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|  | Student Engagement & Wellbeing / Behaviour Management |

Definition:

The Student Engagement and Wellbeing Policy ensures a positive school culture. All students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.

Rationale:

Fairhills Primary School is an engaging and inclusive school. We recognise and respond to the diverse needs of our students and accommodate different learning profiles and rates of learning. We intervene early to identify and respond to individual student needs. The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life’s challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

**Aims:**

* to develop the whole child
* to build the passion for learning within students
* to promote an atmosphere where excellence is valued and in which all students are encouraged to develop to their maximum potential
* To provide an educational environment which recognises, values and builds student wellbeing.
* To develop students who are physically and emotionally healthy.

**Implementation:**

* developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy
* our school will value and encourage student individuality, differences and diversity
* A culture of positive reinforcement and encouragement will permeate all facets of our school
* **Fairhills Primary School explicitly prohibits corporal punishment.**
* a Student Wellbeing team exists to develop and oversee a whole school Student Wellbeing strategy, which includes fostering happy, healthy and resilient kids. This falls under the DET’s Equity and Excellence for All, the Framework for Improved Student Outcomes (FISO)
* programs that provide for the emotional health of students will support student wellbeing
* programs that support a safe environment that encourage open discussionwill be implemented across the school
* the curriculum will be broad, will provide for the needs of individual students
* programs that support the wellbeing of parents and families will be available
* an active Student Representative Council will form part of the school’s decision-making team
* staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues
* student work and achievements will be regularly showcased and publicly recognised

**Whole School Prevention Statement**

FPS provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority.

The school aims to maximise student engagement through the further development of and particular focus on high quality instructional practice.

Student wellbeing is everyone’s responsibility – social, emotional and physical wellbeing provide the foundations for effective student learning and positive behaviour. FPS recognises that we are preparing young people to become fully functioning, productive, global citizens. United Nations Educational, Scientific and Cultural Organisation’s International Commission identifies ‘learning to know, learning to do, learning to live together, and learning to be’ as the pillars of learning for the 21st century.

FPS focuses on the development of student social competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures. We intervene early to identify and respond to individual student needs.

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

* **Behavioural engagement** refers to students’ participation in education including the academic, social and extracurricular activities of the school.
* **Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of belonging or connectedness to the school.
* **Cognitive engagement** relates to students’ investment in learning and their intrinsic motivation and self regulation.

The manner used by staff to treat students, respect them as learners and people, and demonstrate care and commitment for them are key elements in implementing a relevant and successful wellbeing strategy. **Fairhills Primary School explicitly prohibits corporal punishment.**

A whole school behaviour management implementation strategy improves the learning climate of any school. Research has shown clearly that professional collegiality and whole school practice are major factors in effective teaching and learning. Effective and supportive leadership is a major part of this picture. A whole school approach to behaviour management is more effective than one in which teachers work in isolation and without collegial support.

Young people may encounter some difficulty, including learning difficulty, during their school life and will be supported by strategies to address such challenges. Risks for students may involve individual, social, emotional or physical factors, and may be related to family or community factors. FPS develops and implements processes to identify and intervene early when an individual student is at risk of disengaging from learning or from school. Our teachers have a responsibility to respond when students experience difficulty with their schooling. Staff at FPS understand and ‘believe they can make a difference and have a commitment to do so ... as well as a belief in the capacity of all students to make progress, given sufficient time and support’. (Hill & Crevola, 1998, pp. 133–57).

FPS provides a clearly defined curriculum that is challenging and has a broad outcome base that aims for excellence through consistent academic standards and which incorporates a balance of knowledge, skills, values and attitudes for individual students.

The FPS Student Engagement and Wellbeing Policy focuses on:

* creating a positive school culture that is fair and respectful
* building a safe and supportive school environment
* expecting positive, supportive and respectful relationships that value diversity
* promoting pro-social values and behaviours
* encouraging student participation and student voice
* proactively engaging with parents and carers
* implementing preventative and early intervention approaches
* responding to individual students
* making links to the local community

**Programs and strategies being implemented to promote student engagement, high attendance and positive behaviours**

FPS is committed to providing a challenging learning environment that inspires and responds to excellence in all aspects of education. The school encourages students to believe in and develop their own creative thought and abilities. As an effective school FPS will promote and maintain high levels of student participation, engagement and positive behaviours through whole school strategies including:

* creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
* articulating high expectations to all members of the school community
* establishment of a Student Wellbeing Leader
* establishment of a Student Wellbeing team
* provision of Positive Approach to Behaviour Management Folders for all staff members
	+ providing a clearly outlined staged response
	+ adopting consistent, rigorous monitoring and recording procedures
	+ providing early identification of and supportive intervention for students at risk
	+ linking with local community groups and agencies to maximise program and individual support as appropriate
	+ implementation of the five finger strategy
	+ implementation of Restorative Practice
* following up student, teacher and parent concerns promptly and consistently
* student participation in the Junior School Council
* extensive whole school student transition program, including working closely with local pre-schools and secondary colleges
* data collection to inform best practice
* application of targeted professional development to improve student learning outcomes
* implementation of essential agreements
* Achievement Awards
* Before and After school care

The Student Engagement and Wellbeing Policy aims to ensure a safe and inclusive school environment for everyone. The Engagement and Wellbeing goals and targets in the School Strategic and Annual Implementation Plans provide the development of whole-school strategies that foster full student participation and wellbeing.

A whole-school approach ensures students respect themselves, their peers and their teachers and are well behaved. Effective prevention and early intervention strategies include:

* clear written and verbal statements made regularly to parents/carers and students about school and community expectations
* promoting awareness that student absences result in quantifiable lost learning time and opportunities
* whole-school modelling of responsible, appropriate behaviours
* regular discussions at the fortnightly Student Wellbeing meeting
* Internal and external supports for academic development include: PMP etc
* implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school and incorporating the local kindergarten and secondary school
* class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
* Extracurricular activitiescontribute to the promotion of positive peer relationships through same age and cross-age student interaction
* Individual Education Plans
* Individual Behavioural Support Plans

**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 respect and dignity.

The Victorian Charter for Human Rights and Responsibilities is based on the following principles:

* Human rights are essential in a democratic and inclusive society that respects the rule of law, human dignity, equality and freedom
* Human rights belong to all people without discrimination, and the diversity of the people of Victoria enhances our community
* Human rights come with responsibilities and must be exercised in a way that respects the human rights of others
* Human rights have a special importance for the Aboriginal and Torres Straight Islanders people, with their diverse spiritual, social, cultural and economic relationship with their traditional lands and waters

As a place for learning FPS is uniquely placed to assist and develop this culture of human rights. Incorporating a human rights framework enables schools to further embed a culture of human rights through which students, school based staff, and the wider school community can be engaged to contribute to positive cultural change.

Students are better prepared for learning when they are healthy, safe and happy therefore, student wellbeing is the responsibility of all staff working in a whole school context*.* Student learning cannot be separated from wellbeing.

Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers education support services staff and parents at FPS. Therefore it is imperative that each student is educated in an environment which provides for their individual development.

The key to improving the services provided to students and their families is to further enhance the partnerships between the school and the community.

There are four levels at which these services take effect:

1. Primary prevention
2. Early intervention
3. Restoring wellbeing
4. Intervention

The emphasis is on primary prevention and early intervention as the most effective means of enhancing the resilience of young people.

**Shared Responsibility**

Schools should be safe places for everyone - students, teachers and other staff, families and members of the local community. The involvement and commitment of the whole school community is required to achieve a culture in which safe and respectful schools are everyone’s concern and responsibility.

In order to prevent and respond to bullying and all forms of unacceptable behaviour including harassment, discrimination or violence, the following definitions listed are adapted from *Bullying. No* *Way!* the joint Australian Education Authorities website, developed by Australia’s educational communities including the Victorian Department of Education and Early Childhood Development.

**Bullying**

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

**Types of bullying**

There are four broad types of bullying:

1. **Direct physical bullying:** includes hitting, kicking, tripping, pinching and pushing or damaging property.
2. **Direct verbal bullying:** includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
3. **Indirect bullying:** is often harder to recognise and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:

• lying and spreading rumours

• playing nasty jokes to embarrass and humiliate

• mimicking

• encouraging others to socially exclude someone

• damaging someone’s social reputation or social acceptance

1. **Cyberbullying:** is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

**Unacceptable behaviour** in the school environment refers to a wide range of behaviours that are not acceptable or appropriate. This includes harassment, discrimination and a threat or act of violence.

**Harassment**

Harassment is behaviour intended to annoy, disturb, threaten or upset another person. Harassment and bullying may involve similar behaviours as both usually involve a person or group of people who have, or are perceived to have, more power, deliberately upsetting someone on more than one occasion.

Harassment may also occur because of perceived differences such as culture, ethnicity, gender, sexual orientation or religion.

Sexual harassment is unlawful behaviour under the *Commonwealth Sex Discrimination Act 1984* and the Victorian *Equal Opportunity Act 1995*. It occurswhen a person engages in any unwelcome or unreciprocated conduct of a sexualnature (written or verbal), in circumstances which could reasonably be expectedto cause offence, humiliation or intimidation.

**Discrimination**

Discrimination is treating a person or group less fairly or well because of a particular characteristic such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or marital, parenting, or economic status. Discrimination commonly involves exclusion or rejection.

Discrimination may be direct, whereby a person is treated less favourably because of their race, ethnicity, culture or another characteristic. It can also be indirect when a person makes a decision or imposes a requirement, which appears neutral but is unreasonable and has the effect of disadvantaging a person because of their race, ethnicity, culture or another characteristic.

Conduct which causes someone to suffer a detriment or to be treated less favourably than someone else because of their race can be racial discrimination.

The term detriment is very broad and includes emotional and physical detriment.

Racial discrimination means any distinction, exclusion, restriction or preference based on race which has the effect of impairing a person’s enjoyment, recognition or ability to exercise a human right.

**Violence**

Violence is the damaging and destructive use of force by a person or group towards another person, group or property. This force can be physical, verbal, sexual or another action or behaviour and can involve an ongoing relationship between the parties. Violence may involve provoked or unprovoked acts and can be a one-off incident or can occur over time. Violence may be used by those targeted by bullying or other unacceptable behaviour to try to redress the imbalance of power. A threat of violence is words or gestures expressing intent to use an act of force against a person.

**Characteristics and strategies for respectful and safe schools**

The key success factors that help make schools safe parallel the eight elements contained in the Effective Schools Model. The model assists us to plan and develop a whole-school approach to a safe, secure and stimulating learning environment where bullying and unacceptable behaviour is not tolerated.

**1. Professional Leadership:**

* The FPS leadership team is committed to a shared and well developed vision of a safe, caring, respectful, supportive and inclusive community. The clear message is that bullying and unacceptable behaviour is not tolerated
* Staff collaboration has ensured the development and implementation of the FPS Student Behaviour Management Plan with a focus on both student and teacher wellbeing
* The Leadership Team models respectful and caring interactions with staff, students and families
* The Student Wellbeing Committee is a team committed to implementing a whole school approach to wellbeing

**2. Focus on Teaching and Learning:**

• Teachers at FPS have access to appropriate professional learning opportunitiesto develop and refresh skills to collaboratively create and maintain safe,respectful, caring and supportive school cultures

• Opportunities are provided for staff and students to work with organisations and utilise programs outside the regular school curriculum to enhance theirknowledge, awareness and strategies to deal with bullying and to promote safe and respectful relationships i.e. the Student Leadership Program.

• Extracurricular activitiescontribute to the promotion of positive peer relationships through same age and cross-age student interaction. Students at FPS are involved in productions, concerts, performances, lunchtime programs, team practises and try-outs and the buddy and transition program. They work and form relationships with same-age and cross-age peers in supervised and supported activities.

**3. Purposeful Teaching**

The method of teaching, or pedagogical approach, is a key element in building a respectful and safe school environment at FPS.

* Relationship-based pedagogy such as cooperative learning and problem based learning is employed and contributes to student achievement and positive peer relationships
* There is purposeful teaching of cyber safety and responsible use of digital technologies and the internet
* Programs enhance broader health and personal development strategies are in place. These programs employ interactive pedagogies, engage students in problem-solving and critical thinking and assist students to relate their learning to real life situations. Good decision-making, resilience and personal characteristics that enable young people to contribute to a positive school environment are encouraged so that students become valued community members.

**4. Shared Vision and Goals:**

• Students adopt pro-social valuesand behave in a respectful, caring and inclusive manner because their teachers model such values and behaviours in their day-to-day interactions

• School policies are developed in collaboration with all staff and parents

• Clear, well-defined and agreed expectations of acceptable staff and student behaviour allows all members of the school community to have a shared understanding of unacceptable behaviour

• Teachers intervene firmly and swiftly to manage any unacceptable situation that compromises a student’s safety and wellbeing

**5. High Expectations:**

At FPS diversity is valued and everyone is treated with respect, fairness and dignity. We believe that teaching the values of caring, respect for difference and treating others fairly support students to have more positive and successful relationships now and in the future.

At FPS:

• Teachers and students have a strong sense of pride in themselves and their school

• There is clear communication to all members of the school community that everybody has the right to feel physically and psychologically safe and that safety is everyone’s responsibility

• There are high expectations of student-student relationships and a focus on strategies for developing positive peer relationships across all year levels

• The school community embraces cultural diversity

**6. Learning Communities:**

A whole-school approach to student safety and wellbeing has been a focus for us at FPS. This is reflected in policies and documentation, and has played a major role in consistency between the perceptions of staff, students and parents. Strategies and practices are comprehensive and embedded.

At FPS:

• Staff collaborate to develop and implement whole-school programs and procedures that strengthen the quality of relationships between people, build empathy and encourage working cooperatively

• There are partnerships with families to reduce bullying and other unacceptable behaviour

• Structures are established based on peer support, authentic student leadership and student ownership

• Strong transition programs occur at different stages of schooling to ensure that students develop a readiness to enter their new environment, to reduce anxiety and to increase resilience

• Parents are supported in building their understanding about the safe and responsible use of technologies at home through articles in the school newsletter and the provision of information sessions as appropriate.

**7. Stimulating and secure learning environments:**

FPS provides both stimulating and secure learning settings where there is a culture that is firm about unacceptable behaviour and provides incentives for positive behaviour.

At FPS:

• Respectful relationships are promoted and embedded within the philosophy of the school

• Staff are given the opportunity to develop skills in non-punitive approaches to intervening in incidents of unacceptable behaviour for example the Restorative Practice program.

• A strong and consistent whole-school behaviour management program is in place to manage bullying, harassment or violence. The whole-school behaviour management program is based on pro-social values, social competencies, incentives and positive peer relationships. Teachers feel more confident about managing their classes when they perceive there is a sound and fair behaviour management system in place. Teachers are also more prepared to implement new wellbeing and anti-bullying initiatives when they can spend less time managing behaviour. There is then

more time available to undertake personal and social learning activities with their students.

**8. Accountability:**

Processes to monitor and review policies, programs and practices are in place to ensure the continuous improvement of respectful and safe school environment. Critical and systematic evaluation is undertaken of prevention and management programs to ensure that they are theoretically sound, unbiased and evidence based in terms of content, pedagogy and delivery.

At FPS:

* Annual self-monitoring (Attitudes to School Survey) occurs to determine any indication of bullying and other unacceptable behaviour
* Annual Data is analysed
* Policies, procedures and initiatives, and prevention and management programs are regularly reviewed and refined
* The school environment is monitored on a day-to-day basis, incorporating feedback mechanisms to ensure processes are effective
* A variety of means are in place to enable students to communicate with teachers or other school-based staff when they need support because they are being targeted

**Shared Expectations**

FPS draws on a wealth of Educational research and experience to create a relevant, engaging, challenging and significant educational framework for all children.

At FPS our School Council is committed to:

* Valuing and accepting the right of all people to live in a free, just and peaceful society
* Promoting respect and understanding among members of school community regardless of their cultural, religious, racial and linguistic backgrounds
* Promoting and embedding a human rights culture within the school community

All staff at FPS are committed to:

* Valuing and accepting the right of all people to live in a free, just and peaceful society
* Embedding Human Rights Education and Values Education across all aspects of school life including the formal curriculum, learning programs and extra curricula activities
* Modelling appropriate behaviour by treating everyone with respect and valuing the contributions of all school community members
* Promoting and embedding a human rights culture within the school community
* Evaluating the school’s progress as they work to establish an inclusive, positive and tolerant school environment
* An inspirational working environment built on strengthening student relationships and sustaining a harmonious learning environment
* Supporting all students to reach their full learning potential and be successful learners
* Fostering opportunities for student voice, responsibility and leadership
* Success in a student centred, safe atmosphere.
* High educational standards which are expected and encouraged. The provision of broad educational opportunities allows all students a pathway to success as responsible members of the global community
* Inclusive teaching practices, accessible educational provision for all students, opportunities for parents and carer partnerships and liaison, community partnerships and the provision of appropriate student services
* Providing a wide range of resources and equipment to engage students and assist them in the process of teaching
* Encouraging the participation of parents and carers in their child’s learning
* Addressing and celebrating cultural diversity locally, nationally and globally

Students at FPS are expected to:

* Value and accept the right of all people to live in a free, just and peaceful society
* Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of our community
* Demonstrate respect for the rights of others including the right to learn and a right to teach
* Take greater responsibility for their own learning and participation as members of the whole school community
* Increasingly manage their own learning and growth by setting goals, reflecting on their own learning and managing resources to achieve their goals
* Participate fully in the schools educational program and to attend school regularly
* 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 and supported activities.

Parents/Carers at FPS are expected to:

* Promote positive educational outcomes for their children by taking an active interest in their child’s educational and wellbeing
* Cooperate with requests from the school, including regular and constructive communication regarding their child’s learning and wellbeing
* Ensure that their child attends school on a regular basis
* Support the school in maintaining a safe and respectful learning environment for all students, staff and families

**School Action and Consequences**

FPS focuses on the total growth of the developing child: touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

Positive behaviours are supported most effectively at FPS through relationship based whole school and classroom practices including:

* Establishing predictable respectful and fair classrooms and whole school environment
* Ensuring student participation in the development of classroom and whole school expectations by establishing essential agreements
* Providing personalised learning and behavioural management/support programs
* Consistently acknowledging positive behaviour
* Empowering students by creating multiple opportunities for them to take responsibility and be involved in personal and whole school decision making
* Providing physical environments conductive to positive behaviours and effective engagement in learning
* Implementing school wide positive and educative behaviour support strategies, as outlined the in the Behavioural Management Plan.

Inappropriate behaviours, including irregular attendance, may be responded to through staged responses that has a prevention and early intervention, data based focus including:

* Seeking to understand the individual student and their circumstance
* Ensuring a clear understanding of expectations by all including students, staff and parents
* Providing consistent school and classroom environments
* Providing consistent school and classroom scaffolding to support students learning and wellbeing

Broader support strategies include:

* Involving parents and carers
* Involving the classroom teacher, sub school leader, specialist teacher, members of the Student Wellbeing Committee and Principal/ Principal’s delegate as appropriate
* Involving community, external support and/or DET support agencies
* Convening Student Support Group meetings. This group is an important component of the staged response for students facing difficulties with engagement, attendance or unacceptable behaviour
* Developing individualised flexible learning, behaviour and attendance plans
* Mentoring/counselling
* Student Behaviour Support Plan, this includes clearly defined actions and consequences for inappropriate behaviour in both the yard and the classroom
* Restorative practices to respond to incidents of bullying and unacceptable behaviour in order to repair harm to relationships. This includes a range of processes that are underpinned by the following concepts:
	+ Misconduct is a violation of people and relationships
	+ These violations create obligations and liabilities
	+ Problem-solving focuses on healing and making things right

Restorative practices involve the development and enhancement of relationships in schools and teaching conflict resolution and other problem-solving skills. They also involve classroom management that is participatory, democratic and focused on problem-solving

* Small group conferences are usually confined to a small group of students or an individual student who have been involved in an incident of harm that is determined to have a less serious impact. Typically small group conferences might be used by a teacher or staff member to deal with low-level bullying before matters escalate

Parents, while not directly involved, are informed of the process and its outcomes.

Follow-up is crucial for ongoing support and to ensure compliance with the agreement

* Classroom conferencesinvolve a whole class in addressing issues such as classroom bullying and more generally, classroom disruption that has affected student wellbeing and teaching and learning in the classroom

**Behaviour Management: Staged Response**

The Principal, Principal’s Delegate and Teaching Staff may use a variety of methods when a student’s behaviour does not comply with the School Code of Conduct. These means should vary to take into account the age and disabilities and impairments of the students and the nature and seriousness of the breaches of the Code of Conduct.

Fairhills Primary School is a committed to following the DET guidance on Restraint and seclusion.

Actions and consequences used are to be seen as having an educational role and aim to foster positive relationships and retain the dignity of the student.

When a student violates the rules under the School Code of Conduct, teachers should invoke consequences that are consistent with the rules and based on Restorative Practice. The student should understand the connection between the behaviour and the consequence. Consequences should be graded in severity, with emphasis on students being accountable and learning to take responsibility for their behaviour.

**Restorative Practices**

Restorative Practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather they seek to value and support those involved so that they feel empowered to take positive action to address the situation, move forward and act in socially responsible ways.

be they victim or offender.

Restorative Practices are about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

The Restorative Practice script enable students to reflect on, understand the consequences of their behaviour and solve the problem, with dignity. It should form the bases of a group discussion involving those concerned, and be conducted by the classroom or yard duty teacher.

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| **When things go wrong** | **When someone has been hurt** |
| What happened?What were you thinking at the time?What have you thought about since?Who has been affected by what youhave done? In what way?What do you think you need to do tomake things right? | What did you think when you realisedwhat had happened?What impact has this incident had onyou and others?What has been the hardest thing foryou?What do you think needs to happen tomake things right? |

**Consequences: Staged Response:-**

Where a restorative approach has previously been conducted and subsequently the

behaviour continues, the school will follow a step by step approach to school actions and consequences:

Each classroom and Specialist area will develop a set of classroom rules, with rewards and consequences, during the first two weeks of school in consultation with the students.

A copy of the School Code of Conduct and Classroom Rules will be sent home with each student, in the form of a contract, to be signed by parents and students.

The following is a step by step approach to school actions and consequences: Each step represents a response for a more serious action, or because the student escalates their behaviour.

**Step 1:**

* Restorative Practice Teacher chat -reminder of the school rules
* Verbal reprimand - apology
* Discussion and reminder of classroom rules

**Step 2:**

* Withdrawal of privileges
* Time out in a special place in the classroom
* Withdrawal from class, student moved to a different class for a length of time
* Timeout in Principal Office

**Step 3:**

* Immediate withdrawal from class or yard to a supervised area outside the office
* Staff member takes a record - Student Incident Report completed by student/s
* Parent’s are informed by phone or through an Unsuitable Behaviour Note
* Classroom teacher or Yard Duty teacher will discuss the behaviour with the Principal, Principal’s Delegate or other senior staff
* The student will be withdrawn from the yard for up to two days
* The student’s name and details will be entered into Compass

**Step 4**:

The following actions will be taken by the Principal or Principal’s delegate in conjunction with the staff involved:

* A discipline meeting will be arranged with the parents to develop a Behaviour Management Plan in the form of a signed contract
* An in-house suspension will be arranged
* Counselling /restorative justice action taken

**Step 5: Serious Breaches of Student Discipline**

* If the student breaks the contract the parents will be informed.
* The student will be suspended and/or the school will follow the course of action signed off by parents and the Principal in the behavioural contract
* Students who continue to break their student behavioural contracts will be considered for expulsion
* Expulsion will follow the guidelines set out by the DET in their student engagement policy
* Fairhills Primary School is committed to following the DET guidance on suspensions and expulsions in compliance with Ministerial Order No. 1125

**Fairhills Primary School Code of Conduct**

**Treat everyone with kindness and respect.**

This means we will:-

* always use our manners.
* speak nicely to others and about others.
* treat people the way that we would like to be treated.
* not backchat or argue.
* not be bullies.
* not give away other people’s personal information.

**Take responsibility for our own learning and behaviour.**

This means we will:-

* arrive at school on time and be prepared for our work.
* be responsible for our own actions and not blame others for our behaviour.
* not stop others from learning.
* own up to our own behaviour.
* listen attentively.

**Work and play in a way to prevent hurting ourselves and others.**

This means we will:-

* play games where we don’t have to touch each other.
* keep our hands and feet to ourselves - no poking, spitting, annoying, pinching, kicking, punching, fighting, swearing, biting, Chinese burns etc.
* not climb cages, cricket nets, football posts, trees, shade sails, walls, basketball rings and we will stay off the roofs and gardens.
* not throw dangerous items such as acorns, rocks, sticks, gumnuts or stones or throw anything in the classroom.
* wear our school hat for all outdoor activities in Term 1 and 4.

**Take care of our own belongings, those of others, our school grounds and property.**

This means we will:-

* ask people before using their belongings or school property.
* return anything that we borrow.
* look after our own belongings and other people’s things.
* not litter.
* eat in the eating area.

**Always try to do our best.**

This means we will:-

* have a positive attitude.
* work hard and stay on task.
* take care and pride in our work and always work hard on everything.
* always give something a go and not give up easily.
* work to achieve our personal best.

**Fairhills Primary School of Conduct**

* 1. **Treat everyone with kindness and respect**
	2. **Take responsibility for our own learning and behaviour**
	3. **Work and play in a way to prevent hurting ourselves and others**
	4. **Take care of our own belongings, those of others, our school grounds and property**
	5. **Always try to do our best**

This policy was last endorsed by Fairhills Primary School Council in December 2021

This policy will be reviewed in 2024 or earlier as determined by the Fairhills Primary School Council