Carnegie 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*

September 2011

Principal: Linda Jones
School Council President: Susan Harper
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Carnegie Primary School Student Engagement Policy

Implementation:

1. Carnegie Primary School Profile Statement

Carnegie Primary School was established in 1888 and is located at the intersection of Glenhuntly Rd and Truganini Rd, Carnegie in the City of Glen Eira. Student enrolments have increased over recent years with stronger numbers enrolling in Prep. The area is continuing to change quite dramatically in respect to the number of families with young children. This change in demographics fares well for the school growth over the coming years. Carnegie Primary School currently has a student population of 315 students, 251 families. Of the 315 students, 113 are from a Language Background Other Than English. The families come from 14 different cultural background and 50 families receive EMA. Student attendance data in the school level report indicates that our students are absent less than the state mean. Six students currently receive funding under the Disabilities and Impairments program. One at level 4, two at level 3 and 3 at level 2 funding.

The school is committed to ensuring that numbers of students within classes are kept to a minimum. Our organisational structure consisted of fourteen grades with specialist sessions in LOTE Italian, Physical Education and The Arts. An Instrumental Music program is outsourced to expert instrumental teachers.

Our goal is to develop students’ personal and social learning skills which will enable them to be successful, confident and tolerant individuals, able to contribute positively to society. We focus strongly on maintaining and fostering our school as a learning community, which values interaction between and contribution from students, parents, teachers and the wider community through:

- providing an environment that is safe and secure
- facilitating effective communication to foster a strong partnership within the school
- providing equal opportunity for all members of the school community
- providing regular professional development for staff
- valuing and facilitating academic excellence
- supporting students to attain their individual potential by building on their strengths
- encouraging, recognising and rewarding achievement and effort
- developing in students such qualities and social skills as tolerance, responsibility, communication, independence, problem solving, creativity and respect
- providing and fostering a cooperative environment where students can share the responsibility for their own learning, behavior and health
- maintaining and developing our school grounds that consist of a large grassed oval, cricket pitch, practice nets, basketball and netball courts and sets of shaded fixed play equipment.

To actively support the curriculum areas, the following enrichment programs and extra-curricula activities are provided: ‘You Can Do It’, Better Buddies program, Reach Rookies, Tournament of the Mind, NSW Exam program, Transition (Kinder to Prep and Year 6 to Year 7), Perceptual Motor program, school-based leadership, intensive swimming, excursions, incursions, house reward system, camps, inter-school sports, lunchtime activities and Student Representative Council.

In acknowledging that a team of students, staff and parents working together produces the best educational outcomes, the school encourages parent participation in many capacities. Our school is well supported by an enthusiastic community, an effective School Council and Parents Association which successfully co-ordinates a range of community and fundraising activities. Parents participate in school maintenance activities, work voluntarily and contribute directly to learning programs such as literacy, numeracy, sport, Inquiry Units and excursions.

Carnegie is an accredited Performance and Development Culture school. All members of staff are supported to pursue individual and team learning as well as developing leadership skills. 2009 has been the Year of Review. A very positive report indicates very pleasing levels of student achievement across the school in literacy and numeracy. Satisfaction is high in all Surveys. The new Strategic Plan will have improvement targets in student wellbeing, literacy and numeracy.
2. Whole-school Prevention Statement
How we support positive behaviours and relationships

Carnegie Primary School aims to provide a positive, safe, supportive school culture where all members of the school community feel valued; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and education potential.

Our Mission statement states that we are here to inspire the self belief and motivation in students that will enable them to achieve and grow. We want to challenge students to be reflective and independent learners so that they realise their full potential.

Many positive strategies are used to connect and extend students, including an engaging curriculum and extra curricula programs such as health and physical education, music, visual arts, ESL and LOTE (Italian), ICT, English and Mathematics Challenges, camping, excursions, sustainability programs, life education, lunchtime activities and chess. There is also a commitment to all aspects of the district interschool sporting programs.

Student voice is encouraged through participation in the Junior School Council, formulation of negotiated classroom rules at the beginning of the school year, Year 6 Leadership roles and Prep- Yr 6 Buddy Program.

A high level of communication is created to assist in the smooth running of the school. Parents receive fortnightly newsletters and term class newsletters informing them of the learning focus and welfare programs. Carnegie values the active involvement of parents. We foster this cooperative approach through sharing of information at ‘You Tell Us’ sessions, information forums, Inquiry learning opportunities, parent-teacher interviews, via phone calls, meetings and celebration of special events. Parents actively support School Council and Parents and Friends Association.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use positive and proactive behaviour management approaches. Where appropriate the school will inform and involve parents in these processes. The current Discipline Policy and Anti-Bullying Policy are attached.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students continue to be a focus through professional learning. A key component of the school’s approach to prevention is teaching positive behaviours and the use of logical consequences to address both appropriate and inappropriate behaviour. The school practises a strong values program based on ‘You Tell Us’ program. A ‘Start Up’ program is implemented at the commencement of each year. Each classroom develops their own values, vision and mission statements, which is an opportunity to establish classroom processes and encourage a sense of belonging.

The focus is on developing a whole school culture through a cohesive team approach to behaviour management; one that empowers all staff to commit to managing their own behaviour and student behaviour positively and proactively. An intended objective is to produce teachers who are skilled in managing all classroom interactions, resulting in substantial change in student behaviour, attitude to learning and hence, student achievement. The school continually reinforces positive behaviour and this is supported by our Wellbeing policies, attached with this document.

Student achievements including academic, social and performing arts are recognised weekly through Whole School Assemblies, school newsletter and within daily classroom programs. ‘Student of the Week’ awards focus on reinforcing positive student behaviour, effort, attitude and achievement which in turn promotes high levels of self esteem.

The foundation of our positive school culture is the active participation of all members of the school community, so they feel valued, safe and secure, are provided with meaningful opportunities to contribute to the school and have every opportunity to meet their personal and educational potential.

3. Rights and Responsibilities
The Charter of Human Rights and Responsibilities Act (2006) outline 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 them when making decisions and delivering services.

### 3.1 Guiding principles

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.

### 3.2 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.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

<table>
<thead>
<tr>
<th>Age</th>
<th>Breastfeeding</th>
<th>Gender identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impairment</td>
<td>Industrial activity</td>
<td>Lawful sexual activity</td>
</tr>
<tr>
<td>Marital status</td>
<td>Parental status or status as carer</td>
<td>Physical features</td>
</tr>
<tr>
<td>Political belief or activity</td>
<td>Pregnancy</td>
<td>Religious belief or activity</td>
</tr>
<tr>
<td>Race</td>
<td>Sex</td>
<td>Sexual orientation</td>
</tr>
<tr>
<td>Personal association (with a person who is identified by reference to any of the above attributes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.3 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. All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

### 3.4 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, and harassment and victimisation.

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

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

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

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

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

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

### 3.5 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.

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

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects
If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**
They include:
- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another’s sexual activity.
- Persistent comments about a person’s private life or family.
- Physical contact e.g. purposely brushing up against another’s body.
- Offensive name calling.

**Explicit: (obvious)**
They include:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material – pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as**
- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- Publicly excluding a person from your group.
- Taking or breaking a person’s property.
- Knocking a person’s books or belongings out of their hands or off their desk.
- Teasing a person because of their looks.

**Cyberbullying**
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- the language you use and the things you say.
- how you treat others.
- respecting people’s property (eg copyright).
- visiting appropriate places.

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

**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.

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**All Members of Carnegie Primary School community have a right to**
- fully participate in an environment free of discriminatory behaviour
- be treated with respect and dignity
- feel valued, safe and supported

### All Members of the Carnegie Primary School community have a responsibility to

- participate and contribute to a learning environment that is supportive and respectful of self and others
- ensure their actions and views do not have a negative impact on the health and wellbeing of others

<table>
<thead>
<tr>
<th>Students have the right to</th>
<th>Staff have the right to</th>
<th>Parents have the right to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel safe and accepted</td>
<td>Expect to be able to work in an atmosphere of order and cooperation</td>
<td>Know that their children are in a safe, supportive learning environment where they are treated fairly and with respect.</td>
</tr>
<tr>
<td>Be treated with respect, consideration and tolerance</td>
<td>Use discretion in the application of rules and consequences</td>
<td>Expect a positive and supportive approach to their child’s learning</td>
</tr>
<tr>
<td>Learn and play without interference</td>
<td>Receive respect and support from the school community</td>
<td>Expect communication and participation both in their child’s education and behaviour</td>
</tr>
<tr>
<td>Express needs and concerns and gain a fair and sympathetic hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be treated equitably</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expect that personal or community property will be respected</td>
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</tr>
</tbody>
</table>

### All students have a responsibility to

- Act in a safe manner
- Respect the rights and need of others
- Listen to the opinions of others
- Respect their own property and the property of others
- Accept the consequences of their behaviour

### All staff have a responsibility to

- Build positive relationships with students as basis for engagement and learning
- Use and manage the resources of the school to create stimulating, safe and purposeful learning environment
- Treat all members of the community with respect, fairness and dignity

### All parents have a responsibility to

- Build positive relationships with members of the school community
- Ensure students attend school and have the appropriate learning materials and uniform
- Promote respectful relationships
4. Shared Expectations
Carnegie Primary School has developed shared expectations to ensure that the learning, safety and the rights of all are respected. The expectations are intended to be positive in that they set out what are accepted and appropriate behaviours for our community. Parents, students and staff have contributed to the development of these shared expectations.

The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:

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

The values of Carnegie Primary School are demonstrated by the following shared expectations and behaviours:

**HIGH STANDARDS**
- Inclusive classrooms where we actively participate and strive for personal best
- Provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- Positive partnerships which engage families and the community in ways that support student achievement and success

**RESPECT**
- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity
- We play and work safely at all times.

**CARE and RESPONSIBILITY**
- We take responsibility for our own behaviour and understand the logical consequences that follow
- We are responsible for our learning and the learning of others
- We endeavour to be self-motivated learners
- We take care of our own and others personal property and space
- We provide appropriate student services

<table>
<thead>
<tr>
<th>Expectations of students</th>
<th>Expectations of staff</th>
<th>Expectation of parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respect the rights and values of others</td>
<td>• Respect the rights and values of others</td>
<td>• Respect the rights and values of others</td>
</tr>
<tr>
<td>• Have high expectation of their learning</td>
<td>• Have high expectation of their students’ learning</td>
<td>• Have high expectation of their child’s learning</td>
</tr>
<tr>
<td>• Attend school regularly, arriving punctually</td>
<td>• Promote regular attendance and punctuality</td>
<td>• Promote regular attendance and punctuality of their child, advising school if their child is absent</td>
</tr>
<tr>
<td>• Follow the Student Code of Conduct</td>
<td>• Support the school’s Wellbeing policies</td>
<td>• Support the school’s Student Code of Conduct</td>
</tr>
</tbody>
</table>
Diversity in the school community

Carnegie Primary aims to address diversity by:

• Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
• Attracting highly skilled and diverse staff making the school a preferred employer
• Increasing the range of knowledge, skills and experiences available in the workforce
• Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
• Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. Actions and Consequences

Carnegie Primary School regularly acknowledges students’ positive behaviours and celebrates successes in a variety of ways.

When students do not meet these expectations, a staged response is implemented consistent Wellbeing policies.

EXAMPLES OF LOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Inappropriate Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive behaviour will be recognised by:</td>
<td>• Talking to the student and referring them to the shared expectations</td>
</tr>
<tr>
<td>• Celebrations at whole school and area assemblies</td>
<td>• Discussing appropriate behaviours in the classroom</td>
</tr>
<tr>
<td>• Student of the Week awards and achievement awards</td>
<td>• Contact with parents</td>
</tr>
<tr>
<td>• Principal awards</td>
<td>• Undertaking individualised behaviour management programs focussing on agreed goals</td>
</tr>
<tr>
<td>• Showcasing of student work publicly</td>
<td>• Implement assertive discipline model based on positive reinforcement</td>
</tr>
<tr>
<td>• Acknowledgement in newsletters</td>
<td>• Counselling</td>
</tr>
<tr>
<td>• House points and house rewards day</td>
<td>• Withdraw privileges as necessary</td>
</tr>
<tr>
<td>• Leadership opportunities</td>
<td>• Withdraw student temporarily from class</td>
</tr>
<tr>
<td>• Positive feedback</td>
<td>• Hold Student support group meetings</td>
</tr>
<tr>
<td>• The right to represent the school</td>
<td>• Give the student in school detention</td>
</tr>
<tr>
<td>• Awards night</td>
<td>• Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion. (in line with DEECD guidelines)</td>
</tr>
<tr>
<td>• Graduation</td>
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</tr>
</tbody>
</table>

Ongoing Behaviour Issues

Where students exhibit ongoing inappropriate behaviour patterns, a range of strategies will be used. These may include:

Discussing the behaviour problems and reaching an agreement for future behaviour. This could include a behaviour contract

Explicit Teaching of appropriate behaviours.

Monitoring and providing feedback (student behaviour contract)

Time Out: allowing students a “Cooling Off” period

Withdrawal: a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.

Counselling for individuals in order to modify inappropriate behaviour

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff or outside agencies to assist with modifying behaviour

Detention will be given to a student for serious and/or continual misconduct. Detention after school will only be imposed after parents/caregivers have received notification.

Suspension & Expulsion: For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

Ratified by School Council:
Evaluation Date: 2012
Rationale:
Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment.

Aims:
• To build a school environment based on positive behaviour, mutual respect and cooperation.
• To manage poor behaviour in a positive and professional manner.
• To establish well understood and logical consequences for student behaviour.

Implementation:
• The ethos of our school is to enhance positive behaviour and respect for others.
• Children are encouraged to learn to accept responsibility for their own behaviour.
• Positive student behaviour and achievement will be appropriately recognised.
• We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
• All staff will undertake professional development on student behaviour and discipline management.
• The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
• Staff will teach and encourage children to communicate their needs and wishes to each other and their teachers and to negotiate these whenever possible.
• An Assertive Discipline model is used at our school based on positive reinforcement.
• Classroom and school rules will be discussed at the commencement of the school year within the classroom and specialist areas.
• Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
• Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension.
• Parents will be kept informed and actively encouraged to assist in the development of their children’s behavioural performance.

Evaluation:
This policy will be evaluated on an ongoing basis in terms of its effectiveness and relevance to the needs of the students, parents and the school community.

This policy was last ratified by School Council in August 2008
The Code of Conduct for Students at Carnegie Primary School has been formulated within, and is consistent with the Department of Education and Early Childhood Development (DEECD) guidelines and regulations. A happy and productive learning environment, which meets the needs of our students, will be fostered. School rules are based on the following principles.

**Students have the right to:**
- Feel safe and accepted;
- Be treated with respect, consideration and tolerance;
- Learn and play without interference;
- Express needs and concerns and gain a fair and sympathetic hearing;
- Be treated equitably; and
- Expect that personal or community property will be respected.

**Students will be expected to:**
- Act in a safe manner;
- Respect the rights and needs of others;
- Listen to the opinions of others;
- Respect their own property and the property of others; and
- Accept the consequences of their behaviour.

**Our Approach to Discipline:**
At Carnegie Primary School we work to provide a consistent and positive approach to student behaviour, aiming to foster the development of personal responsibility and self-discipline. We are committed to the following strategies:
- Implementing a whole school Social Skills Development Program;
- Encouraging awareness, understanding and respect of school rules;
- Requiring children to accept responsibility for their own actions;
- Giving positive reinforcement to improve self-esteem;
- Publicly acknowledging student achievement;
- Encouraging friendships; and
- Providing adequate supervision in the school grounds.

**Sanctions**
Breaches of school rules may incur some penalty or action, including counselling. Such penalties or actions will be a logical consequence of the misbehaviour.

Serious or continued breaches of school rules may lead to suspension or expulsion procedures in line with DEECD guidelines and school policy.
C.P.S Student Wellbeing Policy

POLICY

Rationale:
This policy is based on a belief that all members of our school community are better prepared for learning and teaching when they are healthy, safe and happy. Student wellbeing encompasses everything the school does to help students develop to their full potential.

Aims:
• To provide an environment for teaching and learning that is safe and secure.
• To encourage all community members to accept responsibility for their behaviours.
• Development of awareness that there are consequences for acceptable and unacceptable behaviour.
• To develop the ability to live and work cooperatively, through understanding, listening and valuing individual differences and becoming more tolerant of others.
• To discover and develop individual potential in academic, creative, recreational and personal activities.
• To cultivate a climate in which students feel good about themselves, are acknowledged for their achievements and experience success.

Implementation:
We will maintain student wellbeing by:-

Physical Well Being
• Vigilance by all teachers and application of common sense measures
• Curriculum programs which foster the development of social/life skills
• Provision of adequate areas for play and shelter
• First Aid procedures and protocols
• Referrals to professionals for medical/emotional support and advice
• Prudent implementation of Mandatory Reporting Protocol when appropriate

Safe and Secure Physical Environment
• Discipline, Bullying, First Aid Policies and Student Code of Conduct
• Effective Classroom Management programs
• Counselling – student and/or parents
• Yard duty, school crossing supervision, Emergency Management Plan and Fire Drill.

Support Structures to Develop Social Relationships
• Excursions, camping programs, Grade 2 Sleepover
• Junior School Council
• Sporting programs
• Social skills programs such as ‘You Can Do It’
• Buddy System
• Lunchtime activities

Cultivating a Climate of Community
• Area and whole school assemblies
• Student work will be showcased and publicly recognised
• Presentation at assemblies of Achievement awards, Student of the Week etc
• Acknowledgement in newsletters
• Cooperative learning strategies

Evaluation:
This policy will be evaluated on an ongoing basis in terms of its effectiveness and relevance to the needs of the students.
C.P.S BULLYING
POLICY

Definition:
A person is bullied when one or more persons expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. It may be expressed physically, verbally, by gestures, extortion or exclusion. Bullying may occur in person or via other means such as electronic media.

Rationale:
- The school will provide a positive culture where bullying is not accepted. All will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:
- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- For everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it, whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation:
- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- The school will adopt a three phase approach to bullying.

A. Primary Prevention:
Staff will:-
- be observant of signs of distress or suspected incidents of bullying
- undertake professional development related to bullying and harassment
- role model in words and actions
- clarify school rules at the start of each year
- provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- reinforce positive attitudes and behaviours
- take steps to help victims and remove sources of distress

Students will:-
- report suspected incidents
- refuse to be involved in any bullying situations
- be assertive and tell offenders to stop

Parents will:-
- if possible, encourage their children to report and deal with problems themselves
- encourage their children to be verbally assertive rather than retaliate with like actions
- inform the school if bullying is suspected
B. **Intervention:**
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students identified by others as bullies will be informed of allegations.
- If student bullying persists, parents will be contacted and appropriate action taken.
- Both bullies and victims will be offered counselling and support.

C. **Post Violation:**
- Consequences for students will be individually based and may involve:
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
- Rewards for positive behaviours
- Meetings and support structures as appropriate.
- Ongoing monitoring of identified bullies and victims.

**Evaluation:**
This policy will be reviewed with whole staff, student, parent and community input as part of the school’s three-year review cycle.

| This policy was last ratified by School Council in | August 2008 |
Junior Class Rules

- Respect all people
- Respect all property
- Include everyone in your work and play

Junior Class Consequences

1. Warning
2. Name on board
3. one X- time out
4. Two XX- walk with duty teacher 15 minutes
5. Three XX crosses- Time indoors writing apology and thinking about behaviour

Senior Class Rules

- Respect Yourself
  
  I will always do my best
  I will positively participate in all classroom activities.

- Respect Others
  
  I will stay on task without disturbing or distracting others.
  I will not use “put downs” or harass others.
  I will respect other people’s differences and opinions

- Respect School
  
  I will raise my hand to speak
  I will enter and exit the room quietly
  I will complete all work on time
  I will actively listen when the teacher is speaking.

Senior Class Consequences

1. Warning - Name on board
2. one X- 10 minutes time out
3. Two XX- 20 minutes in buddy classroom Write out what you have done wrong and who your behaviour affected

Three XXX crosses- To a buddy classroom for 30 minutes or more. Add to your behaviour reflection sheet and get it signed