Beaumaris Primary School

Student Engagement & Inclusion Policy

Produced in consultation with the school community

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

Reviewed September, 2014

Principal: Ms Sheryl Skewes
Signed: [Signature]

School Council President: Mrs Megan Martin
Signed: [Signature]
1. SCHOOL PROFILE STATEMENT

Beaumaris Primary School opened in 1915 and is located 22 kilometres south east of Melbourne. The current enrolment is 535 students from 371 families. The school is set in a quiet residential area close to beaches, sporting facilities, neighbourhood shopping centre and public transport. The school has close links with local kindergartens and neighbouring primary and secondary schools through network meetings, collegiate contact, professional development activities and transition meetings.

We are committed to the implementation of contemporary 21st century teaching and learning practices. Our shared purpose is “Learning Together.” We provide quality learning experiences that offer our students both support and challenge that enable them to develop knowledge skills and attitudes that are transferrable and adaptable to whatever their future holds. To achieve this we have a shared understanding of effective learning and teaching and our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and a sense of belonging. Our programs adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalise learning to meet the learning needs of our students.

We blend strong everlasting traditions and beliefs with innovative and contemporary practice. We enjoy a very strong collaborative relationship with our local network of schools and host tours by local, state and interstate colleagues to share our professional knowledge, practices and resources across the broader education community.

The school’s staffing profile consists of an aggregate of 36.00 equivalent full time positions of which 24 are classroom teaching positions, 2 Principal class Officers and 2 full-time and 4 part-time specialist teachers. There is 6 Education Support Staff and 1 Business Manager. The staff break down comprises of 2 Principal Class staff, Leading Teachers, Classroom 1 Teachers (including Graduate Teachers) and Classroom 2 Teachers. Turnover of staff has been moderate with a blend of graduate and experienced teachers.

Specialist programs are offered in Physical Education, Visual and Performing Arts and Japanese. The school also offers ICT and Sustainability programs in a range of indoor and outdoor learning environments. Students are able to undertake a broad range of extra curricula activities to accommodate their diverse interests, which include an Instrumental Music Program, Glee Club, Chess Kids, Wise Ones, GATEWAYS, Kelly Sports, Japanese Drumming and Hot Shots Tennis.

As part of developing stronger links with the school community we promote a number of activities for parents, such as the Parent Club, Beaumaris Father’s Activity Club (BFAC), Gardening Club and Care & Share Program. We also work hard to establish strong connections with our community, through local traders and community groups. We work collaboratively with our local network to share resources and professional learning. The school’s buildings include a hall, art room, library, computer centre and performing arts room, housed in a range of building designs. Current building projects include the fundraising and development of plans for upgraded LTC buildings.

The school continues to deliver the prescribed curriculum using innovative pedagogical practices that reflect child centred, personalised learning and the needs of 21st century learners. Student achievements are celebrated through classroom affirmations, year level expos, award presentations at assemblies and our school newsletter.

Student voice is a strength within our school, enabled through Junior School Council, extensive opportunities for student leadership and ambassador roles. Class meetings and a range of classroom responsibilities empower students and engage them in the daily rhythm of the school and community living. Our Student Attitude to School survey data reflects our students feel safe in their learning environment and student morale is at a high level. Student engagement and wellbeing will be further supported by recognition and encouragement of student voice and strategies to improve communication with all community members.

Beaumaris Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and ambitions.
The school sees parents as vital partners in the educational process and seeks their active participation in the school.

2. BEAUMARIS PRIMARY SCHOOL CULTURE STATEMENT

Our school community has a commitment to the understanding that today’s children are tomorrow’s adults. Our focus is to develop the teaching practices and learning environment that reflect this understanding. We use a model of professional learning that supports and develops these effective practices. The model has at its core the essential elements for learning: explicit teaching, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community develop as a result of achieving a balance between the two elements of challenge and support. It is those relationships that underpin everything and enable us to build a community of continuous learners. With this model in place the teachers have been enabled to implement and enrich the many aspects of the Australian Curriculum and AusVELS.

At Beaumaris Primary School we are committed to providing a supportive and stimulating environment where children feel safe and included. The basis of this culture is driven by our four school values.

**These values are central to our school and how we operate. This means we believe in:**

- **Respect**  Valuing all staff, students, parents and community members
- **Resilience**  Being optimistic, developing perseverance and self-management skills
- **Responsibility**  Being accountable for one’s own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment
- **Relationships**  Teamwork and respect between all school members

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential.

The BPS School Council and leadership team regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in Junior School Council (JSC) and the formulation of classroom Norms and Values associated with behavioural expectations, various student forums such as class meetings and circle time. Students have various opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. Beaumaris Primary School continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

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

PREVENTION PROGRAMS

At Beaumaris Primary School we work together as a whole school community to ensure a preventative school culture by providing programs and practices including Student Wellbeing Support Team, Restorative practice, buddy programs, Year 6 transition programs, Prep Transition Programs, English language support, student led assemblies, house captains, a range of student leaders, student wellbeing support plan, kitchen garden program, sustainability programs, student and teacher led lunchtime activities, whole school friendship lunches, Bully Stoppers program

3. RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outline 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. Beaumaris Primary School’s Anti-Bullying Policy has developed Rights and Responsibilities in consultation with the community and is reviewed and ratified by School Council annually. Comments from parent workshops at parent information sessions, open evenings, and classroom surveys have influenced the development of our school community norms and values with the expectation that they are adhered to and upheld by all members of our school community.

<table>
<thead>
<tr>
<th>All Members of the Beaumaris Primary School community have a right to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</td>
</tr>
<tr>
<td>• be treated with respect and dignity</td>
</tr>
<tr>
<td>• feel valued, safe and supported in an environment that encourages freedom of thought and expression</td>
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</table>

<table>
<thead>
<tr>
<th>All Members of the Beaumaris Primary School community have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 1992, Disability Standards for Education 2005 and the Education and Training Reform Act 2006 and communicate these obligations to all members of the school community</td>
</tr>
<tr>
<td>• participate and contribute to a learning environment that supports the learning of self and others</td>
</tr>
<tr>
<td>• ensure their actions and views do not impact on the health and wellbeing of other members of the school community</td>
</tr>
<tr>
<td>All students have a right to:</td>
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<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>• Learn and socialise without interference or intimidation in a safe and secure environment</td>
</tr>
<tr>
<td>• Be treated with respect and fairness as individuals</td>
</tr>
<tr>
<td>• Expect a learning program that meets their individual needs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>All students have a responsibility to:</th>
<th>All staff have a responsibility to:</th>
<th>All parents/carers have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be prepared to learn</td>
<td>• Build positive relationships with students as basis for engagement and learning</td>
<td>• Build positive relationships with members of the school community</td>
</tr>
<tr>
<td>• Explore their full potential</td>
<td>• Use and manage the resources of the school to create stimulating, safe and meaningful learning</td>
<td>• Ensure students attend school and have the appropriate learning materials</td>
</tr>
<tr>
<td>• Respect the rights of others</td>
<td>• Treat all members of the school community with respect, fairness and dignity</td>
<td>• Promote respectful relationships</td>
</tr>
<tr>
<td>• Participate fully in the school’s curriculum and to attend regularly</td>
<td>• Use a range of teaching strategies and resources to engage students in effective learning</td>
<td>• Promote positive educational outcomes by taking an active interest in their child’s educational progress and by modelling positive behaviours</td>
</tr>
<tr>
<td>• Display positive behaviours that demonstrate respect for themselves and all members of the school community</td>
<td>• Plan and assess for effective learning</td>
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</tr>
<tr>
<td></td>
<td>• Adhere to the Victorian Institute of Teaching Charter</td>
<td></td>
</tr>
</tbody>
</table>
Bullying

Bullying is a pattern of behaviour by one person or a group towards others which is designed to hurt, injure, embarrass, upset or cause discomfort. It can be:

- Physical aggression
- The use of put-down comments or insults
- Name calling
- Deliberate damage to the person’s property or reputation
- Deliberate exclusion from activities
- The setting-up of humiliating experiences.

(from “Friendly Kids, Friendly Classrooms” by Helen McGrath)

Bullying is different from simple social rejection, one off aggression/nastiness and mutual conflict.

Bullying is a repeated unjustifiable behaviour that may be physical, verbal and/or psychological that is intended to cause fear, distress or harm to another. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist. Bullying occurs to some extent in all schools. The effects of bullying on both the student being bullied and the student engaging in the bullying behaviour show a need for intervention in social skills development in young children and the need for the creation of safe environments.

Bullying can be both direct (open and overt) and indirect (covert). Typical examples are physical bullying, practical jokes, name calling, using email, notes and phones to send abusive material, deliberate reputation damage through rumour and exposure, deliberate and repeated social exclusion, property damage etc.

At Beaumaris Primary School we have a strong commitment to prevent bullying and put-downs in the school. We are committed to the use of a combination of many approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment. As part of this commitment we are working with neighbouring schools in the BullyStoppers program.

Cyber Bullying

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

Recommendations for staying safe while using the internet at home and at school include:

- Talk to an adult immediately if you see something you are not comfortable with
- Be open and honest with mum and dad about your Internet usage
- Talk to mum and dad about your different online experiences, the good and the bad
- Tell mum and dad if anyone online makes you feel uncomfortable or scared
- Don’t give out personal details
- Use advanced search to narrow results
- Use internet content filters
- Don’t chat to people you don’t know
- Don’t open unexpected email attachments
• Don’t follow email links you are not expecting
• Don’t follow email links that request personal details
• Use an email junk-mail filter and anti-virus software.

Guidelines for students, teachers and parents on what to do in bullying situations can be found in our Anti-bullying policy on the school website.

**Regular Attendance**

Beaumaris Primary School understands that full attendance is a key to engagement and maximises every student’s ability to learn and our teachers’ ability to teach effectively. Every Day Counts, Engagement and Inclusion strategies are incorporated in our school philosophy.

**Inclusion, Wellbeing & Transitions**

At Beaumaris Primary School a Transition Program, supported by the Student Wellbeing Team has been established to investigate current practice and make recommendations for improvement of transitions at every year level of the school.

An effective Student Buddy Program has been in place for a number of years and supports our belief in the importance of student mentors. (Year 6 and Prep buddies, Year 4 computer buddies for Prep students)

A close relationship has been established with a number of support agencies including the Bayside Council, Family Life, Alfred CYMHS, On Psych and Student Support Service Officers (SSSO) who actively contribute as members of the school community.

**Professional Learning**

Teacher Professional Learning is given high priority at Beaumaris Primary School to ensure that learning and teaching approaches are based on deep level pedagogical understanding and reflective of best practice. Modelling and team teaching are opportunities for teachers to learn from and on the behalf of each other. Improvement to learning and teaching is supported by modelling of best practice underpinned by current research facilitated by consultants David Anderson, Julie Shepherd (Literacy) and Sue Fine (Numeracy) and Kathy Walker (Walker Learning Approach). Ongoing professional learning in DEECD initiatives and school based priorities will continue to be a focus at BPS in 2014 and beyond.

**How we support positive behaviour and relationships**

Beaumaris Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through reports, newsletters, educational forums, parent-teacher interviews, triangle interviews, social media, phone calls and meetings.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events which occur that compromise this ideal. When this occurs Beaumaris Primary School will use a Restorative Justice approach to repair damaged relationships between individuals and groups. Where appropriate Beaumaris Primary School will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used.
A restorative practice question approach is built upon the following key questions:

<table>
<thead>
<tr>
<th>When things go wrong</th>
<th>When someone has been hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What happened?</td>
<td>• What did you think when you realised what had happened?</td>
</tr>
<tr>
<td>• What were you thinking at the time?</td>
<td>• What impact has this incident had on you and others?</td>
</tr>
<tr>
<td>• What have you thought about since?</td>
<td>• What has been the hardest thing for you?</td>
</tr>
<tr>
<td>• Who has been affected by what you have done? In what way?</td>
<td>• What do you think needs to happen to make things right?</td>
</tr>
<tr>
<td>• What do you think you need to do to make things right?</td>
<td></td>
</tr>
</tbody>
</table>

4. SHARED EXPECTATIONS

Beaumaris Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. This process is undertaken at the beginning of each year. The expectations are intended to be positive and set out the appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences.

The Beaumaris Primary School learning community works together to create an environment in which the following qualities are valued and developed. These ‘norms’ have been co-created to foster an effective learning community.

**Relationships**
- Get to know the people you work with
- Be positive and supportive
- Accept and celebrate differences
- Communicate effectively at all levels
- Be present

**Honesty**
- Be open minded
- Everyone has a voice
- Important information discussed with all staff
- Learn to give and take feedback respectfully

**Valuing**
- Acknowledge effort and ideas
- Value and act upon school consultative and collaborative processes in place

**Respect**
- Use professionalism when attending meetings ie: be punctual, show active listening, positive body language
- To value all opinions
- Accept others may have a different opinion
- Maintain confidentiality when required or expressed
Support/Empathy
- Promote a culture where by people feel encouraged to take part in different ventures/activities
- Equal support for all
- To recognise when support is needed and act upon it

Collaboration
- The sharing and listening of ideas
- Willingness to have reciprocal relationships
- Valuing equal input

Trust
- Being reliable
- to be able to speak without being judged
- Being open and transparent

In practice our norms and values ensures that:
- The classroom is a place where we actively participate and strive for personal best
- The way we behave shows we are proud of our school, ourselves and our family
- We strive for excellence and try our personal best in everything we do
- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect
- We value individual and collective diversity
- We play and work safely at all times
- We take responsibility for our own behaviour understand the logical consequences that follow
- We are responsible for our learning and the learning of others TEAM RESPONSIBILITIES
- We will endeavour to be self-motivated learners
- We take care of our own and others personal property and space

Expectations - Staff

Engagement

The school will:
- Uphold the right of every child to receive an education up to the compulsory age of schooling
- Ensure the school complies with its duty of care obligations to each student
- Ensure it complies under the equal opportunity and human rights legislation
- Collaborate with the Beaumaris Primary School community to develop policies and procedures consistent with its values and aspirations and DEECD Guidelines
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.
That teachers:

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends students learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice to develop a positive school culture in and outside the classroom

Attendance

In compliance with Departmental procedures School staff will:

- Articulate high expectations to all members of the school community about regular attendance.
- Promote why ‘Every Day Counts, Every Lesson Counts’ in line with DEECD Student Engagement and Inclusion Policy
- Monitor and follow up on absences
- Have consistent, rigorous procedure to record student absence
- Implement data driven attendance improvement strategies
- Support students to return to school after absences

Behaviour

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

The school will:

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

Teachers at Beaumaris Primary School will:

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

All students are expected to:

- adhere to the classroom norms and school values
- respect, value and learn from the differences of others
- reflect on and learn from their own differences
- demonstrate respect for the rights of others including the right to learn
- take greater responsibility for their own learning and participation as member of the whole school community
- participate in whole school and year level events such as sport, performing arts and camps which contribute to the promotion of positive peer relationships through same age and cross-age student interaction. These activities ensure that our students get to work with, and form relationships with, both same-age and cross-age peers in supervised activities
- adhere to the school uniform requirements.

Attendance

All students are expected to come to school every day that the school is open to students. If students can’t come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn. Students who leave school early must be signed out at the office and give their class teacher an early departure card.

Behaviour

Students are expected to:

- support each other’s learning by behaving in a way that is curious and respectful according to their school norms
- meet behavioural expectations
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the school bullying and violence prevention policy
- stay in the school grounds unless permitted to leave by a staff member
- respect all school property

Expectations – Parents/Carers

Engagement

Parents/carers are expected to:

- support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- promote positive educational outcomes for their children by taking an active interest in their child’s education and wellbeing
• help the school to provide student-centred responses by providing all relevant information to the school

• actively participate in supporting their child’s learn by building a positive relationship with the school through attendance at student- parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student diary in a timely manner

Attendance

• Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

• Parents/carers should understand the school’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of school.

5. ACTIONS AND CONSEQUENCES

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

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

The school actions and consequences are framed in a positive way to encourage students to accept responsibility for their actions, to make things right so the people involved can move on and so they can learn from the incident. The actions and consequences fit within our Student Well Being Support Framework and are encompassed by our school values (see Appendix 1).

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 where students develop a shared understanding of expected behaviours and consequences

• ensuring student participation in the development of classroom norms based on our school values

• providing personalised learning programs where appropriate for individual students

• consistently acknowledging all students

• empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making

• providing physical environments conducive to positive behaviours and effective engagement in learning

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.
• Broader support strategies will include:
  o involving and supporting the parents/carers
  o involving the student wellbeing coordinator, managed individual pathways or careers coordinators
  o tutoring/peer tutoring
  o mentoring and/or counselling
  o 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
  o developing individualised flexible learning, behaviour or attendance plans
  o providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
  o involving community support agencies.

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 proformas 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.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

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, that 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. Where appropriate, parents/carers should be informed of such withdrawals.
  • Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
  • Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
# References

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APPENDIX 1

BEAUMARIS PRIMARY – LEARNING TOGETHER

STUDENT WELLBEING SUPPORT PLAN

RESPECT

RESPONSIBILITY

RESILIENCE

RELATIONSHIPS

LOW LEVEL

MEDIUM LEVEL

HIGH LEVEL

AP/P Involved
Parents Involved

Values- Action Required
Behaviour tracked

Values
# Beaumaris Expected Behaviours

<table>
<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use people’s names</td>
<td>Carry my own bag</td>
</tr>
<tr>
<td>Use manners</td>
<td>Remember my hat</td>
</tr>
<tr>
<td>Celebrate differences</td>
<td>Help clean up the yard</td>
</tr>
<tr>
<td>Work cooperatively with everyone</td>
<td>Care for the environment</td>
</tr>
<tr>
<td></td>
<td>Be responsible for my actions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>We include others</td>
<td>Be optimistic- things will get better, I will get another turn</td>
</tr>
<tr>
<td>Share</td>
<td>Persist</td>
</tr>
<tr>
<td>Consider other’s feelings</td>
<td>Manage my anger</td>
</tr>
<tr>
<td>Explain clearly the rules of the game</td>
<td></td>
</tr>
</tbody>
</table>

Teachers work with students to develop the shared understanding of our values.
<table>
<thead>
<tr>
<th><strong>Low Level</strong></th>
<th><strong>Medium Level</strong></th>
<th><strong>High Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Level</td>
<td>Medium Level</td>
<td>High Level</td>
</tr>
<tr>
<td>- Yard/class teacher to deal with low level issues</td>
<td>- Yard/class teacher to deal with where incident occurred (e.g. Classroom or Yard)</td>
<td>- AP/P follow up</td>
</tr>
<tr>
<td>- Talk through consequences that have resulted from behaviour</td>
<td>- Talk through consequences that have resulted from behaviour</td>
<td>- Student completes a think paper based on the Restorative Practice model</td>
</tr>
<tr>
<td>- Discuss impact on others and relate back to school value</td>
<td>- Discuss impact on others and relate back to school value</td>
<td>- Relevant teachers informed and documentation copied</td>
</tr>
<tr>
<td></td>
<td>- Ask student “How can we make this right?”</td>
<td>- Incident recorded on intranet by AP</td>
</tr>
<tr>
<td></td>
<td>- Work through action that needs to be taken (e.g. Time out in yard duty area, referral to Student Wellbeing Team),</td>
<td>- Parents involved</td>
</tr>
<tr>
<td></td>
<td>- Inform classroom teacher, CT to contact parents at their discretion</td>
<td>- Student Support Services referral if appropriate</td>
</tr>
<tr>
<td></td>
<td>- Yard/Class teacher responsible to record behaviour on Student Wellbeing database and can identify repeat behaviours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Level</th>
<th>Medium Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Level</td>
<td>Medium Level</td>
<td>High Level</td>
</tr>
<tr>
<td>- Eating not in the designated place (e.g. Not under shade cloth)</td>
<td>- Verbal fighting, teasing, put downs spitting at each other</td>
<td>- Throwing objects with the intent to harm others</td>
</tr>
<tr>
<td>- Making noise in the corridor during class time</td>
<td>- Not respecting school property e.g. climbing over walls in toilets</td>
<td>- Physically assaulting someone (e.g. hitting, kicking etc)</td>
</tr>
<tr>
<td>- Not returning sports equipment</td>
<td>- Not being responsible and respectful of our environment e.g. wasting water, dropping rubbish</td>
<td>- Vandalising property (toilets, school or others)</td>
</tr>
<tr>
<td>- Not wearing correct uniform e.g. jewellery, coloured headbands</td>
<td>- Not following teacher instructions</td>
<td>- Leaving school grounds (running away)</td>
</tr>
<tr>
<td>- Mobile phones at school without permission</td>
<td>- Deliberately undermining teachers</td>
<td>- Verbally abusing other students or teachers (swearing at)</td>
</tr>
<tr>
<td>- Using offensive language e.g. swearing in general speech</td>
<td>- Deliberately manipulating others e.g. stopping cars to pick up a ball, lying to get someone else in trouble</td>
<td>- Stealing others’ property</td>
</tr>
<tr>
<td>- Playing ball games in wrong area - no soccer, cricket or football on asphalt</td>
<td>- Appears to be isolated from peers</td>
<td>- Damaging the school reputation when outside the school eg. interschool sport, excursions, camps</td>
</tr>
<tr>
<td>- Tackling in games on oval</td>
<td>- Repeated offence moves to next level</td>
<td>- Physically and/or verbally intimidating or bullying others eg, big kids playing inappropriate games with Preps, disrespectful body language</td>
</tr>
<tr>
<td>- Lack of manners</td>
<td></td>
<td>- Cyber bullying</td>
</tr>
<tr>
<td>- Pushing other students in line</td>
<td></td>
<td>- Self-harming</td>
</tr>
<tr>
<td>- Climbing trees</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>