



# STUDENT ENGAGEMENT AND INCLUSION POLICY

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## **STATEMENT OF PURPOSE:**

To provide a safe, welcoming and compassionate environment which fosters the development of children's potential for intellectual, emotional, social and physical learning and encourages positive action within the school and wider community.

## **SCHOOL PROFILE:**

Mandama Primary School is located in Grovedale in the southern suburban area of Geelong in the midst of an extensive residential area from which it has consistently drawn a strong enrolment of over 500 students in recent years. Grovedale is presently a residential suburb with light industry located along and to the east of the major arterial road which runs through to Torquay on the south coast. It is one of four local primary schools, the others being Grovedale West PS, Oberon South PS and Grovedale PS, all of which are within 2 kilometres radius. Mandama is the largest of the four primary schools with a 2016 enrolment of 449 students. The SFO density is presently at 0.45. The student population demographics show a decrease in future years. The school currently has 13 students with Special Needs funding.

In 2016 the school has 18 classes with 3 grades each at Prep, and 5 composite 1/2, 3/4 and 5/6 classes. The Mandama staff is made up of the Principal, Assistant Principal, 2 Leading Teachers who are part of the 26 teaching staff, comprising 18 classroom teachers, 4 specialist teachers implementing Visual Arts, Performing Arts, Italian and Physical Education, and 2 Reading Recovery teachers. The Education Support Staff comprises 9 classroom support staff, 1 librarian and 3 administration staff. Mandama families also benefit from the pastoral care provided by the school Welfare Officer. The school has 2 Technical Support Staff, an Out of School Hours Care Coordinator, and a Maintenance/Gardener.

Our staff work hard to provide a teaching pedagogy reflective of 21<sup>st</sup> century designs including ICT rich environments and personalised learning for every student. Our curriculum is delivered in a positive, stimulating and challenging environment where every child experiences success and is supported to develop a love of life-long learning, hence the Mandama Motto of "***Learning for Life***". Our students explore their world through inquiry based learning to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community. The effective teaching of literacy and numeracy is recognised as the foundation to successful learning and is a key aspect of teaching throughout the day.

Mandama's educational facilities encourage learning to take place in a supportive and caring environment. Facilities include generous teaching spaces, with some not suitable due to the age of the school to allow flexibility of delivery. A more recent state of the art Learning Space with connecting classrooms to enable open, flexible and personalised learning has been a fantastic facilities asset. Other learning spaces include a Performing Arts/Music Room, Visual Arts Room, Library Resource Centre, Environmental Science Centre, various kitchen facilities, a Multi-Purpose Hall/Gymnasium, Passive Play Room, Recess and Lunch Club, a Conference Room, Professional Learning Centre, Canteen and Before and After School Care Facility. ICT is across all learning and teaching areas with the entire school allowing anywhere any time access to wireless Internet. Resources include interactive whiteboards in every classroom, class sets of netbooks and iPads in Prep to Grade 2, class sets of iPads and notebooks in Grade 3, and a 1-to-1 iPad program in Grade 4 -6 (student owned). Outside, the expansive grounds allow for a mix of passive and active areas with hard court areas, a large oval, soccer pitch, landscaped garden areas, sandpits and protected courtyards. The school also has ready access to state of the art sporting fields within minutes of walking distance.

## **WHOLE SCHOOL PREVENTION STATEMENT:**

***Mandama Primary School aims to continually improve as a learning community providing a safe, supportive and engaging environment which promotes and encourages a positive approach to behaviour.***

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 maximise their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour. Mandama incorporates the principles of restorative justice in our student support and management practices. This involves the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic. Teachers incorporate restorative practices on a daily basis in the management of a fair and democratic classroom.

The social, emotional and physical wellbeing of students is pivotal to their success at school, as adolescents and in their future lives. Mandama Primary School endeavours to provide a healthy, supportive and secure environment for all students, to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student and school connectedness, and to increase coping skills. Appropriate student behaviours are based on co-operation, mutual respect and self discipline and will promote positive and non-discriminatory relationships. The school assists students to understand and be able to apply values such as care and compassion, doing your best, a fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

The Student Welfare Program, is an integral part of our total curriculum and endeavours to promote the well being of the school community members in all respects of schooling. The Welfare Team, consisting of the Principal, Assistant Principal, PSD Coordinator and Primary Welfare Officer weekly to support our students and families. We also work to maintain effective partnerships with key agencies and student support services. (Refer to the Student Safety and Wellbeing Policy).

The Leadership Team and teaching staff 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. The School Council meet regularly to ensure the needs of the school community are met.

The primary Welfare Officer is in contact with students and their families to provide support, directing those families to outside support agencies where needed. The role extends to classroom sessions on positive relationships and social interactions, programs such as 'Seasons' for students experiencing grief or loss, coordination of the Kids Hope program and the running of Recess/Lunch Club and Passive Play.

Staff and students at Mandama have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. Ultimately, each individual must be responsible for his / her own behaviour. We strive to build a positive and orderly learning environment through our School Values, with clear student routines and high expectations for behaviour.

Mandama understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Students are acknowledged for high levels of attendance. (Refer to Attendance Policy).

Staff Professional Learning is given high priority at Mandama Primary School in line with our school motto '*Mandama Learning for Life*' and to ensure that strategies and approaches adopted are contemporary and are implemented with integrity.

**SHARED EXPECTATIONS:**

*As a school community we value working together and have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. Shared Expectations are integral to our School Vision, our School Values and our Code of Conduct.*

**THE MANDAMA VISION**

Our Vision for Students, staff and the community is to:

- Provide an effective education for all our students that will lead them to achieve their full potential.
- Develop every child so that they have knowledge, skills and resilience to be successful.
- Inspire a high expectation for continuous improvement in learning and practice through challenge, enjoyment and success.
- Establish a vibrant, safe and supportive learning environment.
- Develop positive interactions and relationships between students, staff and the community.
- Adopt and display our school values of Respect, Responsibility, Kindness, Honesty and Pride.



## Mandama Positive Behaviour Matrix

	<b>Class</b>	<b>Outside</b>	<b>Shared Spaces</b>	<b>Digital</b>
<b><i>Respect</i></b>	<ul style="list-style-type: none"> <li>• I wait patiently for my turn to speak</li> <li>• I take turns and share</li> <li>• I work well and allow others to do the same</li> <li>• I use an appropriate tone of voice</li> <li>• I leave enough personal space between myself and others</li> </ul>	<ul style="list-style-type: none"> <li>• I respect my friends' choices during playtime</li> <li>• I allow others to use the toilet in private</li> <li>• I play fairly by the rules</li> </ul>	<ul style="list-style-type: none"> <li>• I move quietly all the time</li> <li>• I let people out before going through doors</li> <li>• I take turns and share</li> <li>• I walk and keep to the left</li> </ul>	<ul style="list-style-type: none"> <li>• I share and take turns</li> <li>• I get permission before I post things online</li> <li>• I keep my personal information private</li> <li>• I take care of the equipment</li> </ul>
<b><i>Responsibility</i></b>	<ul style="list-style-type: none"> <li>• I walk in the classroom</li> <li>• I am on time everyday</li> <li>• I make the most of my learning time</li> <li>• I wait for permission before leaving the room</li> <li>• I take care of my belongings and keep my space tidy</li> </ul>	<ul style="list-style-type: none"> <li>• I resolve problems calmly, sensibly and fairly</li> <li>• I am responsible for my actions even when I make mistakes</li> <li>• I move safely at all times</li> </ul>	<ul style="list-style-type: none"> <li>• I focus on my work and do what is expected of me</li> <li>• I keep shared spaces tidy</li> <li>• I take care of other people's things</li> </ul>	<ul style="list-style-type: none"> <li>• I follow the rules in the ICT agreement</li> <li>• I use technology for my learning</li> <li>• I only look at things online that I would be comfortable showing the whole class and my teacher</li> </ul>
<b><i>Kindness</i></b>	<ul style="list-style-type: none"> <li>• I treat others as I want them to treat me</li> <li>• I am positive and don't say put downs</li> </ul>	<ul style="list-style-type: none"> <li>• I help anyone that I see is upset</li> <li>• I treat others as I want them to treat me</li> <li>• I am positive and don't say put downs</li> </ul>	<ul style="list-style-type: none"> <li>• I treat others as I want them to treat me</li> <li>• I speak politely to people</li> </ul>	<ul style="list-style-type: none"> <li>• I only say things online that I would say out loud in front of my teacher and my class</li> <li>• I treat others as I want them to treat me</li> </ul>
<b><i>Honesty</i></b>	<ul style="list-style-type: none"> <li>• I always tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>• I always tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>• I always tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>• I report any issues to staff</li> <li>• I only use my own log on</li> </ul>
<b><i>Pride</i></b>	<ul style="list-style-type: none"> <li>• I wear my uniform correctly</li> <li>• I always do my best work</li> </ul>	<ul style="list-style-type: none"> <li>• I am a role model on excursions</li> <li>• I keep our school clean</li> </ul>	<ul style="list-style-type: none"> <li>• I take care of my belongings and keep my space tidy</li> </ul>	<ul style="list-style-type: none"> <li>• I use digital software to create pieces work that I am proud of.</li> </ul>

**No matter where I am I always:**

- use manners - 'please', 'thank you', 'excuse me' and 'I beg your pardon'
- initiate and respond to greetings
- follow instructions
- use, return and store equipment properly



## Mandama Primary School Behaviour Elevation Plan

### OUR SCHOOL VALUES

RESPONSIBILITY

RESPECT

KINDNESS

HONESTY

PRIDE

### WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.

INFORMAL

**AFFECTIVE STATEMENTS** - We include feelings words and language to address low level yet high frequency behaviours.  
**Time investment** - 1-3 seconds

**AFFECTIVE INTERACTIONS** - We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.  
**Time investment** - 1-3 minutes

**SMALL IMPROMPTU CONFERENCES** - We use Restorative Questions to solve problems amongst and between groups.  
**Time investment** - 9-10 minutes

**LARGE GROUP** - We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.  
**Time investment** - less than 15 minutes

FORMAL

**FORMAL CONFERENCING** - For the most serious, high impact behaviours and ongoing problems. **Time investment** - 60 minute Conference and up to 2 days of preparation

FREQUENCY

TIME INVESTMENT

### WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send students from the room (TO) with a view later repairing the harm (WITH).
- When removed, all Students will be exposed to Affective Interactions facilitated by available School Leaders.
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include parents/carers in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any internal or external suspension that might be required.
- We solve all problems Restoratively, through the lens of high expectation & high support.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

### RESTORATIVE QUESTIONS

#### FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

#### FOR THOSE WHO HAVE BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

FIRM

TO

WITH

NO

FOR

FAIR



## CODE OF CONDUCT. 2016.

At Mandama Primary School we actively promote our School Values. To do this, below are the Rights and Responsibilities we all need to follow.

### STUDENTS

**Students have the right to:**

- Play and learn happily
- Be accepted and valued
- Be treated and spoken to fairly and with respect
- Have equal access to school facilities and equipment
- Be provided with a positive and safe learning environment in which their academic, social and physical potential can be fully developed

**Student responsibilities are to:**

- Follow our School Values
- Allow others to learn and play happily
- Act so that no harm comes to themselves or others
- Treat others with respect and fairness
- Participate to the best of their ability in all school activities
- Be careful in the use of facilities and equipment
- Follow all school rules and staff instructions
- Respect and care for our buildings and grounds

### STAFF

**Staff members have the right to:**

- Be treated with respect
- Work in a safe, pleasant and happy environment
- Be supported by the school community

**Staff responsibilities are to:**

- Model and promote our School Values
- Contribute to a positive school climate
- Provide opportunities for all students to experience personal success
- Treat others equally and with respect
- Communicate regularly with parents about their child's education and behaviour
- **Ensure student safety is a priority**

### PARENTS

**Parents and carers have the right to:**

- Be treated with respect
- Be attended to professionally and effectively
- Work in partnership with the school to support and be informed about their child's education

**Parents and carers responsibilities are to:**

- Model and promote our School Values
- Ensure their child is punctual and attends school each day and on time
- Inform teachers of relevant medical and family situations
- Encourage their child to follow our School Values.

### MANDAMA SCHOOL VALUES:

**RESPECT      RESPONSIBILITY      KINDNESS**  
**HONESTY      PRIDE**

# STUDENT CODE OF CONDUCT - CLASSROOM INCIDENTS

<ul style="list-style-type: none"> <li>• Late return to class</li> <li>• Teasing others/name calling</li> <li>• Not following staff instructions</li> <li>• Answering back</li> <li>• Going into other's bags without permission</li> <li>• Swearing</li> <li>• Bullying</li> <li>• Physical intimidation</li> <li>• Similar offences at staff member's discretion.</li> <li>• Playing with sticks/stones</li> </ul>	<p><b>Consequence: Time Out</b> (at teacher discretion) and parents/carers notified of incident and consequence via student diary (at teacher discretion).</p> <p><b>3<sup>rd</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass.</p> <p><b>Consequence: In-school Detention.</b> Relevant teacher enforces consequence and sends home the RED CARD with parent/carer to acknowledge receipt of card by written response in student diary. If no response in student diary, relevant teacher to contact parents/carers of incident that day by telephone. (If Specialist teacher, CRT, or member of School Leadership Team then classroom teacher is to be informed).</p> <p><b>4<sup>th</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass.</p> <p><b>Consequence: After school Detention.</b> Relevant teacher informs parents/carers that day by telephone and arranges a meeting to be held during Detention to develop a Behaviour Management Plan, to be saved on school database. Member of Leadership Team/Unit Leader to be present.</p> <p><b>SUBSEQUENT OFFENCES:</b> Relevant teacher holds a Restorative Practices conference with student and documents on Compass.</p> <p><b>Consequence:</b> Teacher and Assistant Principal to determine from; Loss of privileges (eg: attending an excursion, Leadership badge for Gr 6), In school suspension, Out of School Suspension, Expulsion.</p>
<p><b>LEVEL 2 OFFENCES. For example:</b></p> <ul style="list-style-type: none"> <li>• Physical contact (punching, tripping, kicking, tackling, biting)</li> <li>• Leaving the classroom without permission</li> <li>• Non-verbal / Verbal abuse</li> <li>• Damaging school property</li> <li>• Repeated Level 1 offences.</li> <li>• Throwing sticks/stones</li> </ul>	<p><b>1<sup>st</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass.</p> <p><b>Consequence: Restricted play/Time Out.</b> Relevant teacher enforces consequence and sends home the RED CARD with parent/carer to acknowledge receipt of card by written response in student diary. If no response in student diary, relevant teacher to contact parents/carers of incident that day by telephone. (If Specialist teacher, CRT, or member of School Leadership Team then classroom teacher is to be informed).</p> <p><b>SUBSEQUENT OFFENCES:</b> Relevant teacher holds a Restorative Practices conference with student and documents on Compass.</p> <p><b>Consequence: After School Detention.</b> Relevant teacher informs parents/carers that day by telephone and arranges a meeting to be held during Detention to develop a Behaviour Management Plan, to be saved on school database. Member of School Leadership Team/Unit Leader to be present.</p> <p><b>FURTHER OFFENCES:</b> Teacher and Assistant Principal/Principal to meet with parent/carer to determine future consequence which may include: Loss of privileges (eg: attending an excursion, Leadership badge for Gr 6), In school suspension, Out of School Suspension, Expulsion.</p>
<p><b>LEVEL 3 OFFENCES. For example:</b></p> <ul style="list-style-type: none"> <li>• Repeated physical contact (fight).</li> <li>• Intentionally causing injury to themselves or others.</li> <li>• Escalation of Level 1 and 2 offences. Posing a threat to self and others.</li> </ul>	<p>Principal/Assistant Principal notified immediately. Restorative Practices conference held with student and documented on Compass.</p> <p><b>Consequence:</b> Teacher and Assistant Principal/Principal to meet with parent/carer to determine future consequence which may include: Loss of privileges (eg: attending an excursion, Leadership badge for Gr 6), In school suspension, Out of School Suspension, Expulsion.</p>

# STUDENT CODE OF CONDUCT - PLAYGROUND INCIDENTS

UNACCEPTABLE BEHAVIOUR	CONSEQUENCE – FOLLOWING INVESTIGATION
<p><b>EXAMPLES OF LEVEL 1 OFFENCES:</b></p> <ul style="list-style-type: none"> <li>• Taking other’s equipment or food</li> <li>• Teasing others/name calling</li> <li>• Going out of bounds</li> <li>• Bullying</li> <li>• Swearing</li> <li>• Not following staff instructions</li> <li>• Similar offences at staff member’s discretion.</li> </ul>	<p><b>1<sup>st</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference. <b>Consequence: Warning.</b></p> <p><b>2<sup>nd</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass. <b>Consequence: Pick up rubbish.</b> Relevant teacher to enforce consequence.</p> <p><b>3<sup>rd</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass. <b>Consequence: Restricted play.</b> Relevant teacher enforces consequence and sends home the RED CARD with parent/carer to acknowledge receipt of card by written response in student diary. If no response in student diary, relevant teacher to contact parents/carers of incident that day by telephone. (If Specialist teacher, CRT, or member of L’ship team then classroom teacher is to be informed).</p> <p><b>4<sup>th</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass. <b>Consequence: After school Detention.</b> Relevant teacher informs parents/carers that day by telephone and arranges a meeting to be held during Detention to develop a Behaviour Management Plan, to be saved on school database. Member of Leadership Team/Unit Leader to be present.</p> <p><b>SUBSEQUENT OFFENCES:</b> Relevant teacher holds a Restorative Practices conference with student and documents on Compass. <b>Consequence:</b> Relevant teacher and Assistant Principal to determine from; After School Detention, Loss of privileges (eg: attending an excursion, Leadership badge for Gr 6), In school suspension, Out of School Suspension, Expulsion.</p>
<p><b>LEVEL 2 OFFENCES. For example:</b></p> <ul style="list-style-type: none"> <li>• Physical contact (punching, tripping, kicking, tackling)</li> <li>• Leaving the playground without permission</li> <li>• Non-verbal / Verbal abuse</li> <li>• Damaging school property</li> <li>• Repeated Level 1 offences.</li> </ul>	<p><b>1<sup>st</sup> OFFENCE:</b> Relevant teacher holds a Restorative Practices conference with student and documents incident on Compass. <b>Consequence: Restricted play/Time Out.</b> Relevant teacher informs parents/carers that day by telephone.</p> <p><b>SUBSEQUENT OFFENCES:</b> Relevant teacher holds a Restorative Practices conference with student and documents on Compass. <b>Consequence: After School Detention.</b> Relevant teacher informs parents/carers that day by telephone and arranges a meeting to be held during Detention to develop a Behaviour Management Plan, to be saved on school database. Member of School Leadership Team/Unit Leader to be present.</p> <p><b>FURTHER OFFENCES:</b> Teacher and Assistant Principal/Principal to meet with parent/carer to determine future consequence which may include: Loss of privileges (eg: attending an excursion, Leadership badge for Gr 6), In school suspension, Out of School Suspension, Expulsion.</p>
<p><b>LEVEL 3 OFFENCE:</b> Posing a threat to self and others. For example:</p> <ul style="list-style-type: none"> <li>• Repeated physical contact (fight).</li> <li>• Intentionally causing injury to themselves or others.</li> </ul>	<p>Principal/Assistant Principal notified immediately. Restorative Practices conference held with student and documented on Compass. <b>Consequence:</b> Relevant teacher and Assistant Principal/Principal to meet with parents/carers and determine from; After School Detention, Loss of privileges (eg: attending an excursion), In school suspension, Out of School Suspension, Expulsion.</p>

## ***SUSPENSION AND EXPULSION – GUIDING PRINCIPLES***

It is important that every student has a person to support and advocate for them throughout a suspension or expulsion process.

Principals/Nominees have to identify a student's relevant person (an adult who will support and advocate for the student throughout a suspension or expulsion process, usually their parent/carer) before proceeding with a suspension or expulsion.

Prior to implementing a suspension or expulsion, the Principal/Nominee is obliged to ensure that the student has had the opportunity to be heard, and any information or documentation provided by the student or their relevant person is taken into account in making the decision regarding suspension or expulsion.

A Student Support Group (SSG) meeting is no longer a requirement in a suspension process, however, it is recommended that if a student is suspended for three or more days or has three or more suspensions in a year

In the expulsion process, a Behaviour Review Conference replaces the SSG meeting and must be convened before a decision to expel has been made.

A Regional Approved Support Person, who will be a practising Principal Class Officer, will participate in the Behaviour Review Conference.

Principals must notify the Department if they are considering the expulsion of a student who is in out of home care or is an international student, and should also do so and engage appropriate support when considering the expulsion of Aboriginal or Torres Strait Islander students, or students on the Program for Students with Disability.

The student has the right to appeal the Principal's decision to expel them from the school. The relevant person may lodge the appeal on behalf of the student.

The grounds to appeal an expulsion have been expanded to include "there have not been sufficient prior interventions and strategies utilised prior to the decision to expel where the student has a history of behavioural issues".

Regional Directors may now elect whether to convene an Expulsion Review Panel when considering an appeal. If a panel is not convened, the Regional director must directly provide an opportunity to the student and their relevant person to present their case against expulsion.

**Mandama Primary School has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at this school under any circumstance.**

### **PLAYGROUND EXPECTATIONS:**

Mandama's playground has quiet courtyards areas for sitting, relaxing and chatting which are available for all students directly outside the classrooms. These are passive areas and are not to be used for active games and games involving sporting equipment.

Students will:

- Follow the Positive Behaviour Matrix at all times.
- Move around the yard safely, walking in quiet areas.
- Wear a broad brimmed hat as stated in the school uniform policy.
- Wheel bikes, etc, in the playground and ride to and from school obeying the road rules.

- Play safely on the playground equipment in the assigned areas:
  - Prep, years 1 and 2 may use the north playground equipment.
  - Years 3, 4, 5 and 6 may use the playground behind the Yerrawil Building.
  - Years 3, 4, 5 and 6 may use the south playground equipment.
- Play safely on playground designated areas:
  - Prep, years 1 and 2 may play on the Soccer Pitch
  - Years 3, 4, 5 and 6 may play on the School Oval.
- Not tackle in any games except if umpired by an adult.
- For student safety 'British Bulldog' is not allowed. Other games, such as 'Chasey' and 'Tiggy' must be played in open areas to ensure safety.
- Stay within the school boundaries unless given permission to leave.
- Not play beyond the running track on the western, north and eastern side of the oval.
- Move promptly to line up at rooms when the bell rings.
- Stay outside the school buildings until 8:55 a.m. when the first bell will ring.
- Not enter the school buildings at recess and lunch times unsupervised.
- Be punctual to line and stand correctly waiting for their teacher.
- Not walk around at recess and lunchtime eating food. Students will finish their food in the classrooms before leaving or if eating food purchased at the canteen, will sit in a passive areas such as the Jolly Memorial or outside a classroom to finish eating.
- Place all litter in a bin.

### **ITEMS NOT PERMITTED**

The school reserves the right to put a ban on an item in the event of it causing bullying, inappropriate behaviour, stealing etc. Smoking, drinking alcohol, drug use and any other illegal action by any persons at any times in the school grounds are totally banned. Students will be alerted when required as to items (e.g. certain trading cards, play weapons etc.) that are not permitted to be brought to school.

### **RESTORATIVE PRACTICES**

Mandama Primary School takes a preventative and restorative approach when dealing with difficulties. Restorative Practices allows classroom and yard incidents/disruptions to be dealt with in a manner which:

- Allows students to understand what they have done wrong.
- Gives them ownership of the problems created.
- Allows for a desirable way to solve problems.
- Gives them a chance to fix things with support.
- Leaves their dignity intact and respects them as people.

We believe a fair process is one that allows students:

- A chance to be heard.
- An opportunity to right wrongs.
- Support for those affected.
- A chance to learn from experiences.
- Shared accountability and responsibility.
- Engagement and empowerment.
- To feel harmony has been restored.
- To recognise consequence.

The Mandama Behaviour Elevation Plan will be followed by all staff.

### **SCHOOL SPECIFIC SUPPORT STRUCTURES**

Our school provides a wide range of support mechanisms which can be used to ensure our school has a happy and safe environment. These include the following Prevention Programs and services:

- The Primary Welfare Officer
- Psychologists, Speech Pathologists, Social Workers, Visiting Teachers
- Student Welfare Consultants
- Program for Students with Disabilities
- Drug Education Facilitators
- Resilience and Social program
- Digital Citizenship program
- Passive Play Room
- Anti-Bullying program
- Cybersafety and Cyberbullying Awareness Programs
- CHIP Foundation (Children of High Intellectual Potential)
- South Western Regional Support Services
- Special Religious Instruction
- The 'Seasons' Program
- Peer Support Program
- The 'Friends' Program
- 'Kids Hope' Program
- Student Voice Forums
- Recess and Lunchtime Clubs
- Lunchtime activities
- 'Buddies' Program
- 'Puberty' Program
- 'Starting and Continuing Right' Program.
- 'EMU' Program

Students have multiple 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. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community. Student voice is encouraged through participation in the following:

- Student voice meetings.
- Grade 6 Student Leadership Positions.
- The formulation of classroom protocols through our 'Starting and Continuing Right' Program.
- Various other student forums such as classroom meetings and 'check in/out circles'.

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 classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through a professional learning team approach developed through usage of the following strategies and programs:

- The e5 Instructional Model
- Coaching and Mentoring
- The Effective Schools Model
- The Developmental Learning Framework for School Leaders
- The F-10 Victorian Curriculum
- Framework for improving student outcomes

## **BEHAVIOUR EXPECTATIONS:**

### **OUR BELIEFS ABOUT BEHAVIOUR**

At Mandama, we believe that:

- Teachers and other adult staff at the school can, and do influence student behaviours and that through explicit teaching we assist students to become self-aware and socially responsible.
- The ultimate goal of schooling and of behaviour support is for students to become self-managed, self-directed life-long learners.
- The building of relationships between teachers, students and parents has a direct impact on improvement in the standards of student behaviour.
- All members of the school community have the right to feel safe within the school grounds.
- The rights, roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated.
- We focus on policies that are proactive and oriented towards prevention and intervention.

### **OUR BELIEFS ABOUT LEARNING**

At Mandama, we believe that:

- Education is a life-long process.
- Gender is not a determinant of capacity to learn.
- Children with disabilities are encouraged to access all educational opportunities.
- Children learn at different rates and in different ways.
- Children learn by a variety of activities.
- An educationally stimulating environment enhances learning.
- The learning environment encourages children to feel safe to take risks in their learning.
- Learning needs to be timely, authentic, relevant and engaging.
- Students, parents and teachers are part of a team.
- The school is a focal point of the community.
- Applied learning, including the use of ICT is critical for 21<sup>st</sup> century global connections.

### **RIGHTS AND RESPONSIBILITIES**

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 dignity and respect.

<b><i>All Members of the Mandama Primary School community have a right to:</i></b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Be treated with respect and dignity.</li><li>• Feel valued and supported in an environment that encourages freedom of thought and expression.</li><li>• Feel safe at all times.</li></ul>
<b><i>All Members of the Mandama Primary School community have a responsibility to:</i></b>
<ul style="list-style-type: none"><li>• Acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community.</li><li>• Participate and contribute to a learning environment that supports the learning of self and others ensuring their actions and views do not impact on the health and wellbeing of other members of the school community.</li><li>• Acknowledge their obligations under Ministerial Order No 870 – Child Safe Standards – Managing the risk of child abuse in schools.</li></ul>

<b><i>All Students have the right to:</i></b>	<b><i>All Students have the responsibility to:</i></b>
<ul style="list-style-type: none"> <li>• Play and learn happily without interference from others.</li> <li>• Be accepted and valued as an individual.</li> <li>• Be treated and spoken to fairly and with respect.</li> <li>• Have equal access to school facilities and equipment.</li> <li>• Be provided with a positive and safe learning environment in which their academic, social and physical potential can be fully developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others to learn and play without interference.</li> <li>• Act so that no harm comes to themselves or others.</li> <li>• Accept others as individuals with differing backgrounds, personalities or values</li> <li>• Treat others with respect.</li> <li>• Participate to the best of their ability in all school activities.</li> <li>• Be careful in the use of facilities and equipment.</li> <li>• Follow all school rules.</li> <li>• Respect and care for our buildings and grounds.</li> </ul>
<b><i>All Parents/Carers have a right to:</i></b>	<b><i>All Parents/Carers have a responsibility to:</i></b>
<ul style="list-style-type: none"> <li>• Be treated with respect.</li> <li>• Be attended to professionally and effectively.</li> <li>• Work in partnership with the school to support and be informed about their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist their child to develop a positive self-image, tolerance and understanding of others.</li> <li>• Ensure their child is punctual and attends school each day.</li> <li>• Inform teachers of relevant medical and family situations.</li> <li>• Support the school and encourage their child to follow this Code of Conduct.</li> </ul>
<b><i>All Staff have a right to:</i></b>	<b><i>All Staff have a responsibility to:</i></b>
<ul style="list-style-type: none"> <li>• Be treated with respect.</li> <li>• Work in a safe, pleasant and harmonious environment.</li> <li>• Be supported by the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to a positive school climate for everyone.</li> <li>• Provide opportunities for all students to experience personal success.</li> <li>• Develop positive values in students.</li> <li>• Treat others equally and with respect.</li> <li>• Communicate regularly with parents about their child's education and behaviour.</li> <li>• Model and promote school values.</li> <li>• Ensure student safety is a priority.</li> </ul>

### **SCHOOL ACTIONS**

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment.
- Modelling, teaching and encouraging the school-wide values, rights and responsibilities and shared expectations, as outlined above.
- Teaching social skills such as listening to others, asking for help, taking turns and sharing resources.
- Implementing the 'Starting and Continuing Right' Program.

- Acknowledging positive behaviours and celebrating effort and achievement through verbal encouragement, certificates and stickers, special responsibilities or assignments, positive phone calls to parents or carers, displays of student work, class celebrations and achievement awards etc.
- Discouraging inappropriate behaviours.
- Empowering students to be involved in school decision-making and leadership activities.
- Applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs.
- Identifying students at risk of disengagement from learning, in a timely manner.
- Monitoring, measuring and communicating progress with students and parents, in a timely manner.
- Rigorously monitoring, recording and following up student absence in a timely and rigorous manner.
- Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance.
- Using out-of-class support strategies and Student Support Groups for students with at risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal, welfare coordinator, counsellors, social workers and psychologists.
- Connecting to external student support services, as appropriate.
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship, for example by apologising, completing a reflection form, catching up on missed work etc.
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school.
- Developing behaviour monitoring plans for students at need.

The implementation of preventative and early intervention measures are part of the school's staged response to creating a positive school culture and managing challenging behaviours in students as shown in the following detailed table:

### Stage 1: Prevention and Early Intervention

Suggested Strategies	School Actions
Recognise appropriate behaviour.	<ul style="list-style-type: none"> <li>• Find out what the student is good at.</li> <li>• Provide opportunities for each student to demonstrate their strengths.</li> <li>• Arrange celebration assemblies.</li> <li>• Send out a special report to parents.</li> <li>• Make a note in a diary.</li> <li>• Highlight positive events in schools newsletters.</li> <li>• Provide leadership opportunities.</li> <li>• Give positive feedback.</li> <li>• Give the student the right to represent the school.</li> </ul>
Establish consistent school wide processes to identify students at risk of disengagement from learning.	<ul style="list-style-type: none"> <li>• Liaise with kindergartens, primary schools and feeder schools when implementing Transition Programs.</li> <li>• Introduce whole school approaches such as <i>Positive Behaviour Matrix</i>, <i>Circle Time</i>, <i>Restorative Practices</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop, promote, use and evaluate referrals to the Wellbeing Team.</li> <li>• Use the Classroom Data spreadsheets to identify students at risk.</li> <li>• Engage Student Services Support Officer.</li> <li>• Use the Student Attitude to School Survey to inform planning.</li> <li>• Consult the '<i>Transfer of Student Information</i>' details provided by previous school.</li> <li>•</li> </ul>
Establish consistent school-wide processes and programs for early intervention.	<ul style="list-style-type: none"> <li>• Ensure students undertake effective transition programs.</li> <li>• Utilise the expertise of the school's Wellbeing Staff.</li> <li>• Review and implement strategies recommended from Student Support Services Officers.</li> <li>• Identify and refer students identified for the Program for Students with a Disability (PSD).</li> <li>• Conduct Diagnostic Assessments.</li> <li>• Utilise programs offered by and make appropriate referrals to Community Support Agencies.</li> <li>• Reading Recovery/ Levelled Literacy Intervention.</li> <li>• Develop a Language Support Program.</li> <li>• Establish small group withdrawal programs based on identified needs e.g. Loss and Grief/Friends.</li> </ul>

### Stage 2: Targeted Individual Response

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

Suggested Strategies	School Actions
Establish an understanding of the life circumstances of the child/young person.	<ul style="list-style-type: none"> <li>• Review previous school/year level files.</li> <li>• Ask parent at Parent Teacher Interviews.</li> <li>• Have teachers develop a positive relationship with all students and parents, one based on mutual respect.</li> <li>• Implement a "<i>Starting and Continuing Right</i>" Program at the beginning of the year to establish classroom norms.</li> <li>• Talk to the student and refer them to the shared expectations.</li> <li>• Discuss appropriate behaviours in the classroom</li> <li>• Contact parents.</li> </ul>
Establish data collection strategies.	<ul style="list-style-type: none"> <li>• Continually refer to school attendance /detention records to determine patterns.</li> <li>• Survey students on specific issues through focus groups.</li> <li>• Conduct playground surveys.</li> </ul>
Establish a Student Support Group.	<ul style="list-style-type: none"> <li>• Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered.</li> <li>• Determine SSG frequency on a needs basis.</li> <li>• Develop and follow comprehensive plans.</li> <li>• Ensure that all relevant staff have plans communicated to them.</li> <li>• Modify teaching/learning practices based on an Individual Learning Plan (ILP).</li> </ul>
Develop a plan for improvement based on data, and review regularly.	<ul style="list-style-type: none"> <li>• Use Individual Learning Plan, Individual Behaviour Plan, Return to School Plan, Classroom Data Sheets.</li> </ul>
Explicitly teach and/or build replacement behaviours.	<ul style="list-style-type: none"> <li>• Overtly teach Interpersonal Skills Curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Modify curriculum according to the data gained through the testing process.</li> <li>• Frame inappropriate behaviour as a skill to be learnt and teach it explicitly.</li> </ul>
Determine strategies for monitoring & measurement of student progress.	<ul style="list-style-type: none"> <li>• Introduce an Assessment Schedule Cycle.</li> <li>• Review NAPLAN.</li> <li>• Review past assessments conducted by the current or previous schools and SSSO staff.</li> <li>• Collect local data e.g. yard incidents.</li> </ul>
Establish inclusive and consistent classroom strategies.	<ul style="list-style-type: none"> <li>• Implement a Values Program that incorporates Cybersafety.</li> <li>• Have teachers name and teach to a student's strength</li> <li>• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future.</li> <li>• Make changes to the student's learning program to better equip him/her to behave positively.</li> <li>• Have teachers reflect on their own practices as part of their professional practice.</li> <li>• Establish a Chat/Safe Room, Friendship Stop e.g. Recess and Lunch Club/ Passive Play Room.</li> <li>• Provide non-competitive recess and lunchtime activities.</li> <li>• Employ Education Support Officers.</li> </ul>
Establish out of class support strategies.	<ul style="list-style-type: none"> <li>• Engage SSSO staff.</li> <li>• Utilise School Chaplain.</li> <li>• Inform Student Wellbeing Co-ordinator.</li> <li>• Use Wellbeing Team expertise.</li> <li>• Provide cooling off space.</li> <li>• Provide flexible options identified in Individual Learning Plans.</li> <li>• Conduct small group programs e.g. <i>Seasons</i>.</li> </ul>
Seek external advice and consultation.	<ul style="list-style-type: none"> <li>• Seek and use the advice of the Student Support Services Offices staff (SSSO).</li> <li>• Refer to Child and Adolescent Mental Health Services (CAMHS).</li> <li>• Undertake whole school professional development that relates to issues being managed..</li> <li>• Contact Community Service Organisations for individual support</li> <li>• Contact Regional Office staff for advice.</li> </ul>
Establish consistent short term approaches to managing more challenging behaviours.	<ul style="list-style-type: none"> <li>• Withdraw a student from an activity or class for a short time</li> <li>• Give detention for serious and/or continual misconduct after parents/carers have received notification.</li> <li>• Suspension &amp; Expulsion: For serious disciplinary measures follow The new Ministerial Order 625.</li> </ul>

**SUPPORTIVE POLICIES AND PROCEDURES:**

The following documents support the Student Engagement Policy-

- Attendance Policy.
- Bullying Prevention Policy.
- Student Safety and Wellbeing Policy.
- Positive Behaviour Matrix.
- Mandama Behaviour Elevation Plan.

**EVALUATION:**

This policy will be reviewed as part of the school's 3 year review cycle, or at any time that DET policy changes influence practices in schools.

**Ratified at School Council Meeting March 21<sup>st</sup>, 2016**