



Carnegie Primary School

Student Engagement & Well-Being Policy

Produced in consultation with the school community

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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 566 students, 407 families.
- Of the 566 students, 265 are from a Language Background Other Than English. The families come from 24 different cultural background and 33 families receive CSEF.
- Student attendance data in the school level report indicates that our student absent data is similar to the state mean.
- 12 students currently receive funding under the Disabilities and Impairments program.

The school is committed to ensuring that student/teacher ratios within learning teams are kept as low as possible with extra teachers and support staff across the school. Our organisational structure consisted of twenty three grades with specialist sessions in LOTE Japanese, Physical Education, ICT 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, behaviour 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-curricular activities are provided: Bounce Back, 'You Can Do It', Circle Time, Better Buddies program, Kinder Buddies Program, NSW Exam program, Transition programs (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 Junior School 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 and Friends 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.

Teacher professional learning is highly valued at Carnegie Primary School. We dedicate part of our staff meetings to Professional Development. There is also an expectation that staff members who attend outside Professional Development will present their findings to level and staff meetings. We offer opportunities for our staff to run professional development sessions, as we value the expertise within our own school.

We also have professional learning teams with a focus on literacy, numeracy, ICT, wellbeing and science & sustainability. These teams discuss professional reading and ensure that the strategies and approaches adopted by our staff are implemented with integrity. These teams also use data available to them in order to cater for the specific needs of our school environment.

2. Whole-school Values, Philosophy and Vision

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 support the academic, social and emotional development of our students to enable them to be resilient to the challenges of a rapidly changing society.

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 and LOTE (Japanese), ICT, English and Mathematics Challenges, camping, excursions, sustainability programs, life education, lunchtime activities and chess club. 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, Envirostars, Year 6 Leadership roles and Prep- Yr 6 Buddy Program and formulation of negotiated classroom rules at the beginning of the school year.

A high level of communication is created to assist in the smooth running of the school. Parents receive fortnightly newsletters, alerts and reminders via the Skoolbag App 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, Open Classroom sessions, Inquiry learning opportunities, parent-teacher interviews, Three Way Conferences, phone calls, emails, meetings and celebration of special events. Parents actively support School Council and Parents and Friends Association.

Carnegie knows that it takes a whole community to support student learning and behaviour. Relationships are the basis for fair, respectful and democratic classrooms and schools and we give students opportunities to take responsibility for their behaviours and to be part of the decision-making process.

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. We follow a restorative approach where the repairing of relationships is the focus. Where appropriate the school will inform and involve parents in these processes.

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 the combination of Bounce Back and the You Can Do It program. A 'Start Up' program is implemented at the commencement of each year. Each classroom develops their own values and passion 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 Carnegie Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The following rights and responsibilities are applicable to all students, teachers, volunteers and parents/ carers.

3.2 Equal Opportunity

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

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

• Age	• Marital status	• Religious belief or activity
• Breastfeeding	• Industrial activity	• Sex
• Carer status	• Parental status	• Sexual orientation
• Disability	• Physical features	• Race (including colour, nationality, ethnicity and ethnic origin)
• Employment activity	• Political belief or activity	
• Gender identity	• Pregnancy	
• Personal association with someone who has, or is assumed to have, any of these characteristics.		

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 DE&T 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.

3.5 Identifying students in need of extra support

Our school will utilise the following information and tools identifying students in need of extra support using:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy
- Behaviour observed by classroom teachers
- Engagement with student families.

3.6 Child Safety

Carnegie Primary School is committed to child safety. All students, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background, have equal rights to protection from abuse.

We want students to be safe and empowered in an inclusive environment. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated seriously, consistent with our policies and procedures.

Carnegie Primary School is committed to:

- preventing child abuse and identifying risks early, and removing and reducing these risks
- ensuring human resources and recruitment practices for all staff and volunteers are consistent with DET policy
- regularly training and educating our staff and volunteers on child abuse risks.
- Complying with our legal and moral obligation to contact authorities when we are concerned about a student's safety
- the cultural safety of Aboriginal students, the cultural safety of students from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

The Principal, Assistant Principal and the Student Wellbeing Leader are responsible for leading the development of a culture of child safety and are the first point of call for concerns regarding student safety. Please refer to the 'Mandatory Reporting and Child in Need of Protection Process' document housed in the principal's office and located on the school website if you believe there is an immediate risk.

Rights and Responsibilities

<p>All Members of Carnegie Primary School community have a right to</p> <ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour • be treated with respect and dignity • feel valued, safe and supported 		
<p>All Members of the Carnegie Primary School community have a responsibility to</p> <ul style="list-style-type: none"> • 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 • acknowledge their obligations under the Equal Opportunity Act 2010 and the Charter of Human Rights and Responsibilities Act 2006 		
<p>Students have the right to</p> <ul style="list-style-type: none"> • 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 • Expect that personal or community property will be respected 	<p>Staff* have the right to</p> <ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from the school community 	<p>Parents have the right to</p> <ul style="list-style-type: none"> • Know that their children are in a safe, supportive learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning • Expect communication and participation both in their child's education and behaviour
<p>All students have a responsibility to</p> <ul style="list-style-type: none"> • Act in a safe manner • Respect the rights and need of others • Listen to the opinions of others • Take responsibility for and accept the consequences of their behaviour • Respect their own property and the property of others 	<p>All staff* have a responsibility to</p> <ul style="list-style-type: none"> • Build positive relationships with students as basis for engagement and learning • Treat all members of the community with respect, fairness and dignity • Use and manage the resources of the school to create stimulating, safe and purposeful learning environment 	<p>All parents have a responsibility to</p> <ul style="list-style-type: none"> • Promote respectful relationships • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials and uniform

*Ministerial Order No. 870 defines 'school staff' broadly to include employees, volunteers, contracted services providers and visitors to the school

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

Staff Mission

We are here to support the academic, social and emotional development of our students to enable them to be resilient to the challenges of a rapidly changing society.

Staff Vision

We want to provide an engaging, supportive and inclusive personal learning environment where children can interact positively in a safe, respectful and cooperative atmosphere. We want to challenge students to be reflective and independent learners so they realise their full potential.

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

Carnegie Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues in a restorative manner. All members of the school are expected provide an educational environment in which mutual respect and engagement of all students are encouraged. Carnegie Primary School will only exclude students as a matter of last resort in extreme circumstances.

Carnegie Primary School leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor and provide additional support for behaviour issues and monitor the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers at Carnegie Primary School will:

- Use the Student Engagement Policy and Code of Conduct as a basis for negotiating a classroom understanding of set shared expectations
- Teach children social competencies through the curriculum content
- Build a collegiate atmosphere among all school staff, share strategies and support one another
- Behave in a manner that reflects a positive approach when dealing with parents, staff and students
- Involve appropriate specialist expertise where necessary

Expectations of Students

All students should:

- Respect, value and learn from others
- Have high expectations that they can learn
- Reflect on and learn from their own differences

Attendance

All students are expected to:

- Attend school every day that school is open students
- Be punctual
- Provide an explanation from their parents/guardians to explain lateness, absence or early leaving

Behaviour

Students are expected to:

- Respect the rights and belongings of others by supporting each other's learning and behaving in a respectful manner
- Work together to promote and support each other in order to provide a happy, safe, inclusive and clean environment
- Work to achieve their personal best whilst allowing others to do the same
- Model and support our Code of Conduct and Student Engagement Policies
- Accept responsibility for their behaviour and, with support, find ways to repair the harm to all parties involved
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable

Expectations-Parents/Carers

Engagement

- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent meetings, student activities, school celebrations, student support groups and responding to communications in a timely fashion
- Parents/carers need to provide all relevant information to the school to help support their child
- Parents/carers are expected to support the school's effort to educate children about diversity and help to promote a positive image of the school
- Parents/carers are expected to exercise mutual respect and due confidentiality when involved in school committees and programs

Attendance

Parents/carers are expected to:

- Ensure that enrolment details for students are correct and updated, that their children attend school regularly and that when a child is absent from school, they advise the school as soon as possible
- Ensure that their children arrive on time to participate fully in the daily program

Behaviour

Parents/carers are expected to:

- Parents/carers should work with the school to promote behavioural expectations in order to achieve a consistent approach that will support their child's learning and engagement.
- Communicate positively with teachers and work with teachers

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. Responding to Behaviour- 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 with Wellbeing policies and Restorative practices.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstance.

EXAMPLES OF LOGICAL CONSEQUENCES

Positive Behaviour	Inappropriate Behaviour
Positive behaviour will be recognised by: <ul style="list-style-type: none"> • Celebrations at whole school and area assemblies • Student of the Week awards and achievement awards • Principal awards • Showcasing of student work publicly • Acknowledgement in newsletters • House points and house rewards day • Leadership opportunities • Positive feedback • The right to represent the school • Graduation 	<ul style="list-style-type: none"> • Talking to the student and referring them to the shared expectations • Discussing appropriate behaviours in the classroom • Participation in restorative conversations / circles • Contact with parents • Undertaking individualised behaviour management programs focussing on agreed goals • Counselling • Withdraw privileges as necessary • Withdraw student temporarily from class • Hold Student support group meetings • Give the student in school detention • Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion. (in line with DE&T guidelines)

Ongoing Behaviour Issues

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

RESTORATIVE PRACTICE Circle Conversations / meetings.

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)

Calm Down: 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 DE&T 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

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

At Carnegie, if a student sees another person being harassed or bullied we advise them that 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.

Bullying can be:

<p>Subtle: They include:</p> <ul style="list-style-type: none"> • 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. 	<p>Explicit: (obvious) They include:</p> <ul style="list-style-type: none"> • 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.
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Bullying can be

Physical – **fighting, pushing, punching, scratching, spitting**

Verbal – **teasing, name calling, put downs comments about differences of race, gender or disability**

Visual – **offensive notes and drawings**

Psychological – **acts that instil a sense of fear or anxiety**

Social Exclusion – **including ostracising, excluding, ignoring**

Cyber – **Bullying which is carried out through an Internet service such as social networking sites, email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS).**

At Carnegie Primary School your concerns will be taken seriously.
All complaints will be treated confidentially.

6. Behaviour Management at Carnegie Primary School

Carnegie Primary School knows it takes a whole community to support student learning and behaviour. Relationships are the basis for fair, respectful and democratic classrooms and schools. We use a restorative proactive approach to give students opportunities to take responsibility for their behaviour and to be part of the decision making process.

We seek to foster an environment with a cooperative approach and believe that education is a partnership between students, staff, parents and our local community. We know that there will be behaviours and events that will compromise this ideal. When these incidents occur we use a restorative approach to repair damaged relationships with individuals and groups. When appropriate the school will inform parents and have support groups to further support the process. Circle time is used in classrooms and is an excellent forum to develop methods for repairing the harm and building connection in the classroom and school.

A staged response

Restorative practices are embedded in our classroom teaching and learning and used to solve behaviour management issues by all staff. Some serious incidents require a formal conference involving students, parents, support people and a convener.

Any imposed consequences arising from these meetings will require a response 'that makes things right' in the eyes of those affected. The aims of these meetings are to ensure all parties understand the effects of the incident and take responsibility, make amends for those harmed and have a plan for the future.

Behaviour

Students are expected to:

- Respect the rights and belongings of others by supporting each other's learning and behaving in a respectful manner
- Work together to promote and support each other in order to provide a happy, safe, inclusive and clean environment
- Work to achieve their personal best whilst allowing others to do the same
- Stay calm and follow the Restorative Process when resolving problems
- Model and support our Code of Conduct and Student Engagement Policies
- Accept responsibility for their behaviour and, with support, find ways to repair the harm to all parties involved
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable

Unacceptable behaviour

- Aggressive behaviour
- Damaging property
- Leaving the school grounds or classroom without permission
- Being in school buildings without permission before school and during lunch time and recess
- Not following instructions
- Being in a classroom without a teacher present
- Inappropriate use of technology in accordance to our Acceptable Use of ICT agreement
- Climbing structures other than playground equipment
- Riding bikes, skateboards or scooters in the school grounds
- Bringing the following items to school: glass containers, chewing gum, toy weapons and other expensive or dangerous toys to school

Student Code of Conduct

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 (DE&T) 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 fairly with respect, consideration and tolerance
- Learn and play without interference
- Express needs and concerns and gain a fair and sympathetic hearing
- Be treated equitably
- 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 opinion of others
- Respect their own property and the property of others
- 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:

- Restorative Practices
- 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
- Providing adequate supervision in the school grounds

Sanctions

Breaches of school rules may incur some penalty or actions, 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 DE&T guidelines and school policy.

Principles of Restorative Practice in a School Context

“Restorative justice in a school setting views misconduct not as school rule breaking, but as a violation against people and relationships in the school and the wider community.” Thorsborne & Cameron, 1999

Restorative Language

What were you thinking? How did you feel? Who do you think was affected? How do you think they were affected? How can you repair the harm?

- Foster awareness in the student of how others have been affected.
- Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts them from noticing other people’s feelings.
- Involve the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, in a restorative intervention, the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this, therefore allowing the student to be held accountable.
- Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
- Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

- See every instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

WHAT DOES CONFERENCING HOPE TO ACHIEVE?

- All who participate have a greater sense of fairness and justice.
- The student gains a greater insight into the impact of behaviours on others.
- A healing of the hurt and a repairing of damaged relationships.
- The student remains a member of the school community, which can continue to offer support and a sense of belonging.
- A sense of community is heightened when students, teachers and parents are equally valued as participants at a conference.

Further information can be found on the Education page of the Victorian Association for Restorative Justice website: www.varj.asn.au

Carnegie Primary School's Restorative Chat guide

(*all students need to be asked to participate when a student / student concern is being addressed. Students need the time to reflect on their behaviour and think about what they can do to repair and rebuild the relationship.)

We need to talk about...

How do you think.....felt when you?

OR

I think that ... is upset because....

At school it's not ok to ... (describe old behaviour) Next time I want you to... (describe new behaviour)

What do you think will make this better?

OR

To fix this up I want you to....

What can I do to help you?

Working with Apologies

Wrongdoer: (harmed name) I am sorry for (describe old behaviour). It was wrong because... I should have... (new behaviour)

Harmed: Thank you for your apology I didn't like it when you ... (describe behaviour)... I felt...

Wrongdoer: I will make this better by ...

In conjunction with...

1. Verbal Warning- acknowledge inappropriate behaviour and redirect
2. Discussion about behaviour/incident with teacher at a time set by teacher
3. Consequence sheet completed
4. Consequence sheet sent to principal and parents.

Repeated behaviour concerns need to be addressed in a formal manner with parent/student/teacher and possibly the principal.