

Camp Hill Primary School

Student Wellbeing and Engagement Policy



School Profile

Social-community and demographics

Camp Hill Primary School provides a quality education for students who are drawn mainly from across the central Bendigo area. The heritage listed building is located in Rosalind Park with the location providing students with the opportunity to be either driven or walk to school. Camp Hill Primary School aims to develop in each student an ability to maximise their potential and respect themselves and others. The school continues to build a culture that is positive, stimulating, harmonious and safe.

Our school is culturally diverse with 8% of families having a language background other than English (LOTE), representing a number of nations. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

The principles of healthy living strongly influence policies and practices within the school. Camp Hill offers a variety of highly valued specialist programs, adding depth to the teaching and learning program. The school embraces the School Wide Positive Behaviour Support program in promoting positive choices by our students in the classroom and playground.

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.

Camp Hill Primary School 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.

Statement of Commitment to Child Safety

To implement the minimum Standards in accordance with Ministerial Order No. 870 – Child Safe Standards – Managing the risk of child abuse in schools, Camp Hill PS will always take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and make reasonable efforts to accommodate such diversity.

Related policies & guidelines:

- Child Safe policy
- Child Safe Code of Conduct
- Duty of Care policy & guidelines
- Bullying Prevention policy
- Mandatory Reporting policy
- Working With Children policy
- Visitors & Volunteers policy
- Camps & Excursions Policy

Core Values

Camp Hill Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Following are the **core values** in which underpin our purpose and are the guiding principles of our school:

Caring: Being kind, helpful and sympathetic towards other people

Honesty: To always tell the truth

Confidence: Believing in yourself and others

Trust: Safely express opinions, beliefs, thoughts and feelings in a secure environment

Respect: Recognising the rights, feelings, wishes and individual differences of others through our speech and manners

Student Engagement Philosophy

Camp Hill Primary School aims to develop each student to their potential and build individual respect for themselves and others. The school community endeavours to maintain a school culture which is positive,

stimulating, harmonious and safe. Student wellbeing is supported through the school's social competency program Grow. The underpinning philosophy of the Grow program is to foster understanding of the school's values through a multi-age small group approach. The Student Engagement Policy explains how members of the school community can play their part in supporting the school to make it a safe and happy place for all. The school aims to provide a vibrant curriculum that is relevant to the current and future needs of the students. We consider a positive staged approach to behaviour management is desirable to foster a school climate within which personal responsibility and self-discipline are developed. The Student Engagement Policy recognises rights and responsibilities of students, teachers and parents and explains the next steps (consequences) taken after helping a child work through inappropriate behaviour.

Engagement Strategies

School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Camp Hill Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Camp Hill Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school performances, Short Circus, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Worker, classroom teacher, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships

- Safe Schools
- School Wide Positive Behaviour Support
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- Classroom teachers will monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer and engage in termly student support group meetings
- all Koorie students will have an individual learning plan and will have their attendance monitored
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- the wellbeing team and staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Worker and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Camp Hill Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as allied health professionals, Headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Camp Hill Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Student Wellbeing Worker, Principal and Assistant Principal) plays a significant role in developing and implementing strategies which help identify students in need of support and enhance student wellbeing. Camp Hill Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance and suspension data
- engagement with families
- referrals to Student Welfare Worker

Attendance

Overview

Regular school attendance enables students to maximise their full educational potential and to actively participate in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their education and social development.

Shared Expectations of Attendance

Parents/Carers

Parents/Carers are expected to:

- Ensure that their child attends school at all times when school is open for instruction
- Promote and provide organisational support to their child for full attendance and participation at school on all designated school days
- Ensure that their child is on time for school each day
- Notify the school of their child's absence as soon as possible on the first day of the child's absences
- Notify the school in advance if an absence of any period is planned
- Support their child's learning during continued or prolonged absences through the implementation of agreed student absence learning plan
- Work cooperatively and collaboratively with the school to develop and implement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- Work cooperatively with the school in supporting the child to return to school and reintegrate after prolonged absence

Students

Students are expected to:

- Attend school at all times when the school is open for instruction
- Arrive on time to school

School

The schools is expected to:

- Promote student attendance through clear statements of expectations and procedures
- Develop systems to record and monitor attendance
- Ensure that attendance is marked twice a day

- Process student transfers promptly
- Maintain accurate records on CASES 21 using the appropriate codes
- Monitor and analyse school attendance records regularly and utilise the Student Mapping Tool for early identification and the provision of timely, targeted support to students at risk of poor attendance and possible disengagement from school
- Pursue and record an explanation for every absence
- Work collaboratively with parents/carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time. This process should involve discussion with the parents/carers about the possible impact of the proposed absence on the student's learning
- Convene a student support group meeting which is attendance focussed with parents/carers and students when a student's attendance pattern is of concern to the school
- Provide ongoing support for students if their attendance pattern continues to be a problem after the initial student support group meeting

General Guidelines

- Education is a sequential process. Absences often mean students miss important stages in the development of learning, causing them to find 'catching up' difficult
- School attendance helps students develop social skills, such as friendship building, teamwork, communication skills and healthy self-esteem
- Absenteeism contributes significantly to student lack of success at school
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent
- Illness is reasonable grounds for an absence
- The DET and enrolment auditors may seek student attendance records
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained
- The school will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences
- Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance meeting. Unresolved attendance issues may be reported by the Principal to the Department of Human Services
- Aggregated student attendance data is reported to the DET and the wider community each year as part of the Annual Report
- The school will publish weekly absence and lateness data via the school newsletter
- Parents of students whose attendance rate falls below 80% will receive confirmation of their child's attendance at the end of each calendar month
- Students who achieve 97% attendance rate or better, will receive a certificate recognising their achievement at the end of each semester

Student Management

Philosophy, Objectives and Strategies for the Enhancement and Management of Student Behaviour

The Camp Hill Primary School student management philosophy involves recognition of mutual rights, responsibilities and fair rules. Our school aims to achieve a happy, secure and rewarding environment for our children, based on the recognition of the following rights and responsibilities and basic school rules.

The Student Engagement Policy also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.

Objectives

Our school promotes a positive approach to behaviour through the following objectives:

- Developing respect and consideration for others and acknowledging diversity
- Encourage a safe and productive learning environment within the classroom
- Encouraging safe and responsible play within our school ground
- Highlighting student achievement
- Improving self-awareness and self-discipline
- Encourage sharing, tolerance and compassion
- Develop in each child, a sense of responsibility for their own behaviour
- Encourage positive parent/teacher contact
- Being consistent and fair in applying consequences

Implementation

Each representative group of the Camp Hill School, school community (teachers, student & parents) has a role to play in the implementation of the Student Engagement Policy.

These roles include:

The Role of the School

- The school will promote open and positive communication between home and school
- To arrange school based individual assistance and School Support Services
- The implementation of a whole school approach to student welfare
- To provide an inclusive and engaging curriculum that ensures all students are able to reach their full potential
- To develop a staged response, including a range of strategies to assist in dealing with inappropriate behaviour

The Role of the Teacher

- To provide a caring, inclusive environment which is tolerant of individual differences
- To provide rich and engaging learning tasks, allowing all students to experience success
- To maintain clear and positive lines of communication between home and school
- To regularly discuss rules (classroom and school) with the children
- To identify children who are at risk and develop individual learning plans for them
- To support school-based assistance, DET School Services and external agencies

The Role of the Student

- To contribute positively to the classroom environment so that all children feel secure and safe
- To co-operatively support and develop classroom rules
- To accept responsibility for their own actions and behaviours
- To act in a manner that develops mutual respect between students and staff

The Role of the Parents

- To ensure children are punctual and attend school regularly
- To ensure that their children are well nourished and rested
- To provide the school with relevant information that may pertain to their child's wellbeing and learning at school
- To support the school with issues relating to behaviour management and discipline
- To contribute to the positive links between home and school
- To support the school in developing a positive learning environment for their child

Targeted Behaviours

Utilising the School Values and Grow Program:

- Develop respect and consideration for others, acknowledging diversity
- Encourage safe and responsible play within our school ground
- Highlight student achievements
- Improve self awareness and self discipline
- Encourage sharing, tolerance and compassion
- Encourage positive parent/teacher contact
- Be consistent and fair in applying consequences
- Nurture positive social interactions
- Encourage and facilitate parental involvement
- Develop pride in our school identity
- Make self-determining choices
- Exhibit appropriate behaviour and respect toward all members of the broader community, particularly when representing the school

Whole school strategies will include:

- To ensure consistency of the Student Engagement Policy implementation – regular and ongoing discussion of the policy will be held at staff and team meetings
- The school induction process will include an emphasis on the necessity of whole school consistency with behaviour management
- The ongoing implementation of School Wide Positive Behaviour strategies including the use of an acknowledgement system to promote positive behaviours in specialist classrooms and the play ground
- Classroom and specialist areas to have clear and negotiated codes of behaviour

- Consistent use of a staged process for bullying and harassment situations using the restorative justice approach
- Early each year, teachers establish a set of classroom rights, responsibilities and rules for their own classes that are consistent with the whole school rules. School and class rules are to be displayed prominently
- Providing students, teachers and parents with the opportunity to develop and refine strategies through access to Regional School Support Staff
- Negotiation of conflict situations within the playground, through a Peer Mediation program
- Implementing systems that are goal and success orientated
- Ongoing staff professional learning
- Framing work tasks so that they are achievable and relevant to the student, and cater for special abilities
- Working partnerships between Regional School Support Staff, other schools and specialist settings

Principles Concerning the Rights and Responsibilities of Students, Parents and Teachers.

Behaviour management at Camp Hill Primary School involves recognition of mutual rights, responsibilities and fair rules. All the members of the Camp Hill Primary School Community have rights; classmates, teachers and parents. A right is something that belongs to each person. In order for everyone to enjoy those rights we also have responsibilities. Those responsibilities are to follow the school rules set out in the Student Engagement Policy.

Our school aims to achieve a happy secure and rewarding environment for our children, based on the recognition of the following rights and responsibilities:

Children

Children have the right to:

- work and play without fear of harassment
- be treated with respect and kindness
- express their feelings when appropriate
- tell their side of the story and be listened to
- expect that their person and property will be safe and secure
- be treated as an individual at school

Responsibility to:

- show respect for our school property and for other people
- behave in an acceptable manner and follow/obey the rules
- represent the school with pride
- be honest and truthful
- strive to achieve their personal best
- come to school every day, unless sick or for a legitimate reason

Parents

Within our school community, parents have the right to:

- express their opinions through the appropriate channels
- be treated with respect
- be informed of their child's academic progress

Parents are asked to support the Student Engagement Policy through their responsibility to:

- reinforce school and classroom rules and community consequences
- encourage their children to develop productive work habits
- provide an appropriate environment in the home, conducive to learning
- ensure their children attend school on a regular basis □ ensure their child/children arrive at school on time

Teachers

Teachers have the right to:

- teach in a safe and non threatening environment
- be treated with respect by all members of the school community
- express themselves using the appropriate channels

Teachers will support the school and Student Engagement Policy through their responsibilities to:

- implement the Student Engagement Policy and regularly review its effectiveness
- provide a stimulating learning environment
- implement school rules and carry through the consequences in a whole school approach
- provide an appropriate role model.

Restorative Practices

Philosophy

Restorative justice is a philosophical framework that focuses on the harm that results from wrongdoing and the actions that are needed to repair the harm wrongdoing causes. This approach is based on the belief that wrongdoing is a violation against a person and a community and that through negotiation and dialogue among victim, offender and community, the goals of restitution, reconciliation and restoration will be achieved.

Within this framework, offenders are held directly accountable not only to the individual victim but also to the community, and they are expected to assist in the reparation of personal damage and the restoration of social harmony. This process allows victims to be involved in the shaping of the offender's future obligations and encourages the school community to become directly involved in supporting victims, holding offenders accountable and providing opportunities for offenders to reintegrate into their community.

Restorative Practice as a Strategy

Where appropriate a restorative practices approach will be used in dealing with student management issues. Students will be led through a scripted restorative dialogue so that the wrongdoer can be held accountable

for their actions and put right the wrong done. The procedure will enable the victim to begin the healing process given the opportunity to say how the wrongdoer will make amends for their wrongdoing.

The level of intervention will be determined by the wrongdoing committed and the number of victims involved. The level of intervention will fall somewhere on the restorative practices continuum.

School Wide Positive Behaviour Support (SWPBS)

Introduction

School Wide Positive Behaviour Support (SWPBS) is an evidence based framework for preventing and responding to inappropriate behaviour in schools. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for school leaders, staff, students, parents and care givers. School Wide Positive Behaviour Support includes intervention practices and organisational systems for establishing positive school cultures, learning and teaching environments and the individual behaviour supports needed to achieve academic and social success for all students.

Camp Hill Primary School SWPBS Matrix of Values Based Behaviours

	Learning Areas	In the Playground/Yard	Toilets	The Office / Staff Room / Foyers / Teacher's offices
Caring	<ul style="list-style-type: none"> We are kind to everyone. We move safely and carefully around the learning space. We share ideas and equipment. We include, encourage, help and support others. We take care of equipment and school property. 	<ul style="list-style-type: none"> We share and are fair. We include others. We offer help if needed. We encourage others. We walk around corners and buildings. 	<ul style="list-style-type: none"> We keep the area clean. We flush the toilet after use. We wash our hands, using soap after using the toilet. We always take a friend. 	<ul style="list-style-type: none"> We use kind / caring words. We show caring behaviour towards ill or injured students. We use our inside voices.
Respect	<ul style="list-style-type: none"> We demonstrate whole body listening. We are always ready to learn. We respect ourselves, others and the environment. We follow classroom expectations. We understand and accept our differences. 	<ul style="list-style-type: none"> We play safely. We use equipment properly We put rubbish in the bin. We sit down to eat. We use water wisely. 	<ul style="list-style-type: none"> We keep the toilets clean. We use the toilet properly and sensibly. We respect other's privacy. We wait our turn. We use the toilet one at a time. 	<ul style="list-style-type: none"> We use our manners. We are patient and polite. We knock before entering. We use our inside voices.
Honesty	<ul style="list-style-type: none"> We are always honest with each other. We take responsibility for our actions. 	<ul style="list-style-type: none"> We play fairly. We use kind words. 	<ul style="list-style-type: none"> We report any issues or problems in the toilets immediately. We only ask to go to the toilet during class time if we really need to go. 	<ul style="list-style-type: none"> We hand in any lost property or found items. We seek first aid genuinely. We ask a friend to accompany us to the office when ill or injured.
Trust	<ul style="list-style-type: none"> We exit the classroom only with permission. We always tell the truth. We return all items we borrow. We use equipment safely. 	<ul style="list-style-type: none"> We play in the designated areas. We stay in school grounds. 	<ul style="list-style-type: none"> We always ask our teacher before going to the toilet during class time. We choose an appropriate toilet buddy. We behave appropriately in the toilets. 	<ul style="list-style-type: none"> We seek permission before touching any items or equipment. We have permission to enter these areas.

Standards and Rules to Guide the Management of Student Behaviour

Each teacher will be responsible for promoting and developing classroom strategies consistent with the Student Engagement Policy. Students will be involved in the development of co-operative strategies to encourage appropriate positive behaviour in the classroom. This will include the elimination of all forms of bullying, harassment and violence which obstruct the educational progress of students and the general management of the school. The consequences for breaches of these rights infringements should be well established and consistently applied in the classroom and throughout the school and playground. In dealing with any inappropriate behaviour initially reference is to be made to the SWPBS matrix and the appropriate behaviours identified on the matrix.

Specialist Classes

- Class teachers will supervise children's arrival to specialist lessons
- Children are to line up outside the room in a designated area
- Children are to come to the specialist lesson with the necessary requirements to fully take part in all activities
- Basic classroom expectations e.g. such as following instructions, paying attention, one person speaking at a time etc will also apply in specialist areas
- All equipment will be used with care and respect for the materials themselves and personal safety
- A simplified version of these rules collectively developed will be displayed and discussed with the children in each specialist area. All inappropriate behaviour will be related back to these rules at the time

To ensure a safe and secure environment these forms of behaviour are therefore unacceptable:

- any behaviour that fits on the “Violence Continuum”
- any behaviour that is considered bullying or harassing, including cyber bullying
- throwing sticks, stones or dangerous objects
- destroying, damaging, or stealing school property or another individual’s property
- climbing buildings, fences, up trees or structures other than designated playground equipment
- being in the school buildings without teacher supervision
- leaving the school grounds without permission
- riding bikes, skateboards, scooters, within the school ground
- running in or around school buildings
- refusing to follow instructions from any *school personnel

Temporary or short term rules may be established on specific occasions e.g. excursions, camps to ensure the safety of children.

*School Personnel refers to teachers, office staff, education support staff or parents acting in a supervisory capacity.

Rules and Consequences

Communication Rules		
Inappropriate Behaviours	Consequence	Value
Swearing with intent	Behaviour sheet – removal from the playground immediately.	Respect
Using swear words	Walk and talk.	Respect
Shouting	Verbal apology.	Respect
Answering back	Walk and talk/ verbal apology.	Respect
Muttering behind back	Walk and talk/ verbal apology.	Respect

Rolling eyes	Walk and talk/ verbal apology.	Respect
Rude Gestures (teacher or other student)	Walk and talk/ verbal apology. Behaviour sheet. (Teacher discretion)	Respect

Put Downs – name calling etc.	Walk and talk/ verbal apology. Discussion of power plays and non obvious put downs particularly by girls. More than one recorded incident- behaviour sheet. (Teacher discretion)	Respect
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Cooperation Rules		
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Refusal to follow instructions	Behaviour sheet – removal from the playground. Parent contact where necessary.	Respect
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Uncooperative	Walk and talk/ verbal apology. If not willing to come observe by extra teacher – contact leadership.	Respect
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Walking away when approached by teacher/adult	Walk and talk/ verbal apology. Removal from the yard the next day.	Respect
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Calling out	Reminder of appropriate manners.	Respect
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Interrupting	Reminder of appropriate manners.	Respect
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Moving Rules		
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Students only permitted in classrooms at recess and lunchtime in the presence of a teacher.	Students leave the room - reminder and explanation by the teacher. Removal from the yard. Repeat offenders penalties applied.	Trust
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Don't run around corners of buildings.	Reminder and explanation by the teacher.	Caring
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No running or walking on the gardens.	Reminder and explanation by the teacher.	Respect
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Running inside and on the stairs.	Reminder and explanation by the teacher. Time out/community service.	Trust
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Classrooms, including the walk way between the 3/4 portables, are out of bounds at recess and lunchtime unless a teacher is present.	Reminder and explanation by the teacher. Loss of playtime.	Trust
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Bicycles, skateboards and scooters are not to be ridden in the school yard.	Reminder and explanation by the teacher.	Respect Caring
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Eating Rules		
Eating lunch 1.25-1.35pm. The teacher on duty first half of recess has the students sit down to eat their food. Students to sit under the shade cloth until they have finished their lunch and shown the yard duty teacher. Students are not to leave the area until the 1.35 lunchtime bell sounds.	Reminder of the rule, students redirected to sit until the bell and lunch is eaten. Sit for longer or pick up papers. Repeat offenders penalties applied. Behaviour sheet for repeat offenders.	Caring Respect Trust
Whole School Rules		
Students are not to enter or play in the staff carpark at anytime.	Reminder of the rule, walk with the yard duty teacher or removal from the playground (negotiable).	Trust Respect
Students are not to climb onto the roof and the sandstone wall near the barracks or sports shed to retrieve balls.	Reminder of the rule – removal from the playground (negotiable).	Trust Respect
Students are to obtain teacher approval to have access to the sports store.	Reminder and explanation by the teacher.	Trust
Students are to line up in an orderly manner outside their classroom, specialist rooms and the library.	Reminder and explanation by the teacher. (Some alternative arrangements maybe made by individual teachers)	Trust Respect
Students are to make proper use of school equipment.	Reminder and explanation by the teacher – removal of equipment – behaviour sheet	Respect
Students are to respect others' belongings.	Reminder and explanation by the teacher.	Respect
Students are not to leave the school ground without permission.	Behaviour sheet – removal from the playground.	Trust
Weapons or dangerous items and should not be brought to school.	Immediate confiscation - parents contacted to collect the item.	Trust Respect

Expensive toys and other items from home are not to be taken into the playground. They are to be left with the classroom teacher until the end of the day. (Teacher discretion)	Confiscation of the item-returned at the end of the day. Reminder of the rule.	Trust Respect
	(If taken into the yard unknown to teacher - student's responsibility.)	
Electronic games and hand held devices are not permitted at school.	Confiscation of the item-returned at the end of the day. Reminder of the rule.	Trust Respect
Fighting is not acceptable in any circumstance.	Behaviour sheet – removal from the playground/classroom.	Respect
Rough play such as: kicking/hitting/pushing/shoving/pinching/ throwing things/use of a headlock.	Behaviour sheet – removal from the playground/classroom. Administration to follow up where necessary.	Respect
Theft is not acceptable.	Behaviour sheet - return of the item.	Honesty
Inappropriate sexual or racial comments are not acceptable.	Behaviour sheet plus written or verbal apology.	Respect
Lollies and chewing gum are not permitted at school.	Confiscation of remaining gum - reminder of the rule.	Trust
Students are to wear the compulsory school hats in Terms 1 & 4.	Student to sit in a designated area in the shade until they have a hat- reminder of the rule.	Trust Respect Caring
Cyber bullying is not permitted.	Behaviour sheet – loss of internet access – confiscation of phone or other electronic device, including netbooks – parents contacted.	Respect Caring
Out of Bounds		
All gardens	1. Reminder of the rule. 2. Walk and talk. 3. Reoffender removed from the yard. Re-entry meeting to set clear rules/expectations when returning to the playground. Consequences are dependant on risk and safety	Trust Respect Caring
All fences, trees and ledges		
Behind the sports shed		
Gaol Road (fetching a ball)		
Sustainable Garden (when not supervised)		

Sanctions

The following sanctions will logically follow from the infringement of rights, the standards, and rules set by the Student Engagement Policy.

Steps to be followed by staff for Inappropriate behaviours (a staged approach):

1. Non verbal communication to redirect attention to task eg. gesturing.
2. Gentle verbal reminder making reference to the SWPBS matrix.
3. Verbal reminder of the rule being broken/restate the rule.
4. You've been reminded (twice) etc. Child is withdrawn from the activity within the room for a short period of time. Quick private discussion on return to activity.
5. Should further inappropriate behaviour occur within the same lesson. The child is removed from the class activity or playground altogether and given an alternative task within the room.
6. Child is asked to complete a Student Behaviour Management Form.
7. Incident is entered onto Sentral.
8. Student Behaviour Management Form and parent reply slip sent home with student. Student returns parent reply slip the next day, if not returned Assistant Principal or Principal to make contact with the parents the following day.
9. If there is further concern a referral to regional staff needs to be made after consultation between parent/teacher/Student Welfare Co-ordinator and/or Principal.
10. Suspension. See: [Ministerial Order 1125 - Procedures for Suspension and Expulsion of Students in Government Schools](#)
11. Expulsion. See: [Ministerial Order 1125 - Procedures for Suspension and Expulsion of Students in Government Schools](#)
12. **Corporal punishment is strictly not permitted at the school and will not be used in any circumstance.**

Breaches of our Student Engagement Policy - Rights' Infringement:

The students need to understand the Student Engagement Policy and know that there will always be a consequence for unacceptable behaviour. The following sanctions may be used:

- Discussion and counselling (recording of offence on student behaviour tracker)
- Participation in a mediation as part of the Peer Mediation program
- An individual program to reinforce a concept or school rule
- Repeat a given task to an acceptable standard or making up work, or extra tasks
- Complete a period of detention in line with DET guidelines for detention
- Deprivation of privileges
- Contact made with parents
- Written and/or verbal apologies
- An appropriate/relevant consequence

- Referral to the Principal
- Suspension. See: [Ministerial Order 1125 - Procedures for Suspension and Expulsion of Students in Government Schools](#)
- Expulsion. See: [Ministerial Order 1125 - Procedures for Suspension and Expulsion of Students in Government Schools](#)

Peer Mediation

Peer Mediation is a process of negotiation where together, students work through conflict situations which may arise in the playground. There are 6 steps in the mediation process.

Mediation Skills & Strategies

The skills of mediation involve listening, taking turns, not judging and discussing strategies to help children solve the problem. It is our aim that the mediation strategies will help children to solve problems in their everyday life in a peaceful way, rather than through bullying or aggression.

Six Steps

As mediators, the children will check to see that children with problems:

- Agree to mediate
- Gather points of view
- Focus on interests
- Create win-win options
- Evaluate options
- Create an agreement

Engaging with families

Camp Hill Primary School 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, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Evaluation

Camp Hill Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- Sentral data
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

The Student Wellbeing and Engagement Policy along with all of the Camp Hill Primary School policies can be located on the school's website at: www.camphillps.vic.edu.au

Information pertaining to the Department of Education and Training, including policies and guidelines can be located at the DET website at: <https://www.education.vic.gov.au/Pages/default.aspx>

REVIEW CYCLE

This policy was last updated on 10/1/2019.