

**Student Engagement & Wellbeing Policy**  
**2012**



# **Boroondara Park Primary School**

Produced in consultation with the school community  
To be read in conjunction with Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines

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## Introduction

The Principal is responsible for leading the development and implementation of the Student Engagement and Wellbeing Policy. The School Council has been involved in the development of the policy prior to approval as well as being responsible for monitoring its effectiveness and evaluating its success.

The guiding principles for the development of this policy are:

We have a comprehensive understanding of the diversity of our whole school community.

Actions and strategies are focussed on a prevention model.

Students who may be at risk are identified and supported.

Data collection will be central to the implementation of the policy.

Every student has the right to feel safe at school (including broader learning situations such as digital learning environments) and bullying or unacceptable behaviour including harassment, discrimination or a threat or act of violence is not tolerated

Explicit standards and expectations for student behaviour.

The school environment is inclusive of all children and young people and diversity is valued and respected.

A whole-school approach to promoting respectful relationships including school culture, policies and procedures, curriculum, programs and partnerships with families and community organisations.

A range of initiatives and strategies will be utilised to prevent and respond to bullying and unacceptable behaviour.

An explicit reference to how the behaviours and strategies relate to the safe and responsible use of digital technologies.

## Part A

### School Profile Statement

Boroondara Park Primary School is a school of approximately 600 children situated in North Balwyn. The school was formed in 1989 through the amalgamation of two well-established schools serving the North Balwyn and Bulleen areas.

The school's core purpose is to offer the widest possible range of experiences and educational opportunities for our students so that they may all have the chance to succeed. Our comprehensively planned and structured curriculum encompasses core discipline-based learning complemented by studies in the arts and physical education. The development of the whole child – socially, emotionally, academically, culturally and physically – is our aim. This occurs within a caring and supportive environment with the provision of the best facilities, resources and administrative support possible.

Learning to learn is a particular focus with the intent of fostering a lifelong love of learning. We encourage the children to take responsibility for their own learning, to be self-motivated and appreciate the intrinsic value of learning.

The school's vision includes

- Providing students with the most challenging, fulfilling and enriching primary school experience possible
- Providing students with the opportunity to adopt and embrace positive personal and social values to allow them to function effectively in society
- Preparing students to thrive in a rapidly changing and complex world
- Preparing students to productively contribute, locally or globally, to improving our world

We view a child's education as being the joint responsibility of the school, the parents and the child. To this end we encourage parental involvement in a range of areas and continually look at ways to enhance communication between school and home.

Our school community is a diverse one. We have approximately 415 families representing over 30 different cultural groups. Many of our students attend Chinese or Greek language school on the weekends and 25% speak a language other than English at home. Many of our children are in the privileged situation of being able to access extra-curricula activities outside school. These include Music lessons, sport and dance clubs, community groups such as Scouts and Guides and tutoring programs. Our children come from nuclear, extended and step-families and have extensive active links to close family members living in other countries.

## Part B

### Whole school prevention statement

Boroondara Park Primary aims to create a safe and supportive environment for learning and behaviours that reinforce the school values. The School Values will help to build supportive relationships, safe environments and promote positive mental health and wellbeing for all students.

Boroondara Park has an extensive curriculum including many optional extra activities for students and their families. All programs and activities are based on the shared values of:

- **Trust & Respect:** Appreciate all members of the school community and work cohesively with them. Display honesty and integrity; treat people with dignity and property with care.
- **Shared purpose:** Encourage achievement through application, commitment, enthusiasm, flexibility, teamwork, direction and cooperation. Share the effort and responsibilities when working towards common goals.
- **Fostering Growth:** Promote academic, social, emotional, cultural and physical development. Work towards achieving full potential within an encouraging and supportive environment. Acquire knowledge and skills through creative and meaningful experiences for all associated with the school.

- **Care:** Receive and provide physical and emotional support. Take a genuine interest in the welfare of others.
- **Valuing Diversity:** Accept and celebrate difference.

The school motto: 'Care, Learn, Share' is central to all daily activities and is given a high profile through a number of strategies. At every whole school assembly, school awards are made to students who have demonstrated one or more of these core values.

Our pastoral care program involves a whole school, multi-age organisation in which the school breaks into CLaS groups for 50 minutes every two to three weeks. Every teacher and principal leads a group of approximately 18 students who, where possible, stay with the same leader for their entire time at BPPS. These groups participate in social skills games and activities and provide opportunities for the reinforcement of our motto and core values in an explicit forum.

Our welfare and discipline strategies are based on the ideal and reinforce positive behaviour through acknowledgement and modelling. The school implements the 'Bounce Back' program. Each term, one core skill is the focus across all classrooms in the school. These include such concepts as resilience, humour, courage, success and responsibility.

Individual teachers use classroom strategies such as circle time and structured discussion to revise core values and positive characteristics and traits. Links are made to Integrated Studies topics where possible.

We are keenly aware of the importance of making these positive behaviours and attitudes explicit. As well as structured programs such as Bounce Back and the Life Education Program, day to day activities draw out comparisons and contrasts for discussion. Careful use of literature for study is a key element of this strategy and teachers use a range of books and stories to explore behaviours and characteristics that are core to well being.

BPPS uses a 'House' system to provide additional opportunities for connectedness. All students are allocated to one of the houses, named for the traditional people of this area: Attunga, Cooma, Killara and Burra. Teachers assign points for good behaviour, high quality work, working towards personal goals and displays of the school motto. These points are aggregated for a weekly winning house which takes possession of the 'Cup'. The houses are also used for whole school competition where multi-age groupings are appropriate, such as the school athletics carnival and the cross country running event. A group of year six school leaders are awarded House Captaincy and they model supportive behaviour for the other children across the school.

Student Engagement and Wellbeing strategies are reviewed on an annual basis. The general strategies are:

- Continue to implement and build on our current wellbeing initiatives such as Bounce Back and CLaS Groups
- Continue to evaluate our current wellbeing initiatives and investigate other programs and resources
- Implement a range of student feedback strategies across P – 6 in order to ascertain student attitudes and feelings about school
- Continue to offer professional learning opportunities and collegiate support, in a number of contexts including Professional Learning Teams and VELS teams.
- Promote link between wellbeing and learning in all school culture, learning and environmental aspects a normal part of a students life.

- The implementation of eSmart as a whole school approach. The eSmart approach connects cybersafety with overall wellbeing, and focuses in creating cultures of respect and responsibility.

## Part C

### Rights and Responsibilities

#### *Guiding principles:*

At BPPS we believe that every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Refer to the DEECD Dignity and Respect Statement. (appendix a)

A number of parliamentary documents are central to the implementation of our student engagement policy. Our policy will be implemented within the guidelines and guiding principles of the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006 and the Disability Discrimination Act 1992.

Our school acknowledges our Duty of Care to all children along with responsibilities within Occupational Health and Safety Guidelines.

#### *Equal Opportunity:*

The Equal Opportunity Act 1995 sets out types 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:*

This act of parliament outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal with dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

#### *Students with Disabilities:*

One in five Victorians has a disability, and like the rest of the community, strive to lead diverse and fulfilling lives. Central to new thinking is the understanding that it is not necessarily disability itself which makes life difficult but rather, often it is the barriers imposed by the environment or by attitudes.

#### *Bullying and harassment:*

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Harassment is behaviour intended to annoy, disturb, threaten or upset another person. Harassment and bullying may involve similar behaviours as both usually involve a person or group of people who have, or are perceived to have, more power deliberately upsetting someone on more than once occasion.

**Bullying** is repeated oppression, verbal, physical or psychological, of a less powerful person by a more powerful person or group.

Bullying is when a person, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance in power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

**Cyber Bullying** is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Cyber bullying can happen to anyone and the bully can act anonymously. People can be bullied online by groups of people such as class groups or collective members of an online community. Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- The language you use and the things you say
- How you treat others
- Respecting people's property (eg. copyright)
- visiting appropriate places.
- Behaving safely online means:
  - Protecting your own privacy and personal information (we used to call it 'stranger danger'.) Selecting appropriate spaces to work and contribute.
- Protecting the privacy of others (this can be sharing personal information or images)
- Being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

The eSmart framework develops agreed protocols to ensure that all members of the community share an understanding of expected behaviours.

We have a holistic approach to the respectful and safe use of information and communication technologies which includes agreed policies and procedures, access to professional learning opportunities for staff, specific teaching of the safe use of technologies for students and eSmart awareness information or opportunities for the wider school community.

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

Our anti-bullying guidelines indicate that if a student sees another person being harassed or bullied they should tell the person that the incident was witnessed and advise them to report it to an appropriate person. 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.

Students who are being harassed or bullied should:

- Tell the person you don't like what they are doing and you want them to stop and
- Discuss the matter with a student leader or a teacher/coordinator with whom they feel comfortable.

All concerns are taken seriously. All complaints are treated confidentially.

<b>Subtle harassment:</b> (The most common)	<b>Explicit harassment:</b> (obvious)
<p>They include:</p> <ul style="list-style-type: none"> <li>• Offensive staring and leering</li> <li>• Unwanted comments about physical appearance and sexual preference.</li> <li>• Racist or smutty comments or jokes</li> <li>• Questions about another’s sexual activity.</li> <li>• Persistent comments about a person’s private life or family</li> <li>• Physical contact e.g. purposely brushing up against another’s body</li> <li>• Offensive name calling.</li> </ul>	<p>They include:</p> <ul style="list-style-type: none"> <li>• Grabbing, aggressive hitting, pinching and shoving etc.</li> <li>• Unwelcome patting, touching, embracing</li> <li>• Repeated requests for dates, especially after refusal</li> <li>• Offensive gestures, jokes, comments, letters, phone calls or e-mail</li> <li>• Sexually and/or racially provocative remarks</li> <li>• Displays of sexually graphic material– pornography</li> <li>• Requests for sexual favours</li> </ul> <p><i>Extreme forms of sexual harassment will lead to criminal prosecution.</i></p>

<b>Bullying</b>	<b>Cyber bullying</b>
<p>Can involve such things as:</p> <ul style="list-style-type: none"> <li>~ grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.</li> <li>~ publicly excluding a person from your group</li> <li>~ taking or breaking a person’s property</li> <li>~ knocking a person’s books or belongings out of their hands or off their desk</li> <li>~ teasing a person because of their looks</li> </ul>	<p>Can involve such things as:</p> <ul style="list-style-type: none"> <li>~ teasing and being made fun of</li> <li>~ spreading of rumours online</li> <li>~ sending unwanted messages/images</li> <li>~ defamation</li> <li>~ publishing images without permission</li> </ul>

**Rights and Responsibilities of Students:**

Boroondara Park Primary School aims to provide a safe and caring teaching and learning environment that promotes co-operation, self discipline and respect for others.

<b>Rights of Students</b>	<b>Responsibilities of Students</b>
<p>All students have the right to:</p> <ul style="list-style-type: none"> <li>- Be safe and feel secure at all times.</li> <li>- Learn and play without disruptive influence from others in a supportive environment</li> <li>- be treated fairly, equally and respectfully by the school community regardless of age, appearance, gender, abilities or cultural and</li> </ul>	<p>All students will be expected to:</p> <ul style="list-style-type: none"> <li>- Treat everyone with respect, consideration, tolerance, understanding and kindness.</li> <li>- Be honest with, and courteous to all.</li> <li>- Be aware of the acceptable and appropriate limits of behaviour.</li> <li>- Play fairly and foster friendship.</li> </ul>

religious backgrounds	<ul style="list-style-type: none"> <li>- Use appropriate and generally acceptable language.</li> <li>- Demonstrate self-discipline.</li> <li>- Strive for excellence.</li> <li>- Show pride in themselves and in their school.</li> <li>- Keep the school buildings and grounds clean and tidy.</li> <li>- Avoid hurting or harming others.</li> <li>- Support and promote school values and rules</li>   <li>- Demonstrate respect for the rights of others, including the right to learn</li> </ul>
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### **School Rules**

As we all have the right to be safe and secure, the following forms of behaviour are seen to be intimidating and dangerous and therefore unacceptable.

- Fighting, bullying or any other form of aggressive behaviour.
- Throwing stones or other dangerous objects and playing with sticks.
- Leaving the school grounds without permission.
- Riding bikes in the school grounds.
- Running in, or close to the buildings.
- Climbing trees or anything other than designated playground climbing equipment.
- Being inside any building without teacher supervision.
- Teasing or name calling and the use of rude and hurtful language.
- Weapons - toy or real - are not permitted at school without special permission.
- Games must not endanger the participants or others in the play area.

### ***Rights and Responsibilities of Parents/Carers:***

Parents and carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Along with these rights, parents and carers have the responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance and punctuality.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.
- Communicate concerns directly with the school personnel involved.
- Abstain from publication in any form including on-line forums that will display any aspect of the school in a poor light.

- Treat all staff with respect.
- Adhere to all codes of conduct relating to parent involvement in school events and programs.
- Ensure the children in their care are provided with good nutrition and appropriately clothed to enable them to learn to their full potential.
- Be treated fairly, equally and respectfully by the school community
- Support and promote school values and rules

***Rights and responsibilities of Teachers:***

Teachers’ professional conduct is characterised by the quality of the relationships they have with their students, their students’ parents and carers, families and communities as well as their colleagues. The teachers at our school work within the bounds of the Education and Training Reform Act 2006 and adhere to the Victorian Teaching Profession Code of Conduct. All people in professional positions within the school will use these and other strategies to promote self-respect, self-discipline and the taking of responsibilities by the students in their charge. At all times they will:

- Model, encourage and reinforce exemplary behaviour
- Define clearly the meaning of all rules and expectations
- Maintain a uniform approach to discipline
- Be fair and consistent in applying appropriate forms of punishment
- Provide assistance to any child with special needs
- Develop the self esteem of all participants
- Accept and value individual differences
- Involve students in decision making and negotiating rules where appropriate
- Encourage friendship, sharing, tolerance and compassion
- Provide responsible and constant supervision
- Be treated fairly, equally and respectfully by the school community
- Support and promote school values and rules

Each of these responsibilities is accompanied by the expectation of the corresponding right. Teachers have the right to teach, free from the disruptive influence of others.

Part D

Shared Expectations:

At Boroondara Park Primary School we share high expectations of the whole school community. The expectations are:

- Jointly negotiated, owned and implemented by all members of the school community,
- Clear and specific

- Focussed on positive and pro-social behaviours
- Focussed on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences
- Incorporate school values into all aspects of practice

Our school Motto ‘Care, Learn Share’ is a living element of everyday life at BPPS. Within this, our explicitly stated values are constantly reinforced by all members of staff.

***Trust & Respect***  
***Shared purpose***  
***Fostering Growth***  
***Care***  
***Valuing Diversity***

Teachers use a range of teaching practices all of which foster safe risk-taking for learning. Classroom teaching practices are inclusive and enable participation of all children regardless of ability. Teaching practices are based on a thorough understanding of the delivery of a differentiated curriculum.

Teachers meet regularly to fine-tune program planning and discuss educational issues. Individual students who are at risk are identified in this confidential context and professional conversations enable the sharing of expertise and strategies.

Children who are enrolled in the Program for Students with Disabilities (PSD) and others who are deemed at risk are supported through formal structures such as Individual Learning Plans (ILPs) and regular Student Support Group (SSG) meetings. These meetings ensure regular communication between teachers and carers and enable the expert support of associated professionals such as speech therapists and psychologists to be included in learning plans.

A comprehensive curriculum is provided at all levels of the school. Planning is conducted in weekly teacher forums as well as in extended sessions each term. Input is gathered from classroom teachers, specialist teachers and consultants. Curriculum is monitored across the whole school by the curriculum and school leadership teams. Students of our school benefit from partnerships between the school, home and professional community members. Involvement includes:

<b>Special needs expertise</b>	<b>Special interest expertise</b>
Psychologists Speech Therapists Occupational Therapists School Nursing Service Physiotherapists Educational Consultants	Tri- Skills Gymnastics Teachers Life Education Program Facilitators Family Life Educators Musicians Chess tutors Parents with expertise in pertinent areas

Teachers review curriculum on a constant basis to ensure it continues to be relevant, challenging and

engaging. Whilst children are all working at different levels, in different contexts and bringing different background experiences, it is our expectation that all children will experience success in their learning.

<p><b><i>At BPPS we expect our students:</i></b></p> <ul style="list-style-type: none"> <li>✓ to participate in all school activities</li> <li>✓ to ask for assistance when required</li> <li>✓ to make every effort to be positive and enjoy being in class</li> <li>✓ to treat classmates, teachers and other adults with respect and dignity</li> <li>✓ to value and care for school resources</li> <li>✓ to attend regularly and be on time to all classes</li> <li>✓ to support classmates, teachers and other school adults</li> <li>✓ to adhere to the student code of conduct</li> <li>✓ to sign and adhere to the internet user's agreement</li> <li>✓ to communicate concerns appropriately and in a timely manner</li> </ul>	<p><b><i>At BPPS we expect our teachers:</i></b></p> <ul style="list-style-type: none"> <li>✓ to create and implement engaging lessons using a variety of resources</li> <li>✓ to make sure every student has an equal opportunity to participate</li> <li>✓ to seek student input into the curriculum and class environment</li> <li>✓ to listen to students and value their contributions</li> <li>✓ to listen to parents' insight into their children's learning</li> <li>✓ to understand the needs of students and be as accommodating of those needs as possible in the school setting</li> <li>✓ to set appropriate and achievable personal professional goals</li> <li>✓ to model appropriate behaviour</li> <li>✓ to use positive reinforcement of appropriate behaviour</li> <li>✓ to encourage personal excellence</li> <li>✓ to develop independent learners</li> <li>✓ to follow up on children's concerns</li> <li>✓ to adhere to the Victorian teaching Profession Code of Conduct at all times</li> </ul>
<p><b><i>At BPPS we expect our school leadership staff:</i></b></p> <ul style="list-style-type: none"> <li>✓ to provide proactive, supportive and distributive leadership across the entire school community</li> <li>✓ to ensure staff, students and the wider school community understand what is expected of them</li> <li>✓ to ensure staff and students have the resources and equipment to assist them in the process of teaching and learning</li> <li>✓ to ensure that the curriculum of the school takes into account the needs of all students</li> <li>✓ to encourage the participation of the wider school community</li> </ul>	<p><b><i>At BPPS we expect our school support staff:</i></b></p> <ul style="list-style-type: none"> <li>✓ to provide timely support to students, teachers and families as appropriate to their role</li> <li>✓ to be non-judgemental</li> <li>✓ to display trust and confidentiality</li> <li>✓ to be understanding and caring</li> <li>✓ to be cognisant with technology to the extent that it is needed for assisting with student learning</li> <li>✓ to take personal responsibility for developing professional skills necessary for the health and learning of the children in their care</li> </ul>

<p><b><i>At BPPS we expect our parents and carers:</i></b></p>	
<ul style="list-style-type: none"> <li>✓ to cooperate with requests from the school</li> <li>✓ to communicate clearly with the school about the needs of their children</li> <li>✓ to ensure communications are arranged at times other than when the teacher is teaching</li> <li>✓ to promote positive educational outcomes for their children</li> <li>✓ to ensure their children are attending school regularly and on time</li> <li>✓ to seek assistance from appropriate agencies if circumstances lead to personal difficulties in providing appropriate care for their children</li> <li>✓ to ensure the school is provided with copies of court documents that have impact on care arrangements and school time</li> </ul>	

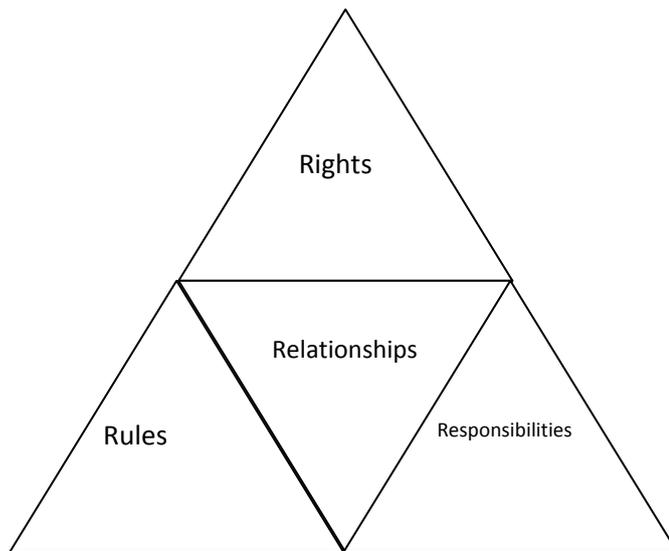
## Part E

### School Actions and Consequences:

The Boroondara Park Primary School statement of actions and consequences is based on the premise that all people have the right to be safe and to be treated with respect and dignity. Teachers and school leaders take a pro-active role in ensuring appropriate behaviour is exhibited at all times. Actions and processes must be fair and consistent. At Boroondara Park Primary School, every student is supported in developing positive behaviours and to demonstrate the school values.

#### Intervention

The focus of our engagement and wellbeing policy is the implementation of prevention strategies in order to create an environment in which expectations are clear and understood by all. All members of our school community have rights and responsibilities. These are based around a set of agreed general rules. These rights, responsibilities and rules all work together to create a caring community in which positive relationships are central.



Ref: Rogers 1990

At times when rights and responsibilities are disregarded or rules are broken, there is a clear set of protocols that will guide responses and consequences.

Protocols of discipline:

1. All discipline will be approached from the perspective of joint rights, responsibilities and rules.
  2. The person dealing with a concern will speak and act in such a way as to minimise embarrassment, undue confrontation and hostility.
  3. A least-to-most intervention approach will be taken.
  4. Students will be given appropriate choices when consequences are being implemented.
  5. Students will be disciplined with respect, regardless of their behaviour or personalities.
  6. We are aware that we often get what we expect – so use positive corrective language will be used where possible.
  7. Issues will be followed up beyond the classroom.
  8. Wherever possible there will be a logical relationship between behaviour and outcome.
  9. The agreed school 'Safety Plan' will be followed in any situation in which a child becomes angry or upset.
- (See Appendix b)

The majority of misbehaviour is best dealt with by the teacher at hand. In the classroom this is the classroom or specialist teacher present when misbehaviour occurs. In the playground, the duty teacher is best placed to investigate the circumstances and respond appropriately.

**Consequences for minor misbehaviour *might* be:**

- a few minutes of 'time out' of the task or game
- a discussion of the behaviour to make explicit the elements that were inappropriate
- a warning that such behaviour is not to recur
- a negotiation with those involved leading to agreed actions
- an apology

- action to rectify inappropriate behaviour, for example picking up litter if it was dropped, repairing or replacing broken items etc.

Behaviour that is repeated or more serious in nature, for example leading to actual or potential injury, needs a more substantial response. Again, this will depend on the circumstances surrounding the behaviour and the past actions of the student. Such behaviour will be followed using the school 'Safety Plan', should be documented and may involve notification of parents by a phone call or written note in the student's diary. This is to ensure effective communication between home and school to allow for positive partnerships. Follow-up of all discipline will involve teaching and/or building of pro-social replacement behaviours.

Behaviour that is deemed significantly serious, will lead to formal school detention. A note will be sent home with the student the day before the detention to alert parents. The student will be required to stay inside, and will be isolated (whilst under teacher supervision) for a period of half of one lunch recess. Parents are expected to sign the notification to let the school know that they are aware of the situation and have discussed it with their child. Records will be kept of this consequence. Again, clear communication procedures are in place to ensure strong home school partnerships with the aim of re-establishing damaged relationships. If three formal detentions are implemented in any one year, the child's parents/carers will be asked to meet with a member of the school leadership to identify concerns and implement an appropriate action plan.

Records of misbehaviour will be kept to ensure the systematic analysis of student behaviour. Records will be kept by classroom teachers for more minor incidents but centrally located anecdotal notes will be kept for more serious incidents.

In cases where a student is involved in misbehaviour that is serious and not a one-off example of bad choices, a student support group will be formed to ensure that a strategic and staged response is in place. This will involve parents or carers, classroom teacher and a school leader.

In extreme cases of poor behaviour, the Principal or Assistant Principal may implement school suspension or expulsion. Should this occur, procedures will adhere to DEECD guidelines outlined in the Student Engagement and Wellbeing Policy Guidelines (2009) pages 25-31.

The protocols of discipline, as listed above, will apply to all levels of discipline regardless of the severity, the situation, or the people involved.

At Boroondara Park Primary School, we embrace the principles of eSmart framework.

eSmart makes strong links between the creation of respectful environments and safeguarding the wellbeing and safety of all members of the school community.

## Part F

### References & Resources:

2011 DEECD 'Abilities Based Learning and Education Support (ABLES)- Resources for Students with Disabilities and Additional Learning Needs'

2009 DEECD 'Effective Schools are Engaging Schools – Student Engagement Policy Guidelines'

2009 *Bar None Community Awareness Kit for Schools*

Rogers B. (1990), *'You Know the Fair Rule' and much more*, ACER Press, Camberwell

Kids Matter <http://www.kidsmatter.edu.au/resources/programs-guide/>

Charter of Human Rights and Responsibilities Act 2006

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/)

Building Respectful and Safe Schools: A Resource for School Communities

<http://www.education.vic.gov.au/healthwellbeing/respectfulsafe/default.htm>

### **School Policy and Advisory Guide:**

Student Safety

<http://www.education.vic.gov.au/management/governance/spag/safety/default.htm>[http://](http://www.education.vic.gov.au/management/governance/spag/safety/default.htm)

Program for Students with a disability

<http://www.education.vic.gov.au/management/governance/spag/curriculum/programs/disabilities.htm>

Cyber Safety - The Learning On Line website presents the Department of Education and Early Childhood Development's advice for schools on cyber safety and educating young people to be safe and responsible users of digital technologies and social media tools.

<http://www.education.vic.gov.au/management/lo/lo/default.htm>

eSmart- An initiative of The Alannah and Madeline Foundation. eSmart aims to make cybersafety a normal part of everybody's life by equipping them to use technologies in ways that are positive and that protect them from the potential risks.

<http://www.esmartschools.org.au>

### Appendices:

- a) DEECD statement of Dignity and Respect
- b) Safety Plan