The staff, parents and community of Upper Plenty Primary School are committed to providing a nurturing, friendly environment that inspires successful, respectful and confident lifelong learners.

Last Reviewed: December 2010
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<th>Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Student Engagement Policy was endorsed at a meeting of School Council.</th>
</tr>
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<td>Kim Tierney</td>
</tr>
<tr>
<td></td>
<td>December 2009</td>
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</table>
MISSION STATEMENT:

The staff, parents and community of Upper Plenty Primary School are committed to providing a nurturing, friendly environment that inspires successful, respectful and confident lifelong learners.

SCHOOL MOTTO:

Understanding
Participation
Persistence
Success

WHOLE SCHOOL PREVENTION STATEMENT:

At Upper Plenty we are proactive in promoting high student engagement, regular attendance and positive behaviours valuing the following risk-prevention strategies:

- Creating a supportive school culture that is fair and respectful
- Building a safe and caring school environment
- Expecting positive, supportive and respectful relationships between students, staff and home
- Promoting social values and behaviours
- Encouraging student participation and student voice
- Engaging with parents/carers
- Implementing preventative and early intervention approaches
- Responding to individual students
- Optimising the provision of small class sizes
- Ensuring the curriculum content is stimulating and targeted to each child’s specific needs
- Ensuring quality teaching
- Linking to local community

Upper Plenty Primary School values high quality education. It features a rich learning environment embedded in a culture which nurtures growth and development of the whole person. Innovative instruction, creative activity and commitment to continuous improvement ensure the school provides optimal learning opportunities for all students. Upper Plenty Primary School is committed to providing a community where everyone learns and teaches one another in an atmosphere of mutual respect.

At Upper Plenty Primary School we invest heavily in preparing students for the future through integrated use of technologies and enriched quality learning opportunities. Upper Plenty Primary School utilises new and varied pedagogical and instructional approaches capitalising on the professional strength of its staff and the flexibility of the new building designs. Our programs value and cultivate creative and productive talents of students, parents and staff. The curriculum is child centred and emphasises timely evaluation and assessment which is used to drive future learning at the point of need for each student.

Upper Plenty Primary School is committed to building a safe and supportive environment that promotes the agreed community social values and behaviour in all students. We believe that a harmonious and productive learning environment is best achieved through the promotion and encouragement of positive behaviours. Our approach to achieving this in embedded in the framework provided by our values, codes of conduct and rights and responsibilities. Programs such as ‘You Can Do It’, TEAM program and Restorative Practices help to encourage and strengthen the social and emotional capabilities of our students.

At Upper Plenty Primary School we have high expectations of all learners. We endeavour to ensure that every student is successful and realises their potential by providing appropriate support and interventions. To maximise opportunities for all students to succeed, teachers adapt their teaching to the individual needs of students, including high-potential and under-performing students.
SCHOOL VALUES

At Upper Plenty Primary School we value:

RESPECT
We will demonstrate this by:
- Treating one another with care, acceptance and understanding
- Listening to and valuing the views of others
- Appreciating and valuing differences
- Being sensitive to the needs and circumstances of others

GIVING EFFORT
We will demonstrate this by:
- Keeping up to date with new initiatives and best practice
- Being a positive role model to others
- Always trying to do our best
- Regularly reviewing performance and professional development needs
- Setting goals and working toward achieving them
- Facilitating a culture for continuous improvement

HONESTY
We will demonstrate this by:
- Displaying sincerity in a courteous and respectful manner
- Giving constructive and honest feedback
- Providing honest responses to questions and queries

FRIENDSHIP
We will demonstrate this by:
- Providing all members of the school community with up to date school news and events
- Active involvement within the school community
- Identifying strengths and areas of improvement within the school community
- Recognising and acknowledging the contributions of all members of the school community

CO-OPERATION
We will demonstrate this by:
- Acting in a responsible and professional manner
- Co-operating effectively with others
- Acknowledging the strengths and skills of others
- Accepting team responsibilities and actively participating in them
- Listening to and accepting the opinions of other team members
- Sharing resources, knowledge, skills and ideas

YOU CAN DO IT!

Upper Plenty Primary School uses the ‘You Can Do It Program’ as an additional resource to develop the potential of children academically, intellectually, interpersonally and emotionally. This is achieved by instilling ‘Five Foundations’ which complement the UPPS values:

Confidence, Persistence, Organisation, Getting Along & Resilience
PARENT RIGHTS AND RESPONSIBILITIES

All members of the school community - students, teachers and parents have rights and certain responsibilities that must be recognised and accepted by members of the school community. A positive learning environment comes about when students, teachers and parents are involved in the learning process and have had their rights and responsibilities clearly defined.

RIGHTS: “A right is something to which you are entitled and cannot be taken away”

RESPONSIBILITIES: “Responsibilities are the things that people should do without being told”

<table>
<thead>
<tr>
<th>PARENTS HAVE A RIGHT TO….</th>
<th>PARENTS HAVE A RESPONSIBILITY TO….</th>
</tr>
</thead>
<tbody>
<tr>
<td>• be kept informed about your child and the school in general.</td>
<td>• support the education of your child.</td>
</tr>
<tr>
<td></td>
<td>• make every effort to be kept informed.</td>
</tr>
<tr>
<td></td>
<td>• be involved in the activities of the school.</td>
</tr>
<tr>
<td>• express yourself on school matters.</td>
<td>• provide the school with information, which may be relevant to your child’s behaviour at school.</td>
</tr>
<tr>
<td>• have access to school personnel at mutually acceptable times.</td>
<td>• try to ensure that the time taken to speak with teachers does not take them away from teaching duties and classroom responsibilities.</td>
</tr>
<tr>
<td>• be treated with respect and have your opinions valued.</td>
<td>• respect the staff of the school and value their opinions.</td>
</tr>
<tr>
<td>• expect that your child will be safe at school and treated fairly.</td>
<td>• promote acceptable behaviour in your child.</td>
</tr>
<tr>
<td></td>
<td>• encourage your child to understand and accept school rules.</td>
</tr>
<tr>
<td>• expect that your child will be given access to a quality curriculum and stimulating learning environment.</td>
<td>• act in partnership with the school to promote your child’s learning.</td>
</tr>
<tr>
<td></td>
<td>• make every effort to understand the curriculum being offered to your child.</td>
</tr>
<tr>
<td>• know that your child attends a school, which takes pride in itself, which is clean, orderly and tidy, and where students take pride in their work.</td>
<td>• help to keep the environment clean.</td>
</tr>
<tr>
<td></td>
<td>• ensure that your child is appropriately dressed and prepared for school.</td>
</tr>
</tbody>
</table>

A NOTE ABOUT ATTENDANCE

Regular school attendance is a prerequisite for improving student learning. Student attendance is the responsibility of everyone in the community. Parents are responsible for making sure their child attends school and is on time EVERY DAY. Parents are also responsible for providing the school with an explanation if the child is away. (See Appendix 1 and It’s Not OK to Be Away - http://www.sofweb.vic.edu.au/wellbeing/welfare/itsnotoktobeaway).
STAFF RIGHTS AND RESPONSIBILITIES

All members of the school community - students, teachers and parents have rights and certain responsibilities that must be recognised and accepted by members of the school community. A positive learning environment comes about when students, teachers and parents are involved in the learning process and have had their rights and responsibilities clearly defined.

RIGHTS: “A right is something to which you are entitled and cannot be taken away”

RESPONSIBILITIES: “Responsibilities are the things that people should do without being told”

<table>
<thead>
<tr>
<th>STAFF HAVE A RIGHT TO….</th>
<th>STAFF HAVE A RESPONSIBILITY TO….</th>
</tr>
</thead>
<tbody>
<tr>
<td>• feel valued as a person and as a professional.</td>
<td>• make every effort to value others in the school community.</td>
</tr>
<tr>
<td></td>
<td>• ensure a professional approach to their work.</td>
</tr>
<tr>
<td>• teach without disruption.</td>
<td>• provide quality teaching and an appropriate curriculum.</td>
</tr>
<tr>
<td>• be shown courtesy and consideration by all in the school community.</td>
<td>• treat all in the school community- pupils, staff, parents- with care, courtesy and consideration.</td>
</tr>
<tr>
<td></td>
<td>• offer support to colleagues.</td>
</tr>
<tr>
<td>• work in a safe and supportive community.</td>
<td>• promote a safe and supportive environment for others.</td>
</tr>
<tr>
<td>• have the support of the parents of the pupils with whom we work.</td>
<td>• keep parents informed about the curriculum and the progress of their children and invite their involvement.</td>
</tr>
<tr>
<td>• have the opportunity to teach a broad, balanced and differentiated curriculum with appropriate resourcing.</td>
<td>• allocate appropriate time to plan, evaluate and monitor their teaching and their pupil’s learning.</td>
</tr>
<tr>
<td></td>
<td>• be actively involved in whole school planning and policy making.</td>
</tr>
<tr>
<td>• have the opportunity for professional development.</td>
<td>• take responsibility for their own professional development.</td>
</tr>
<tr>
<td>• have personal property and that belonging to the school respected.</td>
<td>• respect the property of others.</td>
</tr>
<tr>
<td>• work in a clean, tidy and orderly environment.</td>
<td>• promote a clean, tidy and orderly environment and help take responsibility for common areas such as corridors, storeroom and yard.</td>
</tr>
</tbody>
</table>

A NOTE ABOUT ATTENDANCE

Student attendance is the responsibility of everyone in the community. All staff are required to have high attendance expectations. Teachers are required to take responsibility for documenting student absences and maintaining accurate attendance records, including reasons for absence. (See Appendix 1 and It’s Not OK to Be Away - http://www.sofweb.vic.edu.au/wellbeing/welfare/itsnotoktobeaway).
**STUDENT RIGHTS AND RESPONSIBILITIES**

All members of the school community - students, teachers and parents have rights and certain responsibilities that must be recognised and accepted by members of the school community. A positive learning environment comes about when students, teachers and parents are involved in the learning process and have had their rights and responsibilities clearly defined.

**RIGHTS:** “A right is something to which you are entitled and cannot be taken away”

**RESPONSIBILITIES:** “Responsibilities are the things that people should do without being told”

<table>
<thead>
<tr>
<th>STUDENTS HAVE A RIGHT TO....</th>
<th>STUDENTS HAVE A RESPONSIBILITY TO....</th>
</tr>
</thead>
</table>
| • feel safe and secure at school and to work, play and move from place to place without being harassed or bullied. | • help make our school a happy and safe place.  
• help to prevent or stop bullying. |
| • be in an effective learning environment where they can learn as much as they are able without disruption. | • do their best and to respect the rights of others to learn without disruption.  
• be punctual.  
• meet work requirements. |
| • be treated with fairness and respect regardless of gender, race, age, disability or impairment. | • treat others (parents, students, teachers) with consideration, tolerance and respect, accept individuality. |
| • have personal and school property respected. | • respect our school environment. This includes their own property and that of others. |
| • expect a resolution to their problems, to be able to tell their side of the story in a dispute within a supportive environment and to be taught strategies to solve problems. | • seek to resolve conflict in a positive and co-operative manner. |
| • be informed of rights, responsibilities and school rules. | • apply rights, responsibilities and school rules appropriately. |
| • communicate, be listened to and to have opinions valued. | • listen courteously to others, value their contributions and respect their opinions.  
• tell the truth and to speak politely and respectfully. |
| • work and play in a clean, tidy and stimulating environment. | • actively contribute to a clean, caring and safe school environment. |
| • use and share equipment and facilities. | • use equipment safely and to share with others. |

**A NOTE ABOUT ATTENDANCE**

Students are responsible for attending school every day. Students are also responsible for handing explanation notes to their teacher if they are absent, late or need to leave school for any reason.  
At Upper Plenty Primary we believe in a consistent whole-school approach to discipline and student management. As a school we acknowledge the importance of positive and consistent reinforcement of good behaviour and an acceptance of the belief that our actions have consequences. The ultimate goal is to motivate all children to develop self discipline.

The key elements of effective discipline at Upper Plenty Primary School include:
- a planned approach for recognising and responding to appropriate behaviour
- a planned approach for recognising and responding to inappropriate behaviour
- clear rules for classroom and playground which are known by all children
- teachers responding more often to appropriate behaviours than inappropriate behaviour
- having specified consequences for inappropriate behaviours which are clear and known by all students
- implementation of discipline procedures consistently, calmly and non-punitively with all students

Restorative Practices
- At Upper Plenty Primary School we use the Restorative Practices Program as one of a range of strategies to improve student management outcomes. Restorative practices are incorporated into our whole school approach and encompass a range of formal and informal strategies. The strategy aims to promote social equity in relationships, empathy and person accountability. At Upper Plenty Primary School Restorative Practices include
  - use of effective and consistent language
  - small group, class and community conference strategies
  - consistent linking of behaviour to school values
  - balancing control with support in conflict resolution

SCHOOL RULES
- Move and Play safely
- Care for yourself, others and all property
- Resolve problems calmly, sensibly and fairly
- Respect others through your speech and manner
- Work as well as you can and allow others to do the same
- Be punctual to class at the start of the day and after recess breaks

POSITIVE RECOGNITION APPROACHES
Positive recognition may be in the form of tangible rewards or may involve privileges. Examples include:
- Student of the Week Awards
- Class point/incentive programs
- Verbal praise
- Certificates of achievement and participation
- Opportunities for students to display special skills and perform for others
- Newsletter items
- Public acknowledgement in classrooms, at assembly or in the newsletter
- YCDI/SCHOOL VALUES Awards
- Principal’s Special Award
- Written comments
- Sticker incentives or special activities
- Principal’s Brag Board
- School leadership roles
- Recognition of achievements outside of school
- Personal communication with parents eg: verbally, written notes, phone call
- Acknowledgement of compliance or outstanding behaviour on the behaviour management visual prompt boards
PLAYGROUND COOPERATION STRATEGY

THE THREE STEPS STRATEGY FOR CONFLICT RESOLUTION

“The 3 Steps” aims to assist students to develop basic skills for handling conflict situations in the playground. The strategy can be learned, practised and reinforced through role plays in the classroom with emphasis on assertive tone of voice and body language to support the message.

STEP 1:
Look at the person and tell them that you don’t like what they are doing or ask them to stop. For example, “Stop! I don’t like......”.

STEP 2:
Give them a warning that you will tell the teacher if they keep doing it. Then walk away if appropriate.

STEP 3:
Tell the teacher on yard duty.

For this program to succeed, it is extremely important that all teachers use a consistent response to students in the playground.

CLASSROOM CODE OF COOPERATION

At the beginning of each school year all grades will establish a Code of Cooperation and consequences will be agreed upon by both teacher/s and students as part of the TEAM program. Specialist teachers will also have a Code of Cooperation that will be established with each grade. Children and teachers will discuss and be aware of their individual rights and responsibilities. In response to the infringement of the code, any or all of the following procedures should be used. It should be noted that the response to behaviour issues will in the most part be gradual and a sequenced process, the teacher has the discretionary power to pass over initial steps if the situation is serious enough.

FIRST PHASE:

Step 1:
Refer the child to the school/classroom code of cooperation and values.

Step2:
Enact the agreed classroom management behaviour visual prompt program (Eg: traffic signals, behaviour barometer)

Step 3:
Remove the child from the group and invite the child to return when he/she is prepared to behave in an acceptable way. This can be done within the class or by arrangement with other classrooms. Where appropriate the child may be asked to make up the work time lost in their recess breaks.

Step 4:
Send the child from the room to principal’s office. Allocate time for the child to complete work or to further discuss the issue during recess breaks. This behaviour will be recorded using the whole school discipline record process.
SECOND PHASE:

If a student continues to behave inappropriately, accessing steps three regularly, the teacher will request to meet the parents to discuss the situation. The principal may be included in these discussions at the discretion of the teacher.

THIRD PHASE:

The principal has recourse to further action outlined by the DEECD in the Student Code of Conduct Guidelines (which includes suspension and expulsion).

MANAGING INAPPROPRIATE BEHAVIOURS

Staying positive is the most effective form of classroom management. These strategies can be used when managing inappropriate behaviours:

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TACTICAL IGNORING</td>
<td>Signal that you are ignoring the behaviour. Give eye contact and turn away so the student realises the behaviour is being ignored and can begin to modify behaviour.</td>
</tr>
<tr>
<td>GIVE A SIMPLE DIRECTION</td>
<td>“When you follow the rule, then I will answer you”</td>
</tr>
<tr>
<td>RULE/VALUE RESTATEMENT</td>
<td>“In our room we wait our turn to speak”</td>
</tr>
<tr>
<td>QUESTION AND FEEDBACK</td>
<td>“What should you be doing at the moment?” “I should be doing my story writing”</td>
</tr>
<tr>
<td>CHOICE</td>
<td>“If you want to stay sitting at that table then you need to keep your voice down”</td>
</tr>
<tr>
<td>COOLING OFF TIME</td>
<td>“I’d like you to shift from your seat and work over there until you think you can behave in the correct way”</td>
</tr>
<tr>
<td>TIME OUT IN ROOM</td>
<td>Student isolated and not allowed to work with peers. This is done with the understanding that work not completed will be made up at recess.</td>
</tr>
<tr>
<td>CLASSROOM BEHAVIOUR PROMPT</td>
<td>Student’s behaviour is registered on the agreed classroom management prompt eg: Traffic Lights, Thermometer Scale</td>
</tr>
</tbody>
</table>
INCIDENTS IN THE PLAYGROUND AND CONSEQUENCES

Teachers need to model appropriate behaviour at all times. It is vitally important that teachers are consistent in their approaches both within their own classrooms and in the playground. The following process is to be implemented by all staff when on yard duty. When an incident is observed, ask the students what happened determine the nature of the incident and apply the appropriate consequence.

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CONSEQUENCE</th>
<th>RECORD IN YARD DUTY FOLDER?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEASING OR ANNOYING ANOTHER PERSON</td>
<td>Instruct student to do the ‘3 Steps’. If behaviour does not stop, speak to students involved and ask them to try and resolve the problem.</td>
<td></td>
</tr>
<tr>
<td>CONFLICT BETWEEN STUDENTS</td>
<td>Instruct students to discuss the problem as a group and return to the teacher with a solution.</td>
<td></td>
</tr>
<tr>
<td>SWERING</td>
<td>“We don’t use that type of language here at school” and walking with the teacher picking up papers or given a community service task.</td>
<td>![Red Checkmark]</td>
</tr>
<tr>
<td>LITTERING</td>
<td>Picking up papers while following the teacher</td>
<td></td>
</tr>
<tr>
<td>THROWING OBJECTS</td>
<td>Time Out Bench</td>
<td>![Red Checkmark]</td>
</tr>
<tr>
<td>FIGHTING/KICKING/PUNCHING (NO VISIBLE INJURY)</td>
<td>Time Out Bench</td>
<td>![Red Checkmark]</td>
</tr>
<tr>
<td>FIGHTING – WITH A VISIBLE INJURY</td>
<td>Face Up To It Sheet</td>
<td>Sheet filed</td>
</tr>
<tr>
<td>RACIAL OR SERIOUS OFFENSIVE COMMENTS/ABUSE</td>
<td>Face Up To It Sheet</td>
<td>Sheet filed</td>
</tr>
</tbody>
</table>

TIME OUT BENCH

The Time Out Bench will be used for students involved in incidents where they are endangering others or themselves, for example, physical contact, throwing objects or being in an out of bounds area. The bench is located outside the office.

FACE UP TO IT SHEET

If a student is asked to do a Face Up To It Sheet the incident is recorded in the “Yard Duty Folder” Three incidents in the one term will mean contact with the parent is made, additional incidents means loss of a major privilege eg: missing out on an excursion, interschool sport, etc. Students may have to take a Discipline Notice home to their parents (See Appendix 6).

YARD DUTY FOLDER:

All yard duty teachers will carry with them the “Yard duty folder”. Incidents indicated above or incidences deemed serious enough by the teacher will be recorded in this log. Students will be asked to sign each entry. The log will also contain reward slips to be given to children model excellent behaviour and values. Children receiving Yard Awards will be acknowledged in the newsletter.

BULLYING WILL NOT BE TOLERATED AT UPS. ALL INCIDENTS WILL BE TAKEN SERIOUSLY AND DEALT WITH ACCORDINGLY.
EXPLANATION OF SANCTIONS FOR MISBEHAVIOUR

Warnings:

Warnings will be given to children for minor breaches of classroom rules or expectations. Warnings will be verbal and be accompanied by clarification of what the child has done wrong and what they should be doing. This may include asking the child to restate what action has warranted the warning and what choices they have to ensure they do not receive any further warnings.

Community Service:

The child is asked to spend their playtime or part thereof giving back something positive to the school community. This may include weeding the garden, picking up papers, cleaning tables, or raking up leaves. The aim is to encourage the child to consider the purpose of school, the rights of others, the opportunities that school offers and the consequences of the choices they make.

Face Up to It Time:

When completing the Face Up To It sheet and reflecting on their behaviour, the child is isolated in a designated area for a supervised period of time. The time is to be spent reflecting on their inappropriate behaviours and rethinking more appropriate ones. The child will be asked to complete a Face Up To It form which is kept in the discipline log.

In-school suspension:

An in-school suspension requires the child to spend the designated time at school working in isolation from their class peers. This may take place in the Principal’s office or other classroom. They will be expected to complete work set by the classroom teacher.

The parents will be contacted by phone and a note sent home informing them of the impending in-school suspension. The parents sign the form and return it to school the next day.

The student receives different recess and lunchtime breaks from the other students or is withdrawn from the playground area to have their lunchtime and playtime break. The child must be supervised at all times.

Suspension and Expulsion:

The Principal will follow the procedures outlined under Ministerial Order 184 for suspension and/or expulsion.

The following behaviours may result in implementation of a suspension or expulsion:
- repeated violent behaviours
- chronic behavioural problems
- abuse of teachers, staff or community volunteers
- reckless endangerment of safety of others

The Principal/Nominee is the only one with the authority to suspend students.

Although this program outlines a sequential process for behaviour management it must be understood that serious situations may require intervention at various levels of the process and is up to the discretion of the teachers and principal.
Upper Plenty Primary School
Attendance Improvement Strategies

At Upper Plenty Primary School we use the Effective Schools Model to establish the strategies we will use to improve student attendance data. We use the model to reflect on the factors that have the greatest potential to support and enhance attendance, self-evaluate their current practices, identify what we are doing well, what we can do better and communicate expectations to all members of our school community.

The following strategies are implemented at Upper Plenty Primary School to improve school attendance:

Effective Leadership
- The Leadership Team develops a shared understanding of the importance of regular attendance and communicates their expectations to the school community. Via parent education programs and the school newsletter.
- The Leadership Team ensures that attendance policies, processes and expectations reflect daily operations.
- The Leadership Team makes use of existing data sets to inform staff about any attendance issues in their school context.
- The Leadership Team provide appropriate meeting times/forums for staff to focus on their teaching and learning agenda to ensure that they are meeting the needs, interests and abilities of their students.
- The Leadership Team model respectful and caring interactions with staff and students.

Focus on teaching and learning
- Teacher practice is purposeful and engaging and caters for a diverse range of student abilities and needs.
- Teachers take responsibility for student absences within their classes.
- Teachers maintain accurate class rolls and follow up absences according to the agreed process.
- Teachers alert relevant staff and the principal if there are concerns about student absences.
- Teachers provide students with relevant work if they have missed classes.
- Teachers are on time to class.
- Students are on time to class.
- Teachers communicate to students the importance of attending all classes.
Purposeful teaching
- Teachers understand the learning profiles of the students in their class.
- Teachers have strong content knowledge of their disciplines and understand how students learn in their disciplines.
- Teachers use a range of teaching and learning strategies.
- Teachers negotiate aspects of the curriculum with students in a purposeful manner.
- Teachers use ongoing assessment to inform their teaching practice and to enable students to self-monitor their learning.
- Teachers reflect on their teaching practice in order to improve student learning.
- Teachers have a shared understanding of what constitutes effective teaching and learning in their context.
- Teachers work with their students to establish well-understood norms of behaviour.
- Teachers know how to develop a classroom environment that supports a sense of belonging and commitment to the welfare of all students.

Shared vision and goals
- All staff take responsibility for student attendance and this is clearly expressed in policy and practice.
- All staff have high attendance expectations and role model desired behaviours.
- Attendance is viewed as a partnership between the school and the community.
- The school understands the relationship between student attendance and student engagement.
- Positive relationships are built on all levels to support student attendance:
  - teacher–student
  - student–student
  - teacher–teacher
- The school supports all students to attend school on a regular basis.
- Staff can clearly communicate the school’s attendance goals to students, parents and the school community.

High expectations of all learners
- Teachers understand that students require different support with their learning and use a range of strategies tailored to individual needs.
- Teachers design specific plans and interventions to support students ‘at risk’ of not achieving their academic, social and personal potential.
- Teachers make use of mentoring programs for students and teachers.
- Teachers provide challenging tasks with the appropriate scaffolding for individual students.
- Teachers use peer tutoring as a strategy to support learners.
- Teachers communicate their expectations to their students about appropriate learning behaviours.

Accountability
- Realistic targets are set and monitored for students.
- Improving student attendance rates is an ongoing priority in the school.
- Student performance data is used to identify, support and monitor under-achieving students.
- Attendance accountabilities are owned and understood across the whole community.
- The school community celebrates attendance successes at both the individual level and whole-school level.

Learning communities
- Collaborative learning opportunities are provided to staff.
- Focus groups consisting of parents, staff and/or students may be used to discuss attendance issues in relation to classroom practice, student attitudes towards attendance and possible solutions and strategies. Parent forums, staff meetings and Health & Personal Development Program support this.

Stimulating and secure learning environment
- Communication methods between the school and home are regular, explicit and understood by all school staff, students and parents.
- Staff have a shared understanding of the school’s welfare policy and student code of conduct and apply it consistently when engaging with students.
- Student voice is valued.
- Parents are provided with regular opportunities to be involved in school programs.
- The school makes use of community agencies, Department of Education and Training guidance officers, speech pathologist, social workers and psychologists to ensure that all students have the opportunity to realise their potential.
- The school actively promotes the importance of student attendance to parents and the wider community. Through the transition program, newsletters and parent education opportunities.
- The school actively seeks feedback about student and staff perceptions of the learning environment.
Upper Plenty Primary School
ATTENDANCE
POLICY

Rationale:
- The *Education Act 1958* requires that children of school age (six-fifteen years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director.

Aims:
- To maximise student learning opportunities and performance by ensuring that student absenteeism is kept to a minimum.
- To put in place agreed processes for managing student absences within the school.

Implementation:
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Teachers mark the roll at 9.10 am and 2.00 pm daily.
- Attendance and absence records form part of each student’s half-year and end-of-year progress report to parents.
- Parents of absent children are required to provide a written note detailing the reason/s for their child’s absence. These notes are collected by the class teacher and forwarded to the office.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are aggregated on our CASES database and communicated to the Department of Education and Training.
- The Department of Education and enrolment auditors may seek student attendance records.
- Staff members have a responsibility to bring to the attention of the principal any student whose attendance is irregular, who does not provide written notes adequately explaining absences, or whose absences appear unwarranted.
- Class teachers will contact parents personally or via telephone if a student has more than two consecutive days of unexplained absence.
- The principal will contact parents of students with higher levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Refer to Absence Process Map.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance, will result in a formal attendance conference being organised.
- Aggregated student attendance data is reported to the Department of Education and Training and the wider community each year as part of the annual report.
- Students being late to school can have an effect on the teacher, other students in their class and themselves in a variety of ways and is not an acceptable practice. Students who arrive past 9 am or leave before 3.30 are required to be signed in and out at the office.

Evaluation:
- This policy will be reviewed as part of the school’s three-year review cycle.

This policy was last ratified by School Council in.... September 2009
APPENDIX 2.

Upper Plenty Primary School

Why ‘It’s Not OK to Be Late to School’

Students being late to school can have an effect on the teacher, other students in their class and themselves in the following ways.

The student:

- miss out on talking to their class teacher before school
- miss out on playing with other children before school
- miss out on organisation time, for example getting their workbooks and pencil case from their tub and setting up their table for the day
- miss out on roll marking or handing in notices about special events or lunches– and their notices and lunch orders often stay in their school bag
- miss out on hearing what’s happening for the day
- are often unsure about what they have to do in the lesson
- can arrive at their classroom to find that their class has gone to a specialist lesson and they do not know where to go
- particularly miss out on reading and writing learning time
- find learning becomes disjointed and difficult
- can develop an attitude that being late is not a problem
- distract other students when they arrive.

The teachers:

- need to repeat instructions and/or find extra sheets or material before late students can begin working
- need to give late students extra attention so that they know what has happened or what the class is doing
- can be expected by the parents of latecomers to be available although teaching has begun
- have to find time to communicate their concerns to parents about unexplained absenteeism and late attendance by phone, a note or a meeting after school.

Why ‘It’s Not OK to Be Away’

When students stay away from school their learning and friendships are affected and their teachers can become frustrated and disappointed because learning becomes disjointed and difficult. Students who stay away from school:

- miss the introduction of new work
- fail to complete work
- miss revision
- miss maths, reading and spelling tests
- miss homework explanation and worksheets
- fall behind with their learning
- develop disjointed home-reading routines
- develop inconsistent homework returns
- may lack confidence and feel embarrassed because they cannot do work the class has been studying
- feel left out from class discussion when they have missed a special class activity and cannot do the associated work
- miss specialist lessons because these lessons only occur once a week
- miss notices and newsletters
- miss celebrations, for example student of the week, class awards, excursions, school visitors, assemblies and special activities
- can find it difficult to break into established friendship groups and develop good friendships with their peers
- can develop a poor attitude towards school believing ‘I won’t miss much if I’m not at school’
- fail to realise that the teachers and students miss them.

When students are sick parents can make it easier for them to return to school by:

- sending a note
- attending to homework and home reading routines.

Sometimes students stay at home for reasons that are not acceptable. For example:

- the student’s birthday
- too tired to come to school because of a late night
- staying home with a sibling who is sick
- staying away for the whole day when an appointment is booked for a short time in the morning or afternoon
Upper Plenty Primary School Process Map for Absences

Student attends class

YES

Student is recorded on the roll and in CASES 21

NO

Student is marked absent on the role

Student is marked as unexplained absence in CASES 21 unless a written or verbal explanation has been provided by the parent/carer

Reminder notes for absences explanations sent home at the end of each week.

Absences which remain unexplained are recorded as such on CASES 21 and are entered into the students file

If a satisfactory explanation is received, the reason for the absence is recorded on CASES 21

If an unexplained absence continues for more than three days or a child has repeated unexplained absences, the student’s teacher must contact parent/carer.

If the unexplained long term or repeated absences continue after the teacher contact, the principal must be notified and will contact the parents/caregiver.

For repeated or long term unexplained absences will investigate in the following two ways:

Informal meeting with parent/caregiver to identify reason for absences and develop strategies to support student’s attendance.

- Modified Curriculum
- Reward improved attendance
- Strengthening peer support

Strategies to Consider

If parent/caregivers are unwilling to meet with the school or if the student continues to be absent from school, the principal will contact Regional office for additional support.

Formal meeting with relevant teachers, SSO staff, parent/caregiver and the student to identify reason for absences and develop strategies to support student’s attendance.

Strategies to Consider

- Referral to external agency
- DHS Notification

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Strategies to Consider

- Referral to external agency
- DHS Notification
APPENDIX 4. FACE UP TO IT SHEET (Prep & Grade 1 Students)

FACE UP TO IT SHEET
(For Prep and Grade 1 Students)

NAME:

DATE:  GRADE:

DRAW WHAT HAPPENED:

HOW I FELT:

HOW THE OTHER PERSON FELT:

WHICH VALUE DID YOU BREAK?

DRAW WHAT YOU WILL DO NEXT TIME:

THIS SHEET WILL BE KEPT IN THE DISCIPLINE LOG UNTIL THE END OF TERM.
FACE UP TO IT SHEET
(For Grade 2 – 6 Students)

NAME: 

DATE:  GRADE: 

WHAT HAPPENED?  (eg. Sam took my ball) 

WHERE & WHEN DID IT HAPPEN?  (eg. Playtime, outside; during maths) 

HOW DID I FEEL?  (eg. Angry, upset, annoyed) 

WHAT VALUE DID I BREAK? 

HOW DID THE OTHER PERSON FEEL? 

WHAT COULD I HAVE DONE INSTEAD OF DISREPECTING THE VALUE? 

THREE THINGS I CAN DO TO FIX THINGS UP: 

WHAT HAPPENS IF I DO IT AGAIN?

THIS SHEET WILL BE KEPT IN THE DISCIPLINE LOG UNTIL THE END OF TERM.
APPENDIX 6.

DISCIPLINE NOTICE

Date:…………………………

Student Name:………………………………………………..

Today it was necessary to discipline your child because of the following behaviour:

- Fighting
- Throwing Stones
- Hitting
- Swearing
- Disruptive Behaviour
- Disobedience
- Other: ________________________________________________________________
  ________________________________________________________________

The following action was taken by ………………………………………………………………………

- Isolation for a period within the classroom
- Isolation in the administration area
- Detention for half of the recess period
- Detention for half of the lunch period

The school needs your support to ensure that this behaviour does not occur again. The Principal / Teacher would be pleased to discuss this matter with you if you require this.

_____________________________ Teacher  _________________________________ Principal

I agree that I was involved in the incident described here and have discussed this with the teacher concerned.

Student signature:________________

________________________________________________________________________________________

PLEASE COMPLETE AND RETURN THIS SECTION TO SCHOOL

I acknowledge receipt of this discipline notice and have discussed the matter with my child.

I would / would not like to make an appointment to discuss the matter with the school personnel concerned.

Signed………………………………………. Date……………………
APPENDIX 7.

Playground Behaviour Log 20__

GRADE ____

<table>
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<tr>
<th>STUDENT NAME</th>
<th>BRIEF DESCRIPTION OF BEHAVIOUR (REMEMBER TO DATE EACH ENTRY)</th>
<th>STUDENT SIGNATURE</th>
<th>TEACHERS NAME</th>
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### Appendix Playground Behaviour Log 20__

#### PLAYGROUND AWARDS

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