



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students.
- (b) expectations for positive student behaviour
- (c) support available to students and families.
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Mount Martha Primary School is committed to providing a safe, secure, and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy, and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students, and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive, and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Social – Community Demographics

Mount Martha Primary was established in 1982 and is located in Glenisla Drive, Mount Martha in the Mornington Peninsula Shire, approximately 1 kilometre from South Beach on Port Phillip Bay. Most students that attend our school live locally and many tend to walk or ride their bike to school.

We currently have approximately 612 students enrolled from Prep to Grade 6. A very small percentage of students come from a background where English is not the main language spoken at home. There is a very small number of Koori and Torres Strait Islander students.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

The destination schools for existing Year 6 students are Mornington, Dromana, Rosebud, Frankston and Mount Eliza Secondary Colleges and several local non-government schools e.g., Padua College, Toorak College, Balcombe Grammar and the Peninsula School.

Educational

Our Learning Program is based on the Victorian Curriculum. Teachers plan in Professional Learning Communities to provide an engaging and guaranteed learning program for all students.

The strong focuses of our current Strategic Plan are Numeracy and Literacy.

Technological

All teaching staff are provided with a Department of Education (DET) laptop computer.

All classrooms have either a large screen TV or an Interactive White Board (IWB) and a collection of laptop computers. Students also have access to iPads at all Year levels.

All classes are timetabled each fortnight to participate in a Digital Technologies learning session with our Digital Technologies Specialist teacher.

Environmental –Grounds and Facilities

The school has excellent facilities with a large Gymnasium, Library, Art and Craft room, Artificial Turf oval, an Information and Communication Technologies (ICT) Centre, in addition to the 16 permanent brick classrooms and additional relocatable classrooms.

The amphitheatre, paved seating area, attractive grounds and gardens, adventure playgrounds, sand pit areas, oval area, basketball courts and gardens provide students with a wide choice of recreational activities.

2. School values, philosophy and vision

Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.

Mount Martha Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity, collaboration and knowledge at every opportunity.

Our Statement of Values is available online [here](#).

The school is proactive in promoting high student engagement, attendance and positive behaviours through quality programs providing many opportunities for connection with others while developing interests, skills, and attitudes.

From 2022 Mount Martha Primary is implementing the Rights, Resilience and Respectful Relationships (RRRR) curriculum consistently across all year levels. A protective behaviours program is delivered annually in conjunction with the RRRR curriculum.

We recognise that relationships are crucial whether these are staff/student, student/student, parent/carer/teacher, or parent/carer/child. Every teacher is a wellbeing teacher. High quality classroom teaching and learning is paramount, as is the partnership with parents and community.

3. Wellbeing and engagement strategies

Mount Martha Primary School has developed a range of strategies to promote engagement, positive behaviour, and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional, or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

At a whole school level, we have the following vibrant programs and/or activities to encourage our students to attend school, participate in a wide range of activities, develop positive personal and interpersonal skills, attitudes and behaviours, and enjoy learning:

- Rights, Resilience and Respectful Relationships– Social Emotional Learning Curriculum
- Protective Behaviours Program
- Use of conferencing tools such as Restorative Practise and Shared concern when supporting social learning with students.
- Body Education (Year 5 & 6)
- Bullying. NO WAY!
- Performing Arts – concerts, choirs, bands
- Achievement and Acknowledgement awards
- School Values Awards – Classroom and Yard Awards
- Mindfulness
- Buddy Programs
- Jogging Club
- Sports; including interschool competitions in a range of sports.
- Theme days e.g. Gold for Green Day, Book/Movie Character Day
- Celebration of learning weeks
- SRC - representatives from all Year levels
- Year 6 Student Leaders
- Student-led Conferences – these provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term.
- Opportunities for student inclusion with Lunchtime Activities - ICT lab, library, gardening and activity room are options for all students
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Throughout the year the SEC (Social Events Committee) plays a significant role in providing activities that are fun for children, parents and staff, bringing the community together whilst contributing funds for playground resources.

Underpinning all of the above, is a school council and staff dedicated to making every student's education as engaging as possible.

Targeted

Authentic opportunities for student leadership and student voice are provided through the Year 6 Leadership program and set the tone for a positive school culture where contribution to community is valued. All students can be leaders in some way. Some students may choose to share and develop their talents through the following leadership groups:

- Admin
- Assembly
- Digitech
- Prep Peer Support
- Travel Smart
- Environment
- Art
- Sport
- Student Representative Committee
- Performing Arts
- Cultural
- Literacy
- Student Wellbeing
- Nude Food
- I Sea I Care
- Math
- SRC Liaison/School Events

In the early years our Prep Transition Program is designed to make the transition from the various preschools to our school as smooth as possible. Early term 4, future Preps are invited to a Storytime session at school. Prior to their three transition mornings in November and December, current Preps and Peer Support leaders visit local preschools to make personal connections. Families are invited to an afternoon tea for connecting with one another as a new Prep community.

Each Year level provides a vibrant curriculum closely linked to an Inquiry topic. This helps to generate excitement and engagement with learning by providing authentic learning experiences linked with excursions, incursions, special events etc.

- Our English as a second language students are supported through our EAL program, and guidance from EAL New Arrivals Outreach Program and Virtual EAL New Arrivals Program. All cultural and linguistically diverse students are supported to feel safe and included in our school through ensuring our programs and practises are inclusive.

Individual

To address more specific needs, we utilise:

- Student Support Groups
- Individual Education Plans



- Individual Behaviour Management Plans
- Literacy and Mathematics Intervention Programs (Learning Boost)
- Social Skills and Friendship Groups
- Student Wellbeing Leaders
- Peer Support Student Leaders
- Year 6 student and teacher Buddy/Mentor program
- Student Support Services (SSS) staff to provide additional expertise and support.
- Disability Inclusion Program

4. Identifying students in need of support

Mount Martha Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Mount Martha Primary will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled.
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation.
- attendance, detention, and suspension data
- engagement with families
- referral from staff or parents

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents, and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

All members of Mount Martha Primary School community have a right to:

Be treated with respect and dignity.

Feel valued, safe and supported in a learning environment that encourages freedom of thought and expression.

Fully participate in an environment free from discriminatory behaviour including racist, sexist, ability-based, class-based, and homophobic forms of harassment, bullying (including cyber bullying), vilification, violence, intimidation, abuse and exclusion

All members of Mount Martha Primary School community have a responsibility to

Show respect for self, others, and the environment.

Demonstrate our School Values of Respect, Integrity, Collaboration and Knowledge

Adhere to our school's policies including the Anti Bullying Policy (which includes cyber bullying) and the Whole School Behaviour Plan

Behave in accordance with the *Equal Opportunity Act 1995, the **Charter of Human Rights and Responsibilities Act 2006, the ***Disability Discrimination Act 1992, Disability Standards for Education 2005, the Racial and Religious Tolerance ACT 2001 and the Education and Training Reform Act 2006.

- 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.
- The Charter of Human Rights and Responsibilities Act 2006 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.
- Refer to the Disability Standards for Education 2005. The standards 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.

All Students have the Right to	All Staff have the Right to	All Parents have the Right to
<p>Feel safe, secure, and happy at school. Feel valued. To learn and socialise without interference or intimidation in a safe and secure environment. Expect a learning program that meets their individual needs. To be treated with respect and in a fair and equitable manner free from harassment Be treated with respect and fairness as individuals. Equality Expect property to be safe. To work and play in a clean and tidy environment. Have their talents highlighted. Be involved in their education.</p>	<p>To be treated with respect by students, other staff, parents/carers, and community. To be valued and free to express opinions without prejudice/fear of reprisal. To work in a safe and positive workplace Teach without interference from disruptive behaviour. Expect to be able to work in an atmosphere of order and cooperation. Opportunity for Professional Development at all stages of career Equality Use discretion in the application of rules and consequences. To expect property to be safe Expect support and trust from the school community.</p>	<p>Expect that their children are in a safe, supportive environment where they are treated fairly and with respect. Expect communication to be maintained between home and school regarding children’s progress. Open communication with teachers and participation in their children’s education including engagement, achievement, future learning needs, e.g., social, academic. Be treated with respect and equality. Be informed. Be listened to and their concerns acted upon Expect a high standard of education at the school. Access information about their child</p>

Express beliefs in an open environment	To focus on teaching and learning as the main priority Have issues dealt with in a calm and fair manner.	
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Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy available at [MMPS Website Policy Page](#).

6. Student behavioural expectations and management

Shared expectations

Mount Martha Primary School has developed shared expectations to ensure that the learning, safety, and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and the appropriate behaviours for our school community. We have high expectations for our whole school community.

The values of Mount Martha Primary School are reflected in the following shared expectations and behaviours:

All members of the Mount Martha Primary School Community are expected to demonstrate our school values of Respect, Integrity, Collaboration and Knowledge.

Expectations - Staff

Engagement

All staff support the development and provision of appropriate, relevant, and challenging curriculum that gives students the opportunity to experience success in their learning. This includes providing Individual Education Plans for students with special needs, both behaviour and academic. Teachers encourage students, as they progress through the school, to take greater responsibility for their own learning and participation as members of the school community. To this end student led conferences are facilitated. Teachers get to know, listen to students, and value their contribution and ask for input into the class environment and curriculum. They use a wide range of resources to engage students and make learning enjoyable. Parents are listened to and communicated with about their children's learning and behaviour.

Attendance

Staff monitor and encourage a high level of attendance and punctuality of students.

Behaviour

Staff model respectful behaviour to all members of the school community and support students to behave appropriately by implementing the school's Whole School Behaviour Plan and Anti Bullying policies.

Expectations - Student

Engagement

Students are expected to do their best to achieve, to participate fully in the school's educational program and to increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. They are to treat all teachers and classmates with dignity and respect and to be supportive of them. They participate positively, asking for help when needed.

Attendance

All students are expected to be at school every day, unless ill, and be on time and prepared for learning.

Behaviour

Students are expected to do their best, to work in a way that allows others to learn without interruption and to interact with others socially in a way that is inclusive.

Expectations – Parents/Carers

Engagement

Parents/carers are expected to take an active interest in their children's learning, to clearly communicate their needs about their own children, to cooperate with requests from the school and promote positive educational outcomes.

Attendance

Parents are to ensure regular attendance and punctuality of their children at school except when their children are ill.

Behaviour

Parents are expected to support the school in maintaining a safe and respectful environment for all students, staff, and parents/carers.

School actions and consequences

To achieve our social and educational goals each class teacher, with reference to the Whole School Behaviour Plan, discusses the rights, responsibilities/expectations, and consequences with their class at the beginning of the year. Together they establish rewards for positive behaviour and consequences for negative behaviour.

Emphasis is on restoring positive behaviour rather than punishment. We seek to teach and to build relationships and empathy.

A focus on rewarding positive behaviour is equally important in addressing inappropriate behaviour. As a whole school there are many avenues for recognition including School Values awards both in the yard and classroom, sporting achievement, specialists' awards, Acknowledgement Awards and School Council Excellence Awards as well the opportunity to have talents recognised in the performing arts. The Banksia Bulletin, whole school and year level assemblies are avenues for acknowledgement and highlighting talents.

When our shared expectations are not followed there is a staged response that uses logical consequences as much as possible. The following Behaviour Consequence Escalation Ladder has been agreed upon by staff and students and will be followed where appropriate:

Classroom Behaviour Management

1. Help with managing my behaviour.
2. Time away from the group within my class time.
3. Time inside during playtime to discuss behaviour with my teacher.
4. Walk with a teacher during playtime.
5. Time Out at lunch recess

Yard Behaviour Management

1. Reminder of behaviour expectations
2. Cool down - walk with a teacher
3. Removed from the yard
4. Time Out at lunch recess

Other consequences include:

- Restricted area for play
- Notify parents as appropriate.
- Referred to Principal/Assistant Principal
- Parent meeting
- Individual Behaviour Plan
- Detention
- Suspension*
- Expulsion*

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Mount Martha Primary is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

A staged response for inappropriate behaviour, including irregular attendance, includes.

An understanding of the student

Ensuring a clear understanding of expectations of both teachers and students

Providing consistent school environments

Scaffolding the student's learning program

Broader strategies may include:

Involving parents/carers

Involving student wellbeing staff/principal/assistant principal

Peer tutoring

Referral to Student Support Services

Convening Student Support Group Meetings – the SSG is an important component of the staged response for student facing difficulty with engagement, attendance, or behaviour. The SSG is comprised of parent, teacher, and student (if appropriate) and may also include principal, assistant principal, student support teacher and Student Support Services personnel.

Developing individualised flexible learning, behaviour, or attendance plans.

Whole School Behaviour Plan

Rationale

At Mount Martha Primary School, we believe we should provide a safe learning and social environment which meets the needs of all students and staff.

We as a school community believe that we should treat others as we ourselves would wish to be treated. Children learn best when they feel good about themselves, when they feel valued and supported by their peers and significant adults and when their contribution is acknowledged.

Aim

So that all students can achieve maximum learning and wellbeing goals it is necessary for everyone to understand their rights, responsibilities and expectations for behaviour, along with the consequences for breaching the expectations. The table below sets out these rights, responsibilities, and consequences.

Rights	Responsibilities and expectations	Consequences when expectations are not followed include:
To feel safe at school.	To be respectful and to learn and follow our school's expectations for behaviour, especially the way we move throughout the school and the way we treat other people. To follow all lawful instructions of staff and show integrity.	<ol style="list-style-type: none"> 1. Help with managing my behaviour. 2. Time away from the group within my class time. 3. Time inside during playtime to discuss behaviour with my teacher. 4. Walk with a teacher during playtime. 5. Time Out at lunch recess Put your things in order, e.g., clean up the classroom or yard Restore the property of others Restricted areas of play Referred to Principal or Assistant Principal
To learn without interference from others.	To be respectful to peers and teachers, attend class on time, be prepared to learn and behave in a way that allows others to learn best.	
To be treated with respect and in a fair and equitable manner free from harassment.	To treat others with respect and resolve differences in a peaceful manner. To follow teachers' instructions.	
To expect one's property and school property to be safe.	To show respect to take care of one's own property as well	

	showing integrity to take care of the property of others.	Parent meeting Detention Suspension Expulsion
To work and play in a clean and tidy environment.	To take care of school buildings, grounds and equipment.	

Implementation

At the beginning of each year teachers and children establish a set of class rules/expectations that are consistent with the above rights, responsibilities/expectations, and consequences. The school Values/expectations of Respect, Integrity, Collaboration and Knowledge are explicitly taught and link to all classroom expectations.

School and class behaviour expectations are to be displayed prominently in classrooms and revisited regularly, at least once per term.

Strategies are in place for recognising and reinforcing exemplary behaviour and children are to be made aware of these at the start of each year in their class.

Strategies used to foster positive behaviour include the Rights, Resilience and Respectful Relationships Program. This program is to be implemented in every class as per the Curriculum planning document at each respective Year level.

Procedures are in place for students who have not followed the school expectations for behaviour. The Behaviour Consequence Escalation Ladder explicitly explained at each year level to ensure all students are aware. This is to assist them to behave appropriately. While the emphasis is on restoring positive behaviour rather than being punitive, there will be times when stronger sanctions are necessary. Stronger sanctions do not include corporal punishment of students. Corporal punishment of students is prohibited at Mount Martha Primary School.

The Department of Education Student Support Services (SSS) may be employed to support individual students who require greater assistance with positive behaviour.

Some students may have an Individual Behaviour Plan established at a Student Support Group Meeting involving parents and school staff and/or Student Support Services staff.

The following strategies will be implemented at the discretion of the school:

Reminders about Student Code of Behaviour.

The following Behaviour Consequence Escalation Ladder has been agreed upon by staff and students and will be followed where appropriate:

Classroom Behaviour Management

1. Help with managing my behaviour.
2. Time away from the group within my class time.
3. Time inside during playtime to discuss behaviour with my teacher.
4. Walk with a teacher during playtime.
5. Time Out at lunch recess

Yard Behaviour Management

1. Reminder of behaviour expectations
2. Cool down - walk with a teacher.
3. Removed from the yard.
4. Time Out at lunch recess

Other consequences that match misbehaviour could include but are not limited to:



- Loss of privileges such as reduced play, participation in excursions and camps
- Restricted areas of play
- Detention for serious or repeated misbehaviour
- Three sessions of Time Out in a term result in a detention after school.
- Detention* conducted after school for 30 minutes with at least 24 hours' notice to parents.
- A second detention automatically includes a parent conference, however a parent conference may occur at any time prior to this.
- Suspension**
- Expulsion**

* If an after-school detention is not manageable or supported by parents then the student has two half hour lunchtime detentions instead.

**The school has the right to use suspension where the safety of other students or staff is at risk or where the behaviour of the student is unacceptable, and he/she does not change his/her behaviour. Suspension will be enacted in accordance with the guidelines provided by the DEECD.

*Bullying is seen as a serious breach of the Student Code of Behaviour and will not be tolerated in any form.

*The Code acknowledges the Racial and Religious Tolerance Act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

7. Engaging with families

Mount Martha Primary values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities.
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Mount Martha Primary will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data



- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data.

Mount Martha Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes.
- Included as annual reference in school newsletter.
- Made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

[MMPS Website Policy Page.](#)

- Attendance
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Vision and Mission Statement
- Statement of Commitment to Child Safety
- Child Safety Code of Conduct
- Child Safety Responding and Reporting Obligation Policy and Procedures
- Child Safe Policy

- Complaints Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Consultation	Consultation with student representative groups July 2023, staff July 2023 and school council September 2023 School Community Banksia Bulletin 30th November 2023
Approved by	Principal Karen Walker
Next scheduled review date	September 2025

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Appendix 1: Student Code of Behaviour

The Student Code of Behaviour is based on our school values of:

- Integrity
- Respect
- Collaboration
- Knowledge

We should treat others, as we would want to be treated.

As students at Mount Martha Primary School:

- We have rights.
- We have responsibilities and expectations.
- We have consequences for wrong behaviour.

Rights	Responsibilities and expectations	Consequences when expectations are not followed include:
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To feel safe at school.	To be respectful and to learn and follow our school's expectations for behaviour, especially the way we move throughout the school and the way we treat other people. To follow all lawful instructions of staff and show integrity.	<ol style="list-style-type: none"> 1. Help with managing my behaviour. 2. Time away from the group within my class time. 3. Time inside during playtime to discuss behaviour with my teacher. 4. Walk with a teacher during playtime. 5. Time Out at lunch recess Put your things in order, e.g., clean up the classroom or yard Restore the property of others Restricted areas of play Referred to Principal or Assistant Principal Parent meeting Detention Suspension Expulsion
To learn without interference from others.	To be respectful to peers and teachers, attend class on time, be prepared to learn and behave in a way that allows others to learn best.	
To be treated with respect and in a fair and equitable manner free from harassment.	To treat others with respect and resolve differences in a peaceful manner. To follow teachers' instructions.	
To expect one's property and school property to be safe.	To show respect to take care of one's own property as well showing integrity to take care of the property of others.	
To work and play in a clean and tidy environment.	To take care of school buildings, grounds and equipment.	

Playtime and Before and After School Rules Include:

- Playing fairly and following rules of a game
- No tackling
- Walk on paths, no running on paths.
- Play ball games on oval area and basketball courts only.
- No wrappers are to be taken into the yard.
- Stay in your eating area until food is finished.
- Observe the roster for the oval.
- Play in your year level's adventure playground
- Students are only permitted to go inside at recesses and lunchtimes if supervised by a staff member.
- Wear correct hat during SunSmart months, i.e., September 1st until end of April.
- Keep clear of the gardens.
- No swearing

Appendix 2: Ideas for Yard Supervision Consequences

- Teachers will follow the following Yard Behaviour Management Ladder where reasonably possible:

Yard Behaviour Management

- Reminder of behaviour expectations
- Cool down - walk with a teacher
- Removed from the yard
- Time Out at lunch recess

Strategies may include:

- Remind children or ask them about what they are doing and why we have a rule, eg Why do we have the rule about walking on the path?
- If it involves others, how might the other person feel?
- Minor incidents can become more severe if repeated.
- We are mindful of using each situation to model respectful behaviour ourselves in handling problems.
- Record all incidents in the yard supervision book so that we can monitor adequately.
- Record major incidents on Compass for all teachers involved to review.
- Follow the Yard Behaviour Management Ladder

Minor	Consequences
Not wearing hat (September to end of April)	Reminder. Send to Canteen shade area.
Playing on garden beds/out of bounds areas	Reminder. Ask about why we have the rule.
Dropping rubbish	Clean up an area of the yard.
Running on path	Go back and walk
Having wrappers outside and eating food in area other than designated eating area	Go back to eating area. Reminder re putting wrapper in classroom bin.
Playing ball games in non-ball area	Send to appropriate area
More Severe	
Throwing sand	Reminder of Expectation. Leave the sandpit for remainder of recess.
Hitting, punching, pushing	Apologise. Cool down time with a teacher outside.



	Incident may require assistance from a Principal and removal from the yard. Time Out to reflect on their actions.
Excluding	Reminder of expectation of Respect and Collaboration. Could be Time Out to think about actions. Is it part of a pattern?
Swearing	Apology; walk with teacher to cool down. Could be Time Out to think about actions. Is it part of a pattern?
Teasing	Apology. Record on Blue Slip so that Teacher can follow up and determine if it is part of a pattern.. Is it part of a pattern?
Damaging property	Replace, pay cost toward repair
Disobeying teacher's instruction or insolence	Time Out to reflect on actions.
Severe	Consequences
Bullying/teasing/harassing	As per the Anti-bullying Policy
Any repeated aggressive behaviour	Time Out. This could include involving parents. Detention

Appendix 3: Time Out Room

Purpose

The **Time Out** facility is used in conjunction with other **behaviour management** strategies and programs and is used to **model and teach appropriate behaviour**. Its focus is on **restoring positive behaviour rather than punishment**. We want **to ensure that the school is a safe place for everyone**. It provides a place, a time out, for a child whose behaviour is either unacceptable (see Student Code of Conduct 4.7) or unsafe for others in our school. It is not intended as a place for completing work or homework.

Who should be sent there?

Children exhibiting unacceptable behaviours, eg, bullying, verbal abuse, teasing, violence such as rock throwing, pushing off equipment, kicking, refusal to follow teacher's lawful instruction, lying.

If Time Out is given for classroom behaviour the class records the incident on Compass for the Time Out teacher to read and understand. The Teacher will ensure that the student has gone to the Time Out Space.

Who will supervise?

Rostered staff as per the Recess supervision timetable.

Where?

Gym foyer

When?

Lunch recesses only. Any “time out” at morning recess is to be walk with a teacher and may be referred for reflection at lunch.

How will it benefit the child, the school?

All children and staff should feel safe in the school environment.

The child reflects on their actions, their feelings that lead to the actions, the school rules and expectations that were broken, what school values they were not displaying, and they set a goal so that this type of incident does not happen again.

Children will know there are consequences for actions.

What will the children do there?

Complete **Thinking About My Behaviour (TAMB) form**. Younger children can draw, and teacher can write their thoughts.

For some children with ongoing behaviour issues, it may be a place to reflect on positive behaviour prior to going to play. In other words, they plan where, what, how and with whom they will play. (Bill Rogers’ influence)

If the child is there for longer than one session it may be appropriate to write **letters of apology** or to **read books** on positive behaviour/emotions. These are available from the Wellbeing resource section in the library.

What do the supervising teachers do?

Interact with the children, talking them through the incident/s and how they can make more positive choices in the future. Focus on taking responsibility for their behaviour and how to prevent the behaviour recurring by setting a goal for themselves.

The TAMB is completed. At the end of lunch all completed forms are taken to the AP office. The original TAMB is the placed in an envelope and given to the class teacher who ensures that the child takes it home to discuss with his/her parents/carers. (Class teacher may choose not to send the form home if it would be counter-productive)

What happens next?

The child brings the TAMB parent slip (signed) back to school the next day and gives to his/her class teacher who keeps it in the child’s individual file. If the TAMB is not returned within 48 hours the teacher should contact the parent/carers by phone.

At the end of the year these records (TAMB forms) are to be shredded.

Who Oversees Time Out?

Assistant Principal/Wellbeing Coordinator they will record the details of time out within the student’s chronicle.



Appendix 4: Mount Martha Primary School Time Out Form

Junior Form -

Student name _____ Date _____

Reporting Teacher _____ Reflection Teacher _____

KNOWLEDGE



INTEGRITY



COLLABORATION



RESPECT



Think back to what happened. What did I do?

What rule was broken?

KNOWLEDGE **INTEGRITY** **COLLABORATION** **RESPECT**



What was I feeling?

I was feeling _____ when _____



What two things can you do to fix things up - Make it better?
How can a teacher help?



Set a goal so it doesn't happen again.

I can _____



Senior Form –

Student name _____ Date _____
Reporting Teacher _____ Reflection Teacher _____

Think back to what happened. What did I do?

What rule was broken?

KNOWLEDGE **INTEGRITY** **COLLABORATION** **RESPECT**

What is my side of the story? What was I feeling?

What two things can you do to fix things up – Make it better?
How can a teacher help?

First I will

Then I can

Set a goal so it doesn't happen again.

I can

Appendix 5: Suspensions and Expulsions

Please click on the following links to find detailed information about these areas of school operations from the DEECD website.

[Suspensions](#)

[Expulsions](#)