: • Speaking openly and honestly, whilst showing empathy and respect for others • Being reliable, trustworthy and truthful • Seeking and giving feedback in a constructive way
Teamwork	Teamwork is a group of individuals working together co-operatively to effectively reach a common goal.	Teamwork is shown by: • Willingly working together to achieve shared goals • Planning together, sharing ideas and resources • Actively encouraging others
Repect	Respect is the way we communicate and show our actions and behaviour towards others.	Respect is shown by: • Listening to others in a non judgmental way, and valuing their views • Understanding and accepting the differences and needs of other people • Taking/accepting actions that are for the common good
Positive Attitude	Is the manner, disposition or feeling an individual brings to their role.	Positive attitude is shown by: • Finding the positive/good in situations or events • Making positive and encouraging comments to others; acknowledge others' successes • Smile, remain happy and be open to new ideas • Actively participate in school events

We have a proactive approach to promoting student wellbeing and engagement through:

- Modelling positive behaviour
- Teaching social skills
- Establishing clear understandings of expected behaviours
- Reinforcing appropriate behaviours
- Planning reasonable consistent consequences and establishing a *Scale of Consequences* (for inappropriate student behaviour)

Prevention Programs

Promoting and teaching pro-social values and behaviours helps children to engage with school, their peers, their teachers and their learning.

At Pakenham Hills PS a number of strategies are implemented to promote pro-social values which include:

- Establishing clear understandings of expected behaviours – through classroom agreements, minimising attention for inappropriate behaviours, consistent and fair consequences for negative behaviours, and through acknowledging positive behaviours
- Clear and consistent approaches and procedures to minimise absenteeism – through regular parent-teacher contact; information in the newsletter; Compass; diverse and engaging curriculum programs (eg Encouraging Student Voice through elected representatives from each classroom)
- Becoming a Blue Level PBS school
- Implementaton of a behaviour team
- Implementation of school wide expectations matrix for all classrooms and learning spaces
- Implementation of 'Pakky Shak' token economy
- Implementation of a tiered approach to student management.

Inclusion, Wellbeing and Transitions

PHPS provides a range of supports for all students.

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, and sporting events to enhance student connectedness to school and to celebrate diversity
- Positive behaviours are promoted through approaches such as Mindfulness, Positive School Wide Behaviours 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 during semester two.
- Student leadership programs such as Student Voice Team, House Captains, and other roles of responsibility for students to influence change within the school community
- The school provides a range of opportunities to encourage parents/carers to be involved in the school's programs, such as through the helping in the classroom, School Council, and school events, eg, athletics day, school camps, and excursions.
- 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

- Providing a differentiated curriculum to engage students at all levels
- 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.

Teachers monitor student attendance and make contact with parents when patterns of absence are identified, or when a student has been absent for a number of consecutive days. Where necessary, our Psychologist or an Assistant Principal will meet with parents to develop an attendance plan.

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 Pakenham Hills 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 DET and other professional learning programs and resources available for teachers and education support staff including awards, fellowships, and curriculum-focused professional learning. These are underpinned by the Essential Elements for School Improvement, which call for professional learning that is collaborative, embedded in practice and aimed at bridging the gap between what students are capable of doing and actual student performance.

Professional learning at PHPS is:

- A shared responsibility – the skills, abilities and expertise of staff at Pakenham Hills 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 annually. 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 Pakenham Hills 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.

It is not possible to list rules to cover every classroom and playground situation. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence.

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

School Expectations

There are three basic school expectations:

- Be Safe
- Be a Learner
- Be Responsible

Bullying is seen as a serious breach of our student's right to be Safe at school and is unacceptable in any form.

Every member of our 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:

Rights	Responsibilities
Be a Learner	Work independently, in groups and/or as part of the whole class. Listen to instructions. Participate in all tasks to the best of your ability. Say the Learning Intentions and Success Criteria. Set learning goals. Reflect and act upon feedback.
Be Safe	Walk around the classroom. Use equipment correctly and safely. Use kind words. Keep our hands to ourself. Understand bullying is unacceptable in any form.
Be Respectful	Care about yourself and others. Say please and thank you to peers, staff and parents. Allow others to learn. Accept responsibility and consequences for unacceptable behaviour. Raise your hand. Listen to peers and teachers.

Staff:

Rights	Responsibilities
To Be Safe	To provide a safe and inclusive environment for learning and student engagement so all students and parents feel safe and welcome. To be approachable for all parents, visitors and students.

To Teach	To develop and provide appropriate, relevant and challenging curriculum that gives all students the opportunity to experience success in their learning.
To Respect	Act fairly and with care Listen and consider different points of view Acknowledge parents as partners in the education of their children Communicate effectively with parents and colleagues Act positively in relationships with students, parents, colleagues and the community.
To Value Professionalism	Actively support school teaching and learning protocols Maintain and develop professional practice Work cooperatively with parents and colleagues in the best interests of all students.

Parents:

Rights	Responsibilities
To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged	Ensure children attend school every day so they can engage and learn. Provide children with the resources they need to engage in all school activities. Support children in home learning tasks.
To Respect	Act fairly and with care. Listen and consider different points of view. Be an active partner with teachers in the education of children . Support the school in maintaining a safe and respectful learning environment for all students. Address concerns in an appropriate and respectful manner.

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.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)*
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

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 who have been identified as; living out of home care, Koori, recive PSD funding or have additional learning and/or behavioural needs.
The plan describes a set of goals and strategies to meet learning goals for the student.

Short and long term goals are developed once the classroom teacher has gathered 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 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 learning plan to gain some information from parents. A follow up meeting to discuss the written plan would occur by the end of February for Grade 1-6 students and by the end of March for Foudation.

Regular meetings with parents are essential to maintain open lines of communication between home and school. A teacher may request meetings with parents on an as needed basis. All students with ILPs will require a higher level of teacher-parent 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 may consist of the Principal, Assistant Principal, classroom teacher, education support, school psychologist, parent/guardian/care and any other third party that may be involved in the child's (or families) wellbeing. 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
- 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

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).
Examples of cyberbullying behaviour are:

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

People can also be bullied online by groups of people such as class groups or collective members of an online community.

Rationale

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims

- To reinforce within the school community what bullying is
- To reinforce within the school community that bullying is unacceptable
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
- To seek parental/care-giver and peer-group support and co-operation at all times
- To act on any reported incidences in a timely manner.

Implementation

Parents, teachers, students and the community will be aware of the school's position on bullying. The school will adopt a four-phase approach to bullying:

1. Primary Prevention
- Professional development for staff relating to bullying, harassment and the strategies that counter-act them
- Community awareness and input relating to bullying, its characteristics and the school's programs and response
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and Problem-solving, such as Bounce Back
- Implement DET Respectful Relationships program
- A bullying survey will be administered if required
- Use Attitudes to School survey data to track students feelings towards and experience of bullying and inform future actions
- To educate students of the expectations about appropriate behaviour in relation to cyber safety

2. Early Intervention
- Promote children reporting bullying incidents involving themselves or others
- Teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing
- Parents encouraged to contact school if they become aware of a problem
- Recognition and reward for positive behaviour and resolution of problems

3. Intervention
- All incidents or allegations of bullying will be fully investigated and documented
- Both bully and victim offered counselling and support
- If bullying continues, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct
- Students identified through the bullying survey will be counselled
- Students identified as displaying physical violence will be sent home immediately. Where this cannot happen, student will be supervised by a Principal Class Officer.

4. Post Violation:
- Counselling for victim and bully by School Chaplain or Welfare Officer
- Consequences may involve:
  —rewards for positive behaviour
  —exclusion from class
  —exclusion from yard/ yard plan
  —withdrawal of privileges
  —ongoing monitoring
  —school suspension

Shared Expectations

Schools – principals, teachers and school staff

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

Pakenham Hills Primary School's rights:
- *The right to be safe*
- *The right to learn*
- *The right to be respected*

School expectations include:
- Inclusive teaching practices
- Accessible educational provision for all students
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Codes of Conduct

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.

Student Code of Conduct

The student code of conduct is based on our school rights:
- The right to be safe
- The right to learn
- The right to be treated with respect

Students are expected to:
- Behave in a respectful and responsible manner
- Cooperate with teachers and staff
- Allow other students to learn without interference
- Be punctual for class
- Participate in all relevant learning programs.

We support students to achieve these by:
- Rewarding effort and positive behaviour
- Modeling appropriate behaviour
- Coaching and/or counselling
- Following school wide expectations and positive consequences
- Differentiating learning programs for all students.

Attendance

Students are expected to be at school so that they can fully participate in the school learning programs.

Students are expected to be at school to commence lessons at 8:55am.

Parent Code of Conduct

Pakenham Hills PS values a strong and constructive parent and community connection. Our learning community includes students, staff, parents, carers and third party support workers.

Parents are expected to:
- Display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- Support school procedures and make appointments where there is a concern to be discussed.

Support the implementation of Student Expectations by:
- Following attendance and punctuality procedures
- Supporting home learning
- Supporting school expectations around student behaviour
- Observing confidentiality when participating in school programs and communication.

Support staff in their educational expectations of children by:
- Providing the school with any relevant information which will assist their child's education and well being
- Attending parent teacher meetings and conferences
- Reading school newsletters and information notices.

Staff Code of Conduct

Teachers are expected:
- To lead students and colleagues by modelling preparedness, respect, learning dispositions and making positive contributions to the learning community
- To be conversant with DEECD policies, theory of learning and curriculum, and to translate these into teaching practices, relationships and interactions which promote positive learning outcomes and foster a positive learning environment
- To deliver a curriculum of inclusion, rigour and accountability, with differentiated learning opportunities to develop students' skills, knowledge and independence
- To adhere to the Victorian Institute of Teaching principles outlined in the Victorian Teaching Profession Code of Conduct.

School actions and consequences

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

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of consistent classroom and whole school expectations
- Providing personalised learning programs, where appropriate, for individual students
- Empowering students by creating opportunities for them to take responsibility and be involved in decision-making
- Providing an environment that fosters positive behaviours and effective engagement in learning
- Recognising and highlighting achievement and appropriate behaviour in various ways, such as Pakky Shack, assemblies, student reports, newsletter, facebook posts, and leadership opportunities.

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

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program.
- Liaison with parents / carers to determine student needs and elicit support for improved attendance

Broader support strategies will include:

- Involving and supporting the parents/carers
- Involving the student wellbeing coordinator
- Tutoring/peer tutoring
- Mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- Developing individualised flexible learning, behaviour or attendance plans
- Involving community support agencies.

Engaging with families

Pakenham Hills PS values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:
- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

The student's expectations chart is displayed in every learning area including specialist classrooms and is incorporated into each teacher's classroom behaviour plans. Each learning area operates within the rules and responsibilities as established by the teachers and children. Classroom behaviour plans are developed and a copy uploaded to One Drive by the end of term one. The process through which these rights and responsibilities are followed is consistent throughout the school and follows these steps:

Step 1: First Reminder	Student is reminded of what is expected using language such as 'You are not showing me…' and 'I am looking for…' while referring to the expectations display.
	Unambiguous strong non-verbal cues – you should face the child, look her or him in the eye and lean forward as you speak. Body language is very important for the more difficult students, as though they may be less literate, they are often more visually capable than other students.
Step 2: Second Reminder *Two important reasons for calmness:* *1. A child's brain is a work in progress – as a result they frequently respond more emotionally or intuitively than an adult does, with less regard or understanding for natural or logical consequences, particularly when under stress.* *2. You need to provide the appropriate model for children. The best way to create responsible students is to ensure they are around responsible adults.* *(Gary Fernstermacher)*	Student is again reminded of what is expected using language such as 'You are not showing me…' and 'I am looking for…' while referring to the expectations display. "David, you're talking, is this being a learner? Can you show me how you can be a learner? Such a verbal demand may stimulate a student response such as, "But it's not my fault because…" Such reactions by students should not side-track you, no matter what. When confronted with an excuse or an explanation, or even a provocative tone, you must remember that this is not the time to address it, and that you will first need to deal with the irresponsible behaviour. In the face of any provocative or verbal resistance to the initial demand, move into the second stage. Stage 2: **Calmly repeat your demand.** For example, say 'I hear you' or 'I understand' and then repeat your original demand. This 'broken record' routine is essential to show that your immediate aim is to stop the inappropriate behaviour. The routine can be used a number of times if necessary. **It is important to note that at no time should you sound angry.** The repetition of the demand should be done calmly.

Step 3: 5 minute Break	Student is asked to move to a space in the room (tent etc.) to have a break for 5 minutes. A timer is set and after 5 minutes the student is asked to return to their learning. Should a student not return after this time the timer is started again and the student owes that time back at recess, lunch or a time decided at the discretion of the teacher. If calm repetition does not work, offer the student a choice. The choice is straightforward – either stop the unacceptable behaviour or accept an unpleasant and undesired consequence. Eg "Georgia, you have a choice, stop talking to Jane or you will be seated elsewhere'. If a student resists to the point where they will not follow your instructions, do not argue. It is better to hear the resistance and calm the student by acknowledging the reality of the situation. 'I don't intend to force you, However, if you choose not to move, then immediately after the lesson I am going to…The choice is yours, you have 10 seconds to think about it.'
Step 4: Move	Student is asked to move to another area of the rom to work more efficiently.
Step 5: Buddy Room	Student is sent to another classroom with their work for 10 minutes. After 10 minutes they return to their own classroom and resume their work. At the end of the session the class teacher will discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation. (This is the relationship building part of the behaviour management program). This incident will be recorded on Compass and linked to parents.
Step 6: Office Called	If a student has continued a behaviour after returning from 2 buddy rooms (or if they refuse to go to buddy room) a principal class member is called to assist in removing the student from class and taking them to buddy room.
Step 7: Parents Called	If a student has still continued a behavior they will be removed to the office and have their parents called.
Step 8: Recovery & Reintegration	Student has returned to basline and is ready to return to the classroom and continue leanring. **When student returns to learning area, discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation.** *This is the critical relationship building part of the behaviour management program.* It is important to allow a student to return to baseline before addressing

	an issue directly. They will be in a more stabe emotional state to deal with what is being said to them and additionally be able to better comprehend and respond to the conversation.

With incidents that occur in the classroom that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times.

In the case of severe/ immediate safety threats teachers can to the office for assistance from a principal class member.

Any behavior that has involved physical violence towards another student will involve those students being sent home immediately.

Any behavior involving physical violence towards a staff member will impose an immediate two day out of school suspension.

Playground Behaviour

At PHPS there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. The following is an explanation of the consequences outlined on the playground incidence chart.

Managing Playground Behaviour- A staged response

5 Finger Strategy	Students will be explicitly taught the 5 finger strategy in their classrooms. This strategy will be displayed around the school yard and in classrooms. Teachers on yard duty will encourage students to utilize this strategy prior to stepping in, unless the situation requires immediate action for severe behaviour or medical attention.
Incident Reports	Teachers will fill in incident reports should any situation require further investigation at the next recess or lunch. Incident reports will be filled in by the investigator and filed in the correct folder/ tub in the investigation room for easy access. Should a student need to be removed from the yard immediately they will be escorted to the investigation room or office by the yard duty teacher. All incident reports will be investigated in a timly manner and all parties will be spoken to. The consequence calculator and natural consequences will be used to address any undesirable behaviours. All incidents will be logged on Compass.

Yard Plan	Students who consistently display undesirable behavior in the yard may be placed on yard plans. Yard plans will be written by the classroom teacher in conjunction with an assistant principal or school psychologist where necessary.
Reflection Room/ Social Skills	These spaces are available to be used a part of students yard plans should students not be able to be outside during recess and lunchtime. Should an incident that has been investigated require a smaller amount of time out of the yard as a consequence they will be required to spend sessions/ days in one of these rooms, which will be decided at the discretion of the teacher investigating the incident.

Discipline Procedures –Suspension and Expulsion

In-School Suspension

In-school suspension will take place in a classroom away from the students own or the Assistant Principal's office with the student going to social skills or reflection room for recess and lunchtimes. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an in-school suspension is to separate children from contact with peers and adults.

Increase in Frequency of Playground & Classroom Behaviours – Consequences
may result in:

- A loss of recess or lunchtime to be spent in reflection Room or Social Skills
- Higher level supervision and/or structure
- Individual behaviour plan
- Yard Plan / Behaviour contract
- Loss of extra curricula activities, such as sports events, excursions or camps
- Loss of right to graduate (grade 6 students)

Due to the process in place, parents will be aware that a one day suspension is the next step in the discipline plan and should therefore be prepared for it. For all detentions and in–school suspensions, the parents will be notified.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proforma for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Convening of a support group (See *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines* for process required).

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), if they:

- Threaten or constitute a danger to the health, safety or wellbeing of any person
- Commit an act of violence against a person or cause damage to or destruction of property; are knowingly involved in the theft of property
- Possess, use, or deliberately assist another person to use prohibited drugs or substances
- Fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- Consistently interfere with the wellbeing, safety or educational opportunities of any other student
- 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 it is at the principal's discretion to take into account:

- 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 the next day.

References

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines
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EVALUATION

Pakenham Hills Primary School is committed to ensuring this policy is publicised and implemented, and will monitor and review its effectiveness.

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

This policy does not require school council approval.

Dale Hendrick
Principal

Version	Date	Modification	Modified By
1	January 2020	Document reviewed and updated in line with DET exemplar.	Kara Hermann
2	Feb 2021	Policy checked against current DET exemplar.	Dale Hendrick
2	May 2022	Policy updated and put online for parent consultation	Dale Hendrick