Devenish PS actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. Devenish PS works collaboratively with students and parents/careers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Devenish PS appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school’s curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our teachers provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our all teachers, as well as the DEECD Psychologist and school nurse.

When relationships break down between members of the school community, we use “Restorative Practices” to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our Business Manager.

Devenish PS values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. We work hard to foster a sense of community.

2. Rights and Responsibilities:
It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/carer have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3. **Shared expectations:**

<table>
<thead>
<tr>
<th>Engagement (participation in the)</th>
<th>Students</th>
<th>Parents/Carers</th>
<th>Principals/Teachers &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate preparedness to engage in and promote positive outcomes by valuing the importance of the school will comply with its duty of care obligations</td>
<td>• The school will comply with its duty of care obligations</td>
<td>• The school will comply with its duty of care obligations</td>
<td></td>
</tr>
</tbody>
</table>
## Student Management Policy

### Classroom and Other School Activities

- **Effort** to do their very best
- **Self-discipline** to ensure a cooperative learning environment and model the school values
- **Team work**

- Take full advantage of the school program
- Support their child in their preparedness for the school day and in the provision of a supportive home environment
- Monitor their child’s school involvement and progress and communicate with the school when necessary
- Are informed and supportive of school programs and actively participate in school events/parent groups
- The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
- The school will have a responsibility to provide an educational environment that can effectively engage all students

### Attendance

- All students are expected to:
  - attend and be punctual for all timetabled classes every day that the school is open to students
  - be prepared to participate fully in lessons
  - bring a note from their parents/carers explaining an absence/lateness

- Parents/Carers are expected to:
  - ensure that enrolment details are correct
  - ensure their child attends regularly
  - advise the school as soon as possible when a child is absent
  - account for all student absences
  - endeavour to keep family holidays within scheduled school holidays
  - Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences
- In accordance with DEECD procedures the school will:
  - Proactively promote regular attendance
  - mark rolls accurately each lesson and follow up on absences
  - Identify trends via data analysis
  - Report attendance data in the school’s Annual Report
  - Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies

### Behaviour

- Students are expected to:
  - take responsibility for their learning and have high expectations that

- Parents/Carers are expected to:
  - have high expectations of their child’s behaviour and an understanding of the

The school will deliver an inclusive and comprehensive curriculum which promotes positive
<table>
<thead>
<tr>
<th>They can learn</th>
<th>Schools’ behavioural expectations</th>
<th>Behaviours and emphasises the well-being of every child focusing on pro-social behaviours in curriculum content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- take responsibility for their behaviour and its impact on others</td>
<td>- Communicate with the school in regards to their child’s circumstances</td>
<td></td>
</tr>
<tr>
<td>- model the schools core values of diversity, achievement, responsibility and endeavour</td>
<td>- Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</td>
<td></td>
</tr>
<tr>
<td>- comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.

The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.

The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.
5. **School Action and Consequences:**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
  Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs ( work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

**Discipline Procedures – suspension and expulsion:**

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.
Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the College follows the Department of Early Childhood and Development’s procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX B:

SCHOOL

MANAGING STUDENT BEHAVIOUR:

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.
- To be familiar with and implement the following two documents: “Protocols for Maintaining an Orderly Learning Environment” and “Learning Environment: Rights and Responsibilities”.
- To be familiar with the Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide written documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to the Principal.
- In extreme circumstances the threat is to be referred immediately to the Principal.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the
problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

A. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.
- Participate in transition team meetings to develop the Student Mapping Tool.

**Responsibilities of the Principal:**

- developing, implementing and evaluating the College’s Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To liaise and work in supporting “Students at risk”.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the Student Engagement guidelines.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the Procedures for Suspension are understood, and are adhered to.

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

**School Action and Consequences:**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Maintaining an Orderly Working Environment Protocols). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
• Consistently acknowledging all students
• Empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
• Providing physical environments conducive to positive behaviours and effective engagement in learning

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Broader support strategies will include:

• Involving and supporting the parent/carer
• Mentoring and/or counselling
• Convening student support group meetings
• Developing individualised learning, behaviour or attendance plans
• Providing broader educational programs (work experience, camps)
• Contact with the Regional Office

<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom Teacher Responsibility</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall behaviour</strong></td>
<td><strong>Follow the “5 Steps to Classroom Control”:</strong></td>
<td><strong>Implement a staged response:</strong></td>
</tr>
<tr>
<td>• Students must obey all reasonable requests of staff.</td>
<td>1. Remain calm</td>
<td>• Speak with the student prior to actioning</td>
</tr>
<tr>
<td>• Students must never physically or verbally abuse others.</td>
<td>2. Warn with rights based warning “Your behaviour is disturbing others, please stop”.</td>
<td>• Student to ring and inform parent of misbehaviour in presence of Principal</td>
</tr>
<tr>
<td>• Students must always</td>
<td>3. Reassert “I understand and we can discuss this later. Right now please…”</td>
<td>• Behaviour sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attendance sheet</td>
</tr>
</tbody>
</table>
treat others with respect.
- Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
- Students must respect the property of others.
- Students must bring correct equipment to all classes.
- Students must work to the best of their ability.

4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc

5. Follow through with graded consequences:
   a. Move student to another seat / isolated area of the classroom
   b. Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)
   c. Remove to another classroom for time out
   d. Organise conference/restorative chat to include Principal

Continued misbehaviour warrants:
   a. Incident Report to Principal
   b. Contact with parent after consultation with Principal

<table>
<thead>
<tr>
<th>Attendance and punctuality</th>
<th>Student Management Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students must be on time to all classes</td>
<td>• Placement into alternate class</td>
</tr>
<tr>
<td>• Students who are late to period one must report to the general office to get a late pass.</td>
<td>• Restorative chat with affected parties</td>
</tr>
<tr>
<td>• Students who leave school early must have a note from home signed by their teacher prior to signing out at the office.</td>
<td>• Behaviour Plans</td>
</tr>
<tr>
<td>• Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. (see</td>
<td>• Student Contract</td>
</tr>
<tr>
<td>Check late pass. Adjust entry on eCASES to Late.</td>
<td>• Parent contact</td>
</tr>
<tr>
<td>Speak to student about lateness issues.</td>
<td>• Student support conference</td>
</tr>
<tr>
<td>On going lateness: Organise for parent conference to resolve issue.</td>
<td>• Friday afternoon detention</td>
</tr>
<tr>
<td>Follow through with student and / or parent/guardian/carer</td>
<td>• In house suspension</td>
</tr>
<tr>
<td>After three days absence: Organise for</td>
<td>• Recommendation to externally suspend</td>
</tr>
</tbody>
</table>
### Student Management Policy

<table>
<thead>
<tr>
<th><strong>Devenish Primary School</strong></th>
<th><strong>Student Management Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>attendance policy</strong></td>
<td><strong>attendance conference as per the school's attendance strategy. Inform the Principal.</strong></td>
</tr>
<tr>
<td>- Notification from home must accompany all absences.</td>
<td>Organise for environment duty that day or next day and link to Area A or B teacher.</td>
</tr>
<tr>
<td>- Students must not leave the school grounds without permission.</td>
<td>Repeated offences: as above and limit the student to Area A.</td>
</tr>
</tbody>
</table>

**Uniform**

- Students must adhere to the school uniform requirements. This includes extremes in personal appearance.

**Health and Safety**

- Students must not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person (see harassment/anti bullying policy).

  - Electronic devices must not be used without permission.
  - Students must not use prohibited substances.

  - Challenge behaviours and make a report to Principal

  - Confiscate ipod or mobile phone and take to General office

  - Report to Principal Class

  - Contact parents. Refer to Anti-Bullying and Cyber – Bullying Policies and Guidelines. Consequences may include apology, anti-bullying contract, student task related to anti-bullying/cyberbullying, presentation of task to year level, referral to intervention program and/or counselling.

  - Some cases may warrant immediate suspension.

  - Inform Principal. Student removed from classroom and parent contacted to collect students. Immediate suspension.
<table>
<thead>
<tr>
<th>Devenish Primary School</th>
<th>Student Management Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students must move around the school in an orderly fashion. All members of the college are required to promote a safe and healthy environment.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• In the interest of hygiene students must not spit.</td>
<td>Report to Principal</td>
</tr>
<tr>
<td>• It is compulsory for all students to wear appropriate footwear at all times.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
</tbody>
</table>

### Property and security

<table>
<thead>
<tr>
<th>Devenish Primary School</th>
<th>Student Management Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property and security</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students are to respect all college property.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students must not enter staff room, offices or lifts unless supervised.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students must bin all rubbish</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students must not have the following at school: Liquid paper, chewing gum, medium felt pens.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students must return borrowed school material on time.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
<tr>
<td>• Students must leave school bags in lockers.</td>
<td>Challenge behaviours around rights and responsibilities and impose consequence.</td>
</tr>
</tbody>
</table>

Organise for students to remain behind
- Classrooms must be left neat and tidy.

- If a student is suspected of engaging in graffiti

  * Retain any evidence of tag and report to Principal Class

  * Parent notified. Community service.
  * Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.
APPENDIX C:

THE LEARNING ENVIRONMENT: RIGHTS AND RESPONSIBILITIES

The School is a workplace. As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces
- iPods and mobile phones are not to be used.
- There is to be no graffiti

In the classrooms:

1. You and the teacher have the right to do as much work as possible, therefore:
   - Punctuality - You need to be on time
   - Come equipped - You must bring all the necessary equipment to class
   - Attention – you need to listen when others are speaking
   - Effort – you should attempt to do all work
2. You and the teacher have the right to feel comfortable and safe in the classroom, therefore:
   - You should pass all objects by hand
   - You need to speak to others politely
   - You should keep your hands to yourself
   - You should not help yourself to other students’ belongings

If you fail to respect the classroom environment then your teacher may implement the following actions:

- Change your seating position in the classroom
- Direct you to work away from the classroom
- Direct you to work from another teacher’s class for the duration of the lesson
- Detention
- In extreme circumstances your teacher may ask you to leave the classroom and report to the Principal without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

I have read the document and understand my responsibilities and rights as a member of Devenish PS.

Name ______________________________

Teacher ____________________________
## Date

____________________

## Signature

____________________

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>March 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Phillip Brown</td>
</tr>
<tr>
<td>Approved By</td>
<td>School Council</td>
</tr>
<tr>
<td>Approval Authority (Signature &amp; Date)</td>
<td></td>
</tr>
<tr>
<td>Date Reviewed</td>
<td></td>
</tr>
<tr>
<td>Responsible for Review</td>
<td>Principal</td>
</tr>
<tr>
<td>Review Date</td>
<td>March 2017</td>
</tr>
<tr>
<td>References</td>
<td>DEECD Excursion Policy</td>
</tr>
</tbody>
</table>

### Key References:

<table>
<thead>
<tr>
<th>Effective Schools are Engaging Schools - Student Engagement Policy Guidelines</th>
<th>DEECD - Child Health and Wellbeing</th>
</tr>
</thead>
</table>