Student Engagement Policy 2014-2015
Tallangatta Primary School
1365

Endorsement by School Council

Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Student Engagement Policy was endorsed at a meeting of School Council.

Amanda Elliot
TALLANGATTA PRIMARY SCHOOL

Student Engagement

&

Well-Being Policy

Produced in consultation with the school community

To be read in conjunction with

Effective Schools are Engaging Schools –

Student Engagement Policy Guidelines

Principal: Amanda Elliot

School Council President: Andrew Bussau
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1. **Policy Statement:**

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our heterogeneous profile means that in any given class a range of student ability exists, in some cases spanning five or more years. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

Our teaching and learning philosophy is based around our 4Rs.

That is:

- The teaching and learning is **relevant** to each student’s interests, lives and aspirations
- The teaching and learning is **rigorous**, and each teacher will make a commitment to appropriately support, build and challenge every student
- **Relationships** are an essential component of effective learning and teaching
- Our practices are **responsive** to contemporary research and innovation.

2 **School Profile Statement**

Tallangatta Primary School is situated on the shores of Lake Hume, a 30 minute drive from the twin cities of Albury Wodonga. The school grounds overlook the lake and include established trees and gardens, grassed playing areas, an adventure playground, a large paved amphitheatre, shaded eating area and passive recreational areas.

The original school building was moved from Old Tallangatta in the 1950’s and is utilised as our spacious library. Carpeted and air conditioned classrooms have recently been refurbished and upgraded to include covered deck areas and a student kitchen. The school has a dedicated administrative complex, a visual arts room and a newly completed Bell Hall.
Tallangatta Primary School boasts a dedicated and professional staff committed to providing a comprehensive and inclusive education to all students enrolled within the school.

The school is an active member of the Tallangatta P-12 cluster which includes the eight primary schools which feed into Tallangatta Secondary College and the College itself. The cluster enables the sharing of resources and staffing expertise and joint curriculum planning.

Tallangatta Primary School offers students all that one might expect from a larger metropolitan school. Yet has that unique friendly atmosphere typical of a small rural community, strongly supported by our parent body.

2. **Guidelines**

2.1 The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

2.2 The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.

2.3 The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

2.4 The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

2.5 The school will promote active student participation and provide students with a sense of ownership of their environment.

2.6 The school will support families to engage in their child’s learning and build their capacity as active learners.

2.7 The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

2.8 The school will have processes in place to identify and respond to individual students who require additional assistance and support.

2.9 The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
3. **Program**

3.1.1 The curriculum programs of the school will recognise and respond to the diverse needs of the school’s students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

3.1.2 The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child’s needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

3.2 Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour


3.3 Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

3.4 The school’s strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The AusVELS Standards includes the learning
domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the AusVELS, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

3.5 Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning

The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups associated with school strategic planning. It also includes our students sharing their ‘voice’ by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

3.6 The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students’ families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school’s Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

3.7.1 Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
• providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
• empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
• providing a physical environment conducive to positive behaviours and effective engagement in learning
• utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

3.7.2 The school will promote and maintain high levels of student attendance and participation through:
• articulating high expectations to all members of the school community
• adopting consistent, rigorous procedures to monitor and record student absences
• following up student absences promptly and consistently
• implementing data-driven attendance improvement strategies
• creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
• providing early identification of, and supportive intervention for, students at risk of non-attendance
• linking with local community groups and agencies to maximise program and individual support
• providing a staged response

3.8.1 The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:
• monitoring of, and responding to, protracted student absences
• trauma management plan
• protocol for mandatory reporting
• Student Support Group’s for children in need
• bullying survey of students and school environment

3.8.2 Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:
• the Attitudes to School Survey data
• school level report data
• parent survey data
• data from case management work with students

GradeXpert allows our school to easily identify students who have characteristics that are known to increase disengagement at school.
Risk Factors explored by GradeXpert include:

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- refugee or ESL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

3.9 The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)


Tallangatta Primary School values a comprehensive and challenging education that will:

- Allow all students to gain skills, knowledge and the understanding necessary to participate competently and confidently in society
- Develop solid foundations in the AusVELS Framework with a particular focus on Literacy and Numeracy
- Allow all students to access a comprehensive curriculum utilising Information Communication Technologies seamlessly throughout the curriculum
- Ensure a smooth transition pre-school to primary school, throughout primary school and from primary school to secondary education.
5. Rights and Responsibilities

5.1 Guiding Principles

We believe it is the right of every individual to feel safe in a supportive environment; to have an equal opportunity to learn and have their individuality, ideas and property respected.

We further believe that it is the responsibility of every individual to care for themselves and others and to respect the rights of others.

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community and so every member of the school community has rights and responsibilities.

<table>
<thead>
<tr>
<th>Rights and Responsibilities of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>Be able to learn and feel secure in a safe, supportive environment</td>
<td>Act in a safe, responsible manner and to be supportive of fellow students</td>
</tr>
<tr>
<td>Have his/her opinion and property respected</td>
<td>Be considerate of others’ feelings and respect their belongings</td>
</tr>
<tr>
<td>Have appropriate access to school facilities</td>
<td>Take care of and share school equipment</td>
</tr>
<tr>
<td>Have appropriate access to the teacher</td>
<td>Respect the rights of others to share the teacher’s time</td>
</tr>
<tr>
<td>Know what is acceptable behaviour and the consequences of unacceptable behaviour</td>
<td>Be aware of the school rules and accept consequences when necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rights and Responsibilities of Parents/carers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td>Parents/Carers have the right to:</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>Have information on school processes and curriculum</td>
<td>Make time to be involved and support their child/ren</td>
</tr>
<tr>
<td>Be able to participate in school decision making processes</td>
<td>Reinforce/support school practices at home and advise the school of any concerns</td>
</tr>
<tr>
<td>Expect consistent approaches to behaviour management by teachers throughout the</td>
<td>Be aware of the adverse effect of discrimination and to model appropriate</td>
</tr>
</tbody>
</table>
Expect that there will be no form of discrimination against parents or children
Receive and offer information regarding their child’s educational progress and behaviour
Ask for assistance and/or interviews and to be aware of any home problems that may affect the child’s learning

<table>
<thead>
<tr>
<th>Rights and Responsibilities of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
</tr>
<tr>
<td>Staff have a right to:</td>
</tr>
<tr>
<td>Work in a pleasant, safe environment and to be treated with respect by all</td>
</tr>
<tr>
<td>Be able to implement appropriate behavior management strategies for children who are interfering with the rights of others</td>
</tr>
<tr>
<td>Contact parents/carers when necessary and to expect their support</td>
</tr>
<tr>
<td>Be informed of any family situation or home problem that may affect a student’s learning or behaviour</td>
</tr>
<tr>
<td>Be involved in a collaborative decision-making model within the school</td>
</tr>
<tr>
<td>Be seen as an individual able to express a point of view</td>
</tr>
</tbody>
</table>

**5.2 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.
Refer to Reference Section for Additional Information.

5.3 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.

- 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.

5.4 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, harassment and victimisation.

5.5 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

- **Cyberbullying** 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 cyberbullying behaviour are:

  - teasing and being made fun of
• spreading of rumours online
• sending unwanted messages
• defamation

Cyberbullying 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. 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.

6 Shared Expectations

Tallangatta Primary School has high expectations for the whole-school community. Shared expectations 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 – principals, teachers and school staff

At Tallangatta Primary School, we strive to establish positive and respectful relationships that develop a learning community that provides multiple and diverse opportunities for students to experience success.

SCHOOL RULES

To help us remember our responsibilities within the school, we have generated 6 school rules. To this end, we have identified one golden rule supported by five school rules. It is expected that all members of the school community will follow these rules.

Our Golden Rules is:

• Treat others as you would like them to treat you

Our five supporting rules are:
• **Have reasons for the things you say and do**
• **Pursue your personal best no matter who you work with**
• **Be Brave – Participate to progress**
• **Have the strength to be sensible**
• **Be the master not the victim of your feelings**

The table below demonstrates the explicit link between our value statements and our school rules. Each rule is explained in child friendly language on the table below so that all students, staff and visitors understand the meaning of these rules and the behaviour that accompanies them.

<table>
<thead>
<tr>
<th>Treat others as you would like them to treat you</th>
<th>Have reasons for what you say and do</th>
<th>Pursue your personal best no matter who you work with</th>
<th>Be brave – participate to progress</th>
<th>Have the strength to be sensible</th>
<th>Be the master, not the victim of your feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you don’t know why you are doing something, then don’t do it.</td>
<td>We don’t come to school to be better than others. We come to school to better ourselves by being able to work with others.</td>
<td>School is about stepping bravely into the unknown. The unknown is often uncomfortable.</td>
<td>We do the right thing because it is the best thing to do.</td>
<td>I am my own boss whenever I am having a strong moment.</td>
<td></td>
</tr>
</tbody>
</table>

✧ I think before I act and I accept responsibility for my actions
✧ I don’t let others make my choices for me
✧ I don’t let my friends think for me
✧ I am fair, I follow the rules, I don’t cheat and I tell the truth
✧ I don’t put myself and others down

✧ I accept differences
✧ I allow everyone to work without interference
✧ I don’t let others down
✧ I organise myself so I can get things done
✧ I accept that sometimes I don’t get everything I want
✧ I am patient, I cooperate and get along with all others

✧ I actively listen
✧ I am the best that I can be when I try to improve
✧ I am me and I am okay because no one is perfect
✧ I know I can ask for help
✧ I have a go
✧ Making mistakes is okay as long as I learn from them
✧ I am good at something but I am not good at everything
✧ I don’t run away from challenges

✧ I am polite, and I use good manners
✧ I have the courage to do the right thing even when my friends don’t
✧ I play safely, do no harm to myself or others or to their belongings

✧ I am willing to solve my problems
✧ I control my feelings
✧ I can change
✧ I don’t run away from challenges
✧ I don’t let my friends think for me
✧ I am fair, I follow the rules, I don’t cheat and I tell the truth
7. School Actions and Consequences

Tallangatta Primary School responds to inappropriate behaviours through a staged response that has a prevention and early intervention focus. We aim to empower students by creating multiple opportunities for students to take responsibility and be involved in decision making. Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of the student. We place equal emphasis on positive consequences for meeting high expectations as on negative consequences. Actions and consequences are incremental and are applied fairly and consistently.
8.a. Promoting Student Engagement, Attendance and Positive Behaviours

At Tallangatta Primary School we use a combination of strategies to promote student engagement, attendance and positive behaviours:

- Explicit teaching of behaviour skills with the goal to teach our students how to be great adults within our community.
- Staff PD at the beginning of the year and for any new teachers throughout the year. This PD will include staff induction, role plays, training with Wilson McCaskil for all new staff, PLT meetings, peer observations, mentoring and coaching of staff.
- Staff will regularly share ideas within the TEAM meetings to explicitly run through the activity and teaching focus for the weekly whole school social skills assembly.
- Fortnightly whole school behaviour skill focus and development.
- Weekly class follow up session based on whole school behaviour skill.
- Success stories in newsletter focussed on specific class skills/achievements.
- Students taught to note positive behaviours in others via weekly skills session and appointment of class gotcha monitors.
- Class behaviour management consistent across all classes in the school including specialist areas.
- During PE and specialist subjects, the behaviour management system is reset. Students start each specialist session with a clean slate (unless they have been removed – please see below).
- Class positive behaviours are celebrated in the class – negative behaviours are commented on through a staged response (outlined below).

CLASS LEVEL

- Actively teach students about the golden rule and the five supporting rules.
- Verbal recognition of positive behaviours.
- Non verbal recognition such as a smile, a nod or thumbs up.
- Gotcha’s.
- Stickers, certificates, merit awards.
- Displays of student work.
- Visit to other classes/teachers to share quality outcomes.
- Student and staff submission of success stories for newsletter.
- Instant notification given for class procedures followed through i.e. sitting nicely, picking up rubbish, packing up quietly etc. could be sticker etc.
- Implementing curriculum programs which cater for individual learning styles.
• Communication to parents praising special effort (ie communication book notes, phone call, letter, post it notes, post cards and diary).
• Students working co-operatively with their teacher to formulate classroom rules

SCHOOL LEVEL
• Success stories in the newsletter
• Success stories shared out weekly in assembly.
• Five gotcha winners come will be announced at the weekly assembly celebrating their achievements. Fortnightly the gotcha bucket will be cleaned out so events are current
• Rotating displays in the office (each skill focus being the display area)
• Gotcha winners’ goodies box developed with a variety of goodies and instant options to select prizes
• Gotchas in different colours for different classes and one for playground
• School Captains and vices rotated on a semester basis
• Ribbons and certificates recognising sports participation and achievement
• Representing the school in interschool, district and regional activities
• Weekly school assemblies with a mini assembly each day
• Encouraging an active, safe play program through the provision of sports crate in a central location and quiet play areas on the deck

COMMUNITY LEVEL
• Herald – newsletter items, sports successes and special day reports and photos (School Council EPP PR committee takes care of this)
• Community Recognition award at Grade six graduation
• School representation by students at community events eg. Youth Council, Remembrance Day, ANZAC day etc

8. b. Actively Promoting a Common Understanding
SCHOOL RULES
To help us remember our responsibilities, we have a golden rule and five supporting rules. These are based on our values and apply to every member of the school community. These are:
• Treat others as you would like them to treat you
  o Have reasons for the things you say and do.
  o Pursue your personal best not matter who you work with.
  o Be Brave – Participate to progress
  o Have the strength to be sensible
  o Be the master not the victim of your feelings
It is expected that all members of the school community will follow these rules.

The following expectations help us protect and value these rules.

**FOR OUR HEALTH AND SAFETY WE:**

**Movement**
*At school, we...*
- walk safely within and around the buildings
- walk in the eating area, top assembly area and on decks
- keep to the left when walking in the building
- enter and leave the school by appropriate gateways
- Stay away from out of bounds areas

**Before and after school**
*At school, we ...*
- assemble on the asphalt area for assemblies in our class lines when the bell goes
- vacate the school grounds when dismissed at 3:22 pm, unless attending a supervised school activity
- do not leave the school grounds without permission

**Morning tea and lunch breaks**
*At school, we...*
- carry wrapped food to our eating area and eat in the specified eating areas
- sit down for 10 minutes at morning tea. After the 10 minute signal (bell), we wait for the teacher on duty to dismiss us. At lunch, we sit for 15 minutes. After the bell, we wait for the teacher on duty to dismiss us
- We wait till we are dismissed to put all our rubbish, recycling and compost in the appropriate bins
- use bins to maintain a clean, tidy school environment

**Play**
*At school, we ...*
- understand that if we bring toys to school, they are our responsibility
- should not bring expensive items to school
- do not bring mobile phones to school. If needed after school, they are to be handed to the classroom teacher and collected at the end of the day
- play with our toys and sports equipment during playtimes only
- go into classrooms only when a teacher gives permission or is there to supervise
- play on the oval and lower asphalted levels
- play all kicking ball games on the oval
- play appropriate games - no tackling or brandy
- play outside the buildings and away from the toilet areas
- climb only on specified playground equipment
- use the playground equipment safely
- wear a broad brimmed when at play (uniform hats)
- report any damages or breakages to a staff member
**TO HELP US COMMUNICATE POSITIVELY:**
At school, we...
- are punctual for assemblies and in our response to bells
- listen to others and value their contributions
- respect the opinions of others
- follow instructions given by school personnel

**TO HELP US LEARN:**
At school, we ...
- bring the correct equipment to school
- pay attention in class
- work to the best of our ability

**TO HELP US PROTECT THE RIGHTS OF OTHERS:**
At school, we ...
- treat others as you would like them to treat you
- knock on doors before entering
- move quietly in the building
- leave our chewing gum and bubble gum at home
- speak positively - no put downs, swearing or teasing
- respect the property of others
- keep our hands, feet and objects to ourselves
- are sensitive to the needs of people with disabilities
- show respect for different cultural and ethnic backgrounds
- do not bring USB devices from home.

**8.c. Classroom Behaviour Processes**

**INDIVIDUAL CLASSROOMS:**
Each class negotiates their own ‘Classroom Rules and Consequences’ at the commencement of each school year in accordance with our school golden rule and five supporting rules. These are displayed in the classroom for regular reference.

Throughout the year knowledge and understanding of individual and group rights, responsibilities and consequences are reinforced by staff, parents and students. This is achieved through school assemblies and the school newsletter, by signs and posters, through personal example and implementation of our golden rule and five supporting rules.

Each classroom at Tallangatta Primary school will use the following 3 step procedure. The smiley faces will be used up across the school.
<table>
<thead>
<tr>
<th>Students achieving this level of recognition will have a postcard sent home to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieving this level of recognition will receive a gotcha.</td>
</tr>
<tr>
<td>Students achieving this level of recognition will have the pleasure of their actions noted by their classmates.</td>
</tr>
</tbody>
</table>

**STUDENT NAMES ON PEGS**

- **Students have received one warning (whispered if possible).**
- **Students have received two warnings.**
- **Students are removed from the class and must earn the right to return to their class.**
In the event of unacceptable behaviour which interferes with students or staff rights, after three warnings, students are removed from the class and will need to earn the right to return to their class. If a student is removed, the following steps will be taken:

1. Send for the Principal or staff member on time release to walk student to the designated Think Zone. Class then continues as planned.
2. Principal or delegate walks student to the think zone. They do not communicate with the student. If pushed, they may say “You have made a weak choice. Your teacher will talk to you when they have finished teaching the rest of the class.” Please repeat like a broken record.
3. Teacher later follows scripted conversation. Outline - This is a discussion of behaviour continually relating back to rules and effect of behaviour on the group – may include teacher as part “we” (us statements).
4. Discuss what commitment will be required from the student before they will be allowed to return to class.
5. Student will then call their parent to outline what has happened and what they will need to commit to in order to return.
6. Teacher then talks to parent as well.
7. Student must apologise to the group and make their commitment to change public to the group.
8. Once all these steps have been followed, the student may return to the class group. The student cannot return to the group for specialist subjects or vice versa until this has been completed.
9. Class work missed due to exclusion must be completed. This will be done in Train Inn at lunchtimes until the work is completed to the standard expected for that student. The teacher will send a blue referral slip to Train Inn outlining activity to be completed.

**CONSEQUENCES**

**Classroom**
3 step process for positive and negative consequences as per diagram above.

**Playground**
In the event of unacceptable behaviour which interferes with students or staff rights the following procedures will be followed:

**Recess**
Recess infringements will result in the student walking around with the duty teacher for the duration of recess as well as then being informed that they will attend Train Inn at lunchtime (pink slip needs to be completed with as much detail as possible). Serious behavioural situations will see the student removed from the yard and being sent to the Principal’s office.
Lunch

Serious behavioural situations will see the student removed from the yard and being sent to the Train Inn classroom (pink slip needs to be completed with as much detail as possible).

**Level 1: Minor infringements**

*E.g. running in inappropriate areas, littering, out of bounds.*

**Consequences...** *Teacher directed consequence e.g.*

> entry in playground checklist folder (all playground offences)
> rule reminder
> clean up
> apology (written or verbal)
> Train Inn (25 minutes – with referral sheet)

**Level 2: More serious infringements**

*E.g. three entries in playground checklist folder for Level 1/ or at teacher discretion, non-compliance with staff directions, swearing,*

**Consequences...**

> Train Inn (2 full 25 minute sessions until all steps are completed)
> fill in student behaviour sheet (if student has one)

**Other consequences as required:**

> losing privileges (missing out on excursions, sporting events, camps, etc)
> interview with principal, teacher, child and parents
> replacing or paying for damage or loss of property and equipment

**Level 3: Serious infringements**

*E.g. consistent non-compliance with staff directions, swearing or physical aggression towards staff and students, bullying, deliberately making a student uncomfortable or physically hurt.*

**Consequences...**

> Train Inn (3 - 25 minute sessions until all steps are completed)
> fill in student behaviour sheet (if student has one)
> interview with principal, teacher, child and parents

**Other consequences as required:**

> parent to pick up student from school
> referral to other agencies
> losing other privileges

**At principal’s discretion:**

> making a plan with the Guidance Officer or other support person
> suspension from school / in-school suspension
> suspension with a recommendation for expulsion.

**8.d. Train Inn**

✧ Train Inn sessions go for 25 minutes in length. Students are expected to be at the Train Inn classroom at 1:30 after students have gone to the toilet and had a drink. Lateness results in additional sessions.
Students need to be ‘logged in’ at the beginning of each session in the Log Book by teacher on duty. At the end of each session, Duty teacher fills out pink/blue slips to be sent back to classroom teacher for further follow up as required. Classroom teacher can also access the log book, if unsure why student was in Train Inn.

All reflection sheets are to be sent home at the end of each session and parents must read, sign and return to school the following day. Train Inn supervisor will chase these but failure to return forms will result in additional days and may also result in the Principal calling parents to discuss choices. Principal needs to support this level.

In the event of a parent refusing to sign a Train Inn form, a phone call will be made home by the Duty Train Inn teacher. They will discuss the Train Inn and reasons for not signing this form and a mutual decision will be made. This process will be entered into GradeXpert.

Students sent to Train Inn from the yard during lunchtime have the opportunity to ‘cool down’ before beginning their official Train Inn period the following day.

Should a student be a repeat offender (more than 5 Train Inn’s for the same or similar offense) the Duty Train In teacher, will inform the class teacher. There will need to be SSG (student support group meeting) involving class teacher, principal, SSSO (student support officer), parents and possible the student. This meeting will need to be recorded in GradeXpert.

Train Inn rules:
- Sit where you are told to
- Speak only when spoken to
- Indicate you wish to speak to a staff member by raising your hand
- Students are not permitted to leave Train Inn unless directed by a staff member.

Level One Infringement
- Students are sent with a referral from teacher (yard pink or class blue)
- Students either fill in the reflection sheet OR use the time to complete unfinished work
- If filling in reflection sheet, they must discuss future choices and make a commitment to the group before returning to the playground.
- Students attend Train Inn for a minimum of 25 minutes and must wait for the Duty Teacher’s permission to leave after pledging their commitment.
- At any time, if students are un-cooperative, unruly or acting inappropriately, Train Inn is immediately extended for an additional session. Duty staff members stop communicating with the student for the remainder of the session.
- A notification slip will be sent home notifying parents of students Train Inn session.

Level Two Infringement
- Students will attend Train Inn until of the two steps have been completed.
- STEP ONE: Cool down time. Student does not speak to the teacher on duty and fills in reflection sheet which is sent home. Session goes for the full 25mins. Form to be signed and returned before step two can commence.
- STEP TWO: until reflection sheet is returned student will attend train inn every day, no work provided they sit and reflect. Once reflection sheet has been returned, student discusses reflection sheet with teacher on Duty. The student must indicate their intention to return to the yard / classroom by performing a serious role play and make and apology and commitment to the victim, group or teacher. If Duty Teacher is happy
with their performance they may re-enter the yard the following day or classroom after articulating their commitment to the group.

- Failure to do so appropriately sees students repeat step Two the following day.
- At any time, if students are un-cooperative, unruly or acting inappropriately, Train Inn is immediately extended for an additional session. Duty staff member stop communicating with the student for the remainder of the session.

**Level three Infringement**

- Students will attend Train Inn until all three steps have been completed.
- **STEP ONE:** Cool down time. Student does not speak to the teacher on duty and fills in reflection sheet which is sent home. Session goes for the full 25mins. Form to be signed and returned before step two can commence.
- **STEP TWO:** Student will discuss reflection sheet, perform a serious role play and make an apology and commitment to the victim, group or teacher.
- **STEP THREE:** Student reviews commitment from step two and write their script form their phone call to their parents. The student must contact parents by phone (assisted by the principal) following a script (created by them). The principal to accompany student to follow through on commitment to the party involved.
- Failure to do so appropriately sees students repeat step three the following day.
- At any time, if students are un-cooperative, unruly or acting inappropriately, Train Inn is immediately extended for an additional session. Duty staff member stops communicating with the student for the remainder of the session.

**References**

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