Briar Hill Primary School

STUDENT ENGAGEMENT POLICY

Produced in consultation with the school community

Principal: Meron Drummond
Signed:

School Council President: Lisa Watson
Signed:

> Insert date <
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STUDENT ENGAGEMENT POLICY

PURPOSE
Briar Hill Primary School encourages a positive school culture, providing a supportive and safe school environment while promoting respectful relationships.

This policy will define our school’s expectations in the areas of Behavioural Engagement, Emotional Engagement and Cognitive Engagement.

- Behavioural Engagement is participation in a broad ranging academic, extracurricular and social education that allows each student to make the most of the opportunities to support his or her development.
- Emotional engagement is the level of connectedness and identification with the work of the school and classroom. Strong emotional links allow students to work effectively and display the commitment to succeed.
- Cognitive engagement is the level of self regulation, motivation and investment made in learning. Cognitive engagement is critical and influences both present and future achievement.

GOALS
Our school goals are:

- to improve student outcomes at all year levels in literacy and numeracy;
- to improve student attendance;
- to improve students’ engagement and learning confidence;
- to improve students’ transition into the school, from school year to school year (Prep - 6) and from Year 6 to Secondary School.

SCHOOL PROFILE
Established in 1927, Briar Hill Primary School is located in a quiet residential area in the City of Banyule, between Greensborough and Eltham. The school is a small, inclusive Prep - 6 setting, offering a nurturing learning environment in the tranquil surrounds of permaculture gardens and natural spaces.

The 2013 enrolment of 181 students consists of 91 boys and 90 girls. There is one student funded under the Program for Students with Disabilities. Briar Hill also prides itself on being home to two classes from the Diamond Valley Special Developmental School, with 14 students attending daily. We eagerly embrace the diversity this opportunity offers.

We recognise that our greatest asset is our children, and we actively foster opportunities for every child to thrive. Our innovative programs, which have a strong Steiner influence, are inquiry-based and enhance children's opportunities for authentic learning. We work hard to create vibrant programs where respect, excellence, tolerance, honesty, trust and responsibility are valued and actively encouraged.

Briar Hill Primary School is continuously developing whole school approaches which fulfill expected standards and reflect our core focus on learning and teaching. We are working together to ensure high quality curriculum delivery to support all students to be their best.

WHOLE SCHOOL PREVENTION STATEMENT
Briar Hill Primary School demonstrates commitment to all students, staff and the community. The school values, Excellence, Respect, Tolerance, Responsibility, and Honesty and Trust, underpin the school’s purpose to provide a nurturing, creative and stimulating learning environment.

Our school encourages and actively promotes students to thrive in all educational areas: academic, social, emotional and physical. The school fosters unity and diversity of learners, whilst encouraging students to develop strong connections with their community and the environment to promote life-long learning. These values reflect our purpose and set the foundations for the education we provide.

Briar Hill Primary School’s Annual Implementation Plan states a specific strategic intent in the area of student engagement and wellbeing. Key Improvement strategies and significant projects have been identified to improve student attendance and to develop more opportunities for students to undertake meaningful leadership roles.
Programs used to accomplish the schools goals and further develop student engagement are as follows:

- Promoting student attendance and punctuality: To encourage every child to attend school every day and on time. This is achieved through individually meeting with students and parents, and following up on absences with phone calls and letters.
- Providing leadership and confidence building projects such as Junior School Council, Green Team membership and sports captaincy.
- Recognising the elements of the curriculum framework for Victorian government schools, and embedding the personal and social dimensions into confidence building programs.
- Allocating time and resources to the transition programs for both Kindergarten to Prep and Year 6 to Year 7 in particular.
- Enabling access to Regional Student Support Services, to provide extra support to meet the social and emotional needs of students.

**RIGHTS AND RESPONSIBILITIES**

**Guiding principle**

"Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity."

(Rights and Responsibilities p 14, 2.2.3, Element 2: ‘Engaging Schools are Effective Schools’)

**Equal Opportunity**

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age. Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association
  (with a person who is identified by reference to any of the above attributes).

**The Charter of Human Rights and Responsibilities Act 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

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

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

**Cultural Rights**

It is important to understand that with human rights comes a responsibility to respect other human rights. All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.

Everyone should:

- encourage compliance with the charter
- support others to act compatibly with the charter, and
- respect and promote human rights
STUDENTS WITH DISABILITIES

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:
- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:
- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

BULLYING AND HARASSMENT

Definitions
- Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
- Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.
- Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include
- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.
Harassment
Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (the most common)
They include:
- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another’s sexual activity
- persistent comments about a person’s private life or family
- physical contact e.g. purposely brushing up against another’s body
- offensive name calling.

Explicit: (obvious)
They include:
- grabbing, aggressive hitting, pinching and shoving etc.
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution.

Bullying
Bullying can involve such things as
- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person’s property
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber bullying
Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings). Examples of cyber bullying behaviour include:
- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community. Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:
- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

If you are being harassed or bullied you should:
- tell the person you don’t like what they are doing and you want them to stop.
- discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.
Briar Hill Primary School, aware of our legal obligations and responsibilities as outlined in legislation, has compiled the following statements of rights. They are based on the guiding principles of the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992 and the Education and Training Reform Act 2006.

**SHARED EXPECTATIONS**

The school community follows the Australian government’s nine values for Australian Schools, which are:

- **Care and Compassion:** Caring for self and others
- **Integrity:** Acting in accordance with the principles of moral and ethical conduct, ensuring consistency between words and deeds
- **Doing Your Best:** Seeking to accomplish something worthy and admirable, trying hard, pursuing excellence
- **Respect:** Treating others with consideration and regard, respecting another person’s point of view
- **Fair Go:** Pursuing and protecting the common good, where all people are treated fairly for a just society
- **Responsibility:** Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom:** Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion:** Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness:** Be honest, sincere and seek the truth.

Effective schools share high expectations for the whole-school community, which are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

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

As a result of these expectations, Briar Hill Primary School embraces:

- clear procedures
- inclusive teaching practices
- accessible educational provision for all students
- effective parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- intervention and the provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- positive behaviours and actions and consequences which are jointly negotiated, owned and implemented by all members of the school community, including students, teachers and parents/guardians.

Briar Hill also has high expectations for the whole school community, which include:

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Students at Briar Hill have the responsibility to:</strong></td>
</tr>
<tr>
<td>Every student at Briar Hill has the right to:</td>
<td>- follow school values and adopt appropriate behaviours;</td>
</tr>
<tr>
<td>- have the opportunity to learn in a safe, supportive and inclusive environment;</td>
<td>- wear the correct school uniform at school and on excursions;</td>
</tr>
<tr>
<td>- feel safe and be free from any form of bullying;</td>
<td>- report bullying;</td>
</tr>
<tr>
<td>- be treated with respect and dignity;</td>
<td>- avoid participating in behaviour that includes physical or verbal harm;</td>
</tr>
<tr>
<td>- learn, free from disruptions;</td>
<td>- demonstrate good manners and respect for all,</td>
</tr>
<tr>
<td>- expect positive and respectful relationships.</td>
<td>- respond positively to requests from teachers and others in the school community.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Parents/Guardians</strong></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Every staff member at Briar Hill has the right to:  
- work in a safe, supportive and inclusive environment;  
- feel safe and be free from any form of bullying;  
- be treated with respect and dignity;  
- attend/be part of ongoing professional development. | Staff at Briar Hill have the responsibility to:  
- maintain a safe, stimulating learning environment and provide programs consistent with DEECD guidelines;  
- provide an environment conducive to learning;  
- report bullying to the Principal;  
- recognise the rights and needs of students and staff;  
- assess their own performance and to participate in professional development;  
- be caring and be well prepared to solve/resolve problems that may occur in the school setting;  
- provide a positive role model at all times. |
| **Parents/Guardians**  
Every Parent and Guardian at Briar Hill has the right to:  
- be involved in a learning partnership with teachers and students;  
- know that their child’s learning environment is safe, supportive and happy;  
- be informed of school activities and be involved in school community decision making;  
- have access to school documents pertaining to the future direction of the school. | Parents and Guardians have the responsibility to:  
- ensure that their child attends school daily and is punctual on a daily basis;  
- engage in a partnership with teachers and students;  
- support the educational wellbeing of their children;  
- support and encourage children’s responsible, safe and courteous behaviour;  
- attend advertised meetings to keep informed;  
- support the schools dress code and ensure children wear the correct attire;  
- attend student-parent conferences and information evenings;  
- reflect a positive and supportive attitude towards the programs provided by the teaching staff;  
- ensure their child attends school with adequate food and is clean. |

Students will be encouraged and supported to:  
- take greater responsibility for their own learning;  
- set goals and manage resources to achieve these goals;  
- participate fully in the school’s educational program, which includes regular school attendance;  
- display positive behaviours that demonstrate respect for themselves and others;  
- demonstrate respect for the rights of others, including the right to learn.

Teachers/School Staff will be expected to:  
- adhere to the school values, modeling a positive learning environment;  
- apply inclusive teaching practices, which are relevant, challenging and appropriate, allowing each child to experience success in their learning;  
- ensure accessible educational provision for all students, including appropriate student services;  
- create positive and supportive partnerships with parents/guardians and the wider community;  

Parents/Guardians will be expected to:  
- promote positive educational outcomes for their children by taking an active interest in their child’s educational progress;  
- work cooperatively with the school. This will include regular and constructive communication with the school regarding their child’s learning and wellbeing;  
- actively support their child’s engagement in the school environment;  
- support the school’s purpose to maintain a safe and respectful learning environment for all students;  
- ensure regular attendance, model positive behaviours and assist their child with their school work.

**DIVERSITY IN THE SCHOOL COMMUNITY**  
The school aims to address diversity by:  
- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community;  
- attracting highly skilled and diverse staff, making the school a preferred employer;  
- increasing the range of knowledge, skills and experiences available in the workforce;  
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs;  
- creating effective work teams, with increased participation levels and an increased capacity to solve problems.
At Briar Hill Primary School the expectations of clear procedures, intervention, positive behaviours and actions and consequences are jointly negotiated, owned and implemented by all members of the school community, including students, teachers and parents/guardians.

**ENCOURAGING POSITIVE BEHAVIOURS**

The achievement of shared aspirations and the creation of a desired culture at Briar Hill Primary School is a shared responsibility. It is an expectation that all staff, students and parents work together to create a vibrant, connected learning community. This is best achieved by cultivating positive attitudes, habits and behaviours at all times.

Briar Hill Primary School values

- Respect
- Excellence
- Tolerance
- Honesty and Trust
- Responsibility

Teachers should endeavour to

- use and encourage the language of our values, for example, ‘You are showing respect by looking at me when I’m speaking to you. Well done!’
- support students to develop behaviours which demonstrate these values, for example, being on time or admitting mistakes.
- take time to reward children who uphold these values and/or demonstrate positive behaviours.

Examples of appropriate rewards* are:

- kind words of praise
- positive comments or notes to parents
- a special sticker or certificate
- individual or class star charts
- special privileges, such as extra time at a favourite activity
- extra responsibilities
- positive words from the Principal
- special awards at assembly

* Please note that food or lollies are not acceptable rewards.

**BEHAVIOUR MANAGEMENT**

**Restorative Practices**

The school is committed to the use of restorative practices with students.

Restorative Practices

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships, in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Expectations of students and their habits and behaviours need to be well communicated and the parameters made very clear. The emphasis should be on the cultivation of positive habits and behaviours, and these should be consistently modeled, encouraged and rewarded by all staff. However, in the event that inappropriate student behaviour needs to be managed by teachers, schools need to have clear processes to follow.

In the event that student behaviour compromises the safety of others, or their rights to learn, then there needs to be a clear progression of sanctions.

At Briar Hill Primary School, student management is a shared responsibility. It is the duty of each staff member to support colleagues and reinforce consistent messages about student responsibilities and expectations. All teachers should follow the school’s Student Management Plan, in order to provide a clear and consistent approach to student management and classroom discipline.
In this regard, there are some clear rules that need to be monitored in order to ensure safety:
- Stay safe on the ground, out of the trees and away from the blue stone wall and fences.
- Walk in the corridor at all times.
- Walk around all corners.
- Leave chewing gum and lollipops at home.
- Sticks must be left on the ground unless you are building with them.
- Any ‘cubbies’ must be built on the ground.
- If you are riding a bike, scooter or skateboard, get off at the school gate and walk it to the bike shed. Helmets must be worn.
- Mobile phones are to be left at the school office until home time.
- The toilets are not play areas.

In addition to these rules, some areas of the school are ‘out of bounds’ areas to students:
- The areas of ground, sloping downwards towards the school boundary, and beyond the oval, are out of bounds.
- The car park area is out of bounds at all times.

**Classroom Procedures**

Teachers will have in place their own set of student management strategies in the classroom. In each case, the emphasis should be on the cultivation of positive behaviours and the reward of good effort. School values should be consistently modeled and encouraged at all times.

However, in the event that student behaviour compromises the safety of others, or their rights to learn, then a clear progression of sanctions needs to be in place.

<table>
<thead>
<tr>
<th>Level 1 warning</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher clarifies expectations of behaviour to the student.</td>
</tr>
<tr>
<td></td>
<td>The student is given the opportunity to make a responsible choice about changing his/her behaviour.</td>
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<tr>
<td></td>
<td>The student is warned of the consequences of the behaviour continuing.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Level 2 warning</th>
<th>Time out in the classroom</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The teacher should provide a supervised space in the classroom where students can be alone and undisturbed. The student should be able to sit quietly and continue the required task during this time.</td>
</tr>
<tr>
<td></td>
<td>The period of time out within the classroom should be intentionally short, and should be structured so that the student has responsibility for returning to the group as soon as she/he is ready to learn.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Level 3 warning</th>
<th>Time out in another classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher should have a prior arrangement in place with a colleague (buddy) that allows for a student to spend an agreed amount of time away from their own classroom. It is up to each teacher to make prior arrangements with his or her buddy</td>
</tr>
<tr>
<td></td>
<td>This period of time out should be intentionally short, so that the student misses a minimal amount of learning time in the classroom. Ten minutes is the suggested maximum duration.</td>
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<tr>
<td></td>
<td>During this time, the student should continue their assigned task or complete a reflection sheet.</td>
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<tr>
<td></td>
<td>Children should be escorted to the prearranged classroom with another student, along with a brief note, for instance, ‘Ben – Please return at 10.30 to Music. Thanks, Mary’</td>
</tr>
<tr>
<td></td>
<td>When the agreed time has elapsed, the student should be escorted back to her/his original classroom.</td>
</tr>
</tbody>
</table>

**Communication**
- It is up to each teacher to communicate the level of warning to any subsequent teacher for the students in that class. The sequence of warnings should not be broken due to changes of specialist subject, teacher or session.
- Warning levels are cumulative across a day, NOT a session.
In the event that student behaviour does not improve, or if it compromises the safety of others, the management of the behaviour will escalate to the Principal.

<table>
<thead>
<tr>
<th>Escalation stage 1</th>
<th>Time out with the Principal</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>This stage will commence <em>immediately</em> if student behaviour does not improve, or if it compromises the safety of others.</td>
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<tr>
<td></td>
<td>The student will be sent to the office with another student.</td>
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<tr>
<td></td>
<td>A period of time out will be given, during which the student will be counseled about their responsibilities and classroom expectations.</td>
</tr>
<tr>
<td></td>
<td>The student will complete a Behaviour Reflection Sheet. <em>(Copies will be made for the class teacher and school records)</em>. The teacher may also wish to provide the student with work to complete in the office.</td>
</tr>
<tr>
<td></td>
<td>The student will be warned about the consequences of future episodes of unacceptable behaviour.</td>
</tr>
<tr>
<td></td>
<td>The student will be returned to the classroom.</td>
</tr>
<tr>
<td></td>
<td>The student may need to be accompanied to the office by an adult. If this is the case, alert the office by phone, or send a written message with another child.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Escalation - Stage 2</th>
<th>Parent contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This stage will be enacted if the student requires a second period of time out with the Principal.</td>
</tr>
<tr>
<td></td>
<td>The student will be counseled.</td>
</tr>
<tr>
<td></td>
<td>The student will complete a Behaviour Reflection Sheet. <em>(Copies will be made for the class teacher and school records)</em></td>
</tr>
<tr>
<td></td>
<td>An appropriate consequence will be applied. <em>(Refer to Behaviour Reflection Sheet)</em></td>
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<tr>
<td></td>
<td>The parent/s of the student will be informed in writing and by phone.</td>
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<thead>
<tr>
<th>Escalation - Stage 3</th>
<th>Student Support Group</th>
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<tbody>
<tr>
<td></td>
<td>This stage will be enacted if the student requires a third or subsequent period of time out with the Principal.</td>
</tr>
<tr>
<td></td>
<td>The student will be counseled.</td>
</tr>
<tr>
<td></td>
<td>The student will complete a Behaviour Reflection Sheet. <em>(Copies of all documents will be made for the class teacher, parents and school records)</em></td>
</tr>
<tr>
<td></td>
<td>An appropriate consequence will be applied. <em>(Refer to Behaviour Reflection Sheet)</em></td>
</tr>
<tr>
<td></td>
<td>The parent/s of the student will be informed in writing and by phone, to establish a Student Support Group (SSG), in accordance with the DEECD Guidelines.</td>
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<table>
<thead>
<tr>
<th>Escalation - Stage 4</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This stage will be enacted if the student requires a third or subsequent period of time out with the Principal.</td>
</tr>
<tr>
<td></td>
<td>The student will be counseled and the parent/s of the student will be informed in writing and by phone.</td>
</tr>
<tr>
<td></td>
<td>The Principal will follow <a href="#">DEECD guidelines</a> for suspension.</td>
</tr>
</tbody>
</table>
Schoolyard Procedures

If an incident involving poor student behaviour occurs, it MUST be dealt with by the teacher on yard duty.

There are 3 levels of action:

<table>
<thead>
<tr>
<th>Level 1 warning</th>
<th>‘Talk &amp; go’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The yard duty teacher deals with the incident.</td>
</tr>
<tr>
<td></td>
<td>The student is allowed to go back to play.</td>
</tr>
<tr>
<td></td>
<td>The incident ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 warning</th>
<th>‘Talk &amp; walk’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The yard duty teacher deals with the incident.</td>
</tr>
<tr>
<td></td>
<td>The student remains with the teacher and accompanies the teacher on his/her walk around the school yard.</td>
</tr>
<tr>
<td></td>
<td>The student is allowed to go back to play at the teacher’s discretion.</td>
</tr>
<tr>
<td></td>
<td>The incident ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 warning</th>
<th>‘Talk &amp; time out’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The yard duty teacher deals with the incident.</td>
</tr>
<tr>
<td></td>
<td>The student is sent to the office with another child or staff member, if applicable.</td>
</tr>
<tr>
<td></td>
<td>The Principal takes over management of the incident.</td>
</tr>
</tbody>
</table>

If the Principal takes over management of the incident, the following procedure will be followed:

<table>
<thead>
<tr>
<th>Escalation stage 1</th>
<th>Time out with the Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This stage will commence immediately if student behaviour does not improve, or if it compromises the safety of others.</td>
</tr>
<tr>
<td></td>
<td>The student will be sent to the office with another student. *</td>
</tr>
<tr>
<td></td>
<td>A period of time out will be given, during which the student will be counseled about their responsibilities and schoolyard expectations.</td>
</tr>
<tr>
<td></td>
<td>The student will complete a Behaviour Reflection Sheet. (Copies will be made for the class teacher and school records). The student may also bring work to complete.</td>
</tr>
<tr>
<td></td>
<td>The student will be warned about the consequences of future episodes of unacceptable behaviour.</td>
</tr>
<tr>
<td></td>
<td>The student will be returned to the schoolyard (or classroom, if the break has ended).</td>
</tr>
<tr>
<td></td>
<td>The student may need to be accompanied to the office by an adult. If this is the case, alert the office by phone, or send a written message with another child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Escalation - Stage 2</th>
<th>Parent contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This stage will be enacted if the student requires a second period of time out with the Principal.</td>
</tr>
<tr>
<td></td>
<td>The student will be counseled, and will complete a Behaviour Reflection Sheet. (Copies will be made for the class teacher and school records)</td>
</tr>
<tr>
<td></td>
<td>An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet)</td>
</tr>
<tr>
<td></td>
<td>The parent/s of the student will be informed in writing and by phone.</td>
</tr>
<tr>
<td></td>
<td>The student will be returned to the schoolyard (or classroom, if the break has ended).</td>
</tr>
</tbody>
</table>
**Escalation - Stage 3**

<table>
<thead>
<tr>
<th>Student Support Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>This stage will be enacted if the student requires a third or subsequent period of time out with the Principal.</td>
</tr>
<tr>
<td>The student will be counseled, and will complete a Behaviour Reflection Sheet. (Copies of all documents will be made for the class teacher, parents and school records)</td>
</tr>
<tr>
<td>An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet)</td>
</tr>
<tr>
<td>The parent/s of the student will be informed in writing and by phone.</td>
</tr>
<tr>
<td>A Student Support Group will be established, in accordance with the DEECD Guidelines.</td>
</tr>
</tbody>
</table>

**Escalation - Stage 4**

<table>
<thead>
<tr>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>This stage will be enacted if the student requires a third or subsequent period of time out with the Principal.</td>
</tr>
<tr>
<td>The student will be counseled.</td>
</tr>
<tr>
<td>The parent/s of the student will be informed in writing and by phone.</td>
</tr>
<tr>
<td>The Principal will follow <a href="#">DEECD guidelines</a> for suspension.</td>
</tr>
</tbody>
</table>

**FURTHER READING**

Teachers should click the links below to find out more about recommended DEECD procedures.

- [Student Engagement Policy Guidelines](#) - *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines* promote student engagement, attendance and positive behaviours in Victorian government school. These Guidelines aim to assist schools in developing their Student Engagement Policy.

- [Student Health and Wellbeing Framework](#) - provides information on initiatives such as the Framework for Student Support Services, which provides additional resources to strengthen student welfare and support services.

- [Student Attendance - It’s Not OK To Be Away](#) - focuses on initiatives to promote student attendance at school.