STUDENT WELLBEING AND ENGAGEMENT POLICY	**Approved by School Council:** October 2020 **Review:** October 2023

School Profile

Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success. Our vision is to embrace the following state initiatives: Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning, and Community Engagement in Education. The school values are: Integrity, Kindness, Resilience and Wellbeing.

The main school building comprises fifteen general classrooms, a visual arts facility, Italian teaching space, first aid room, staff room, meeting rooms, administrative offices and an Out of Hours Care facility. Two relocatable buildings provide an additional four classroom teaching spaces. A community funded gymnasium complex provides a full-size basketball court, music room and canteen. All classrooms have air-conditioning. Playground resources include; three separate areas with equipment for children of varying ages, basketball and bat tennis courts, gaga pit, natural play space, sand pit, open natural grass area and an area dedicated to quiet play.

The school is organised into four Professional Learning Communities: Foundation, Years 1/2, Years 3/4 and Years 5/6.

Out of School Hours Care is provided both before and after school on a daily basis by the school, and the school gymnasium is hired by School Council to outside users.

School Values, Philosophy and Vision

Our school is committed to providing a safe, secure and stimulating environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. Our school is also committed to preventing and addressing Bullying and Cyberbullying. Please refer to our Anti-Bullying and Anti-Harassment Policy for more information.

Our Philosophy: Every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive.
Our Vision: At Gladstone Views Primary School we create and maintain a respectful and safe environment where all students learn together.
Our Values: Wellbeing, Resilience, Integrity, Kindness
Our Expectations: Be Safe, Be Respectful, Be a Learner
Our Matrix of Expected Behaviours: This document outlines the expected behaviours from students. It outlines the expectations (Be Safe, Be Respectful, Be a Learner) and how these look in all areas of our school (Always, Learning Areas, Play Areas, Toilets and Taps, Canteen, Transition and Common Core Areas, Assembly, Digital Technologies, In the Community)

The rights and responsibilities of all parents/carers, students and school staff is outlined in **(Appendix 3)**

1

Guiding Principles
- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and School Wide Positive Behaviour Expectations to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active student participation as an avenue for improving student outcomes and facilitating school change.
- The school believes that curiosity and learning go hand in hand. We assist our students to direct their own learning by using curiosity thinking skills as learning strategies.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network or community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Engagement Strategies
To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole school) targeted and individual engagement strategies used in our school are:
- Mandating school attendance daily maximise opportunities to learn
- Focusing on whole school improvement in literacy and numeracy outcomes for students from a range of cultures and linguistic and socio-economic backgrounds
- Providing opportunities for professional learning with an emphasis on the priorities identified in the school strategic and annual implementation plans
- Using individual and group work based on differentiated learning in literacy and numeracy to add to the depth of learning experienced
- Explicitly teaching social skills that build both confidence and independence to enable students to maximise their relationships with family, friends and members of the school community
- Implementing a whole school approach to restorative practices that build relationships and encourage respect, responsibility and pride
- Facilitating parent, teacher and student meetings that provide opportunities for students to share their achievements and discuss their learning goals
- Providing leadership opportunities for students that promote the *student voice* in the school including school and house captains, junior school council and participation in interschool sports teams.

Identifying students in need of extra support

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by teachers
- Engagement with student families
- Welfare and health organisations
- DET Student Support Services

Behaviour expectations

Shared behaviour expectations, parents/cares and school staff are detailed at (**Appendix 4)**

School Actions

Responding to challenging behaviours

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 5**)

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage cause)
- Withdrawal of privileges
- Withdrawal from activities for a specified period. Where appropriate, parents/cares will be informed of such withdrawals
- Detention
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. **(Appendix 6)**

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal or their nominated representative and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Engaging with families

Our school values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers in families by:

- ensuring all parents / carers are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with take home reading and other curriculum-related activities
- involving families as participants in school decision making
- co-ordinating resources and services from the community for families, students and the school
- involving families in Student Support Group Meetings

Parents/carers responsibilities for supporting their child's attendance and engagement are outlined in **(Appendix 4).** Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Code of Conduct. **(Appendix 7)**

Evaluation

Data collection and analysis
Data will be collected regarding frequency and types of wellbeing issues. Some sources of data used are:

- The Attitudes to School Survey
- School level report data
- Parent survey data
- Data from case management work with students
- Absence and lateness data from Compass

Review Cycle
This policy will be reviewed as part of the school's three-year review cycle and in the event of any incident which may prompt a review of the policy.

Appendices and Related Policies
Appendix 1: School Values
Appendix 2: Statement of Rights and Responsibilities
Appendix 3: Rights and Responsibilities-School Leadership Team, Staff, Students and Parents, Carers and the Community
Appendix 4: Shared Behaviour expectations
Appendix 5: Staged response checklist for student behaviour issues
Appendix 6: Process for responding to breaches of Behaviour Expectations
Appendix 7: Statement of Values

Related policies:
- Bullying Prevention Policy (including cyber-bullying)
- Student Support Group Policy
- Enrolment Policy
- Attendance Policy
- Lateness Policy
- Homework Policy

Our School Wide Positive Behaviour expectations guide the behaviour we expect to see from students

Value	Staff will	Parents/Carers will
Kindness ***Treat others with consideration and regard***	• Incorporate understanding and appreciation of individual differences as an integral part of the learning program • Respect difference and appreciate diversity • Seek to understand the perspectives of all stake holders and work in partnership with them • Develop a culture of trust in and across the school • Explicitly incorporates our school values in Learning Community processes and structures • Maintain confidentiality • Be courteous and use good manners • Respect property • *Comply with the school's Anti-Bullying and Anti-Harassment Policy*	• Respect difference and appreciate diversity • Respect the knowledge and expertise of all stakeholders • Respect property • Encourage an understanding of school rules and boundaries • Maintain confidentiality • Be courteous and use good manners • *Comply with the school's Anti-Bullying and Anti-Harassment Policy*
Wellbeing ***Be accountable for one's own actions; resolve differences in constructive, non-violent and peaceful ways; contribute to society and to civic life; take care of the environment; and take care of self***	• Be accountable for planning and implementing programs that meet the needs of all students • Give students the opportunity to develop into independent learners • Implement the school's whole school behaviour management plan • Interact with colleagues in a cooperative manner • Undertake work that upholds and complies with DET standards • Value the work of volunteers in the school	• Help their children to develop strategies to be organised • Ensure that their children attend school regularly • Follow up on strategies suggested by the school that will assist their child • Attend school meetings and events to support their child's achievement and personal development • Make appointments to come to the school to resolve issues that may arise

Integrity *Be honest, sincere and seek the truth*	• Report accurately on student progress • Provide feedback to students that will assist them to move forward • Interact with integrity with students, staff and members of the community • Tell the truth	• Inform staff of all relevant information that would assist them in the provision of programs • Tell the truth
Resilience *Work together, share ideas and problem solve to maximise outcomes*	• Work in teams to maximise knowledge, talents and resources • Share good practice, provide feedback and celebrate success • Take on leadership roles in teams and across the school • Take risks and encourage risk taking in others • Be open-minded to new learning • Understand that the system in which we work is complex and that we must continually work to improve the school systems	• Share ideas, listen and talk to each other • Promote teamwork between parents, students, teachers and the community. • Use positive attitudes to solve problems. • Positively support the student-teacher relationship. • Contribute to the school by participating in events and serving on committees • Promote the school in the community

Appendix 2:

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the school community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying and Anti-Harassment Policy)

Teachers also have the right to be informed, within privacy requirements about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. To know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments and use a range of strategies to engage students in effective teaching. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Wellbeing and Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

School Leadership Team (Principal, Assistant Principal, Leading Teachers)

Rights	Responsibilities
To feel safe and comfortable in the school environment,	To create a safe and supportive environment.
To do as much work as possible for school improvement.	To facilitate a culture and environment in which a positive work ethic is valued.
To be valued and respected.	To build positive relationships with members of the school community based on mutual respect.
To work with staff, students and members of the community.	To understand and support one another.
To be free from harassment	To ensure that others are not harassed.
To respond to the needs and interests of all and set future directions for the school	To listen to all points of view before making critical decisions.

Staff *(teaching and non-teaching)*

Rights	Responsibilities
To be valued and respected.	To build positive relationships with members of the whole community based on mutual respect
To be treated with courtesy and respect by students, parents and their peers.	To treat others with the respect and courtesy that builds meaningful relationships and a sense of belonging and connectedness To communicate positively with others
To expect all students to learn, work to build upon their capabilities and respond positively to others.	To respond to student needs and improve student learning outcomes To ensure that all students experience success and share their achievements with others To build a mutual understanding of learning, relationships and membership of the global community
To work productively in a safe, secure and stimulating environment.	To report breaches of safety To work co-operatively with others To focus on school goals and targets To continue their professional learning
To expect students to understand and work within the Student Engagement and Inclusion Policy guidelines	To follow the student engagement guidelines To implement Behaviour Management strategies To create a safe and stimulating environment that ensures regular attendance To maintain their duty of care To provide positive role models and explicitly teach social skills To talk about problem solving strategies To use the logical consequences of action to change behaviour

Students

Rights	Responsibilities
To be valued and respected.	To build positive relationships with members of the whole community based on mutual respect.
To complete tasks and activities to the best of their ability.	To be responsible for their own learning. To respect the right of other students to learn, to do their best and to succeed at school.
To feel comfortable and safe in the classroom and at school.	To keep themselves and others safe in the classroom and at school.
To be supported through the implementation of the Student Engagement and Inclusion Guidelines.	To follow the Student Engagement and Inclusion Guidelines.

Parents, Carers and the Community

Rights	Responsibilities
To expect that their child/ren will be educated in a safe, secure and caring environment that focuses in fostering and improving student learning outcomes.	To adequately prepare their child for school. To ensure that students attend school, have a positive attitude to learning and work in partnership with the school to make a difference and add value to their child's learning opportunities To ensure that their child attends school at the optimal level
To expect that their children will be treated with courtesy and respect and valued as individuals.	To promote respectful relationships with others. To support school policies and programs.
To be informed about issues or problems that affect their child's learning, connectedness to school and their sense of belonging at the school.	To work co-operatively with the school to foster their child's love of learning To keep the school informed about any issues that may affect their child's capacity to learn

Shared Behaviour Expectations

	Students	Parents/Carers	Principal / Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • preparedness to engage in and take full advantage of the school program • effort to do their best • self-discipline to ensure a cooperative learning environment and team work • model the School Values	• Promote positive outcomes by valuing the importance of education and liaising with the school on the child's progress and any specific needs • Support their child in preparation of the school day and in the provision of a supportive home environment • Monitor their child's school involvement and the progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: • Attend and be punctual every-day that the school is open to students • Be prepared to participate fully in lessons • Bring a note from parents explaining an absence / lateness	Parents/Carers are expected to: • Ensure that their child's enrolment details are correct • Ensure their child attends regularly • Advised the school as soon as possible when a child is absent • Account for all student absences • Keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with DET procedures the school will: • Proactively promote regular attendance • Mark rolls accurately twice daily • Follow up on any regular student absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Communicate with parents/carers if any action is required regarding issues with non-attendance

	Students	Parents/Carers	Principal / Teachers & Staff
Behaviour	Students are expected to: • Model the schools core values of Kindness, Resilience, Integrity and Wellbeing • Always treat others with respect • Never physically or verbally abuse others • Take responsibility for their behaviour and its impact on others • Obey all reasonable requests of staff • Respect the rights of others to learn. No student has the right to impact on the learning of others. • Respect the property of others	Parents Carers are expected to: • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • communicate with the school regarding their child's circumstances • cooperate with the school by assisting in strategies to address individual needs	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasis the wellbeing of the child The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is expected for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues

Appendix 5:

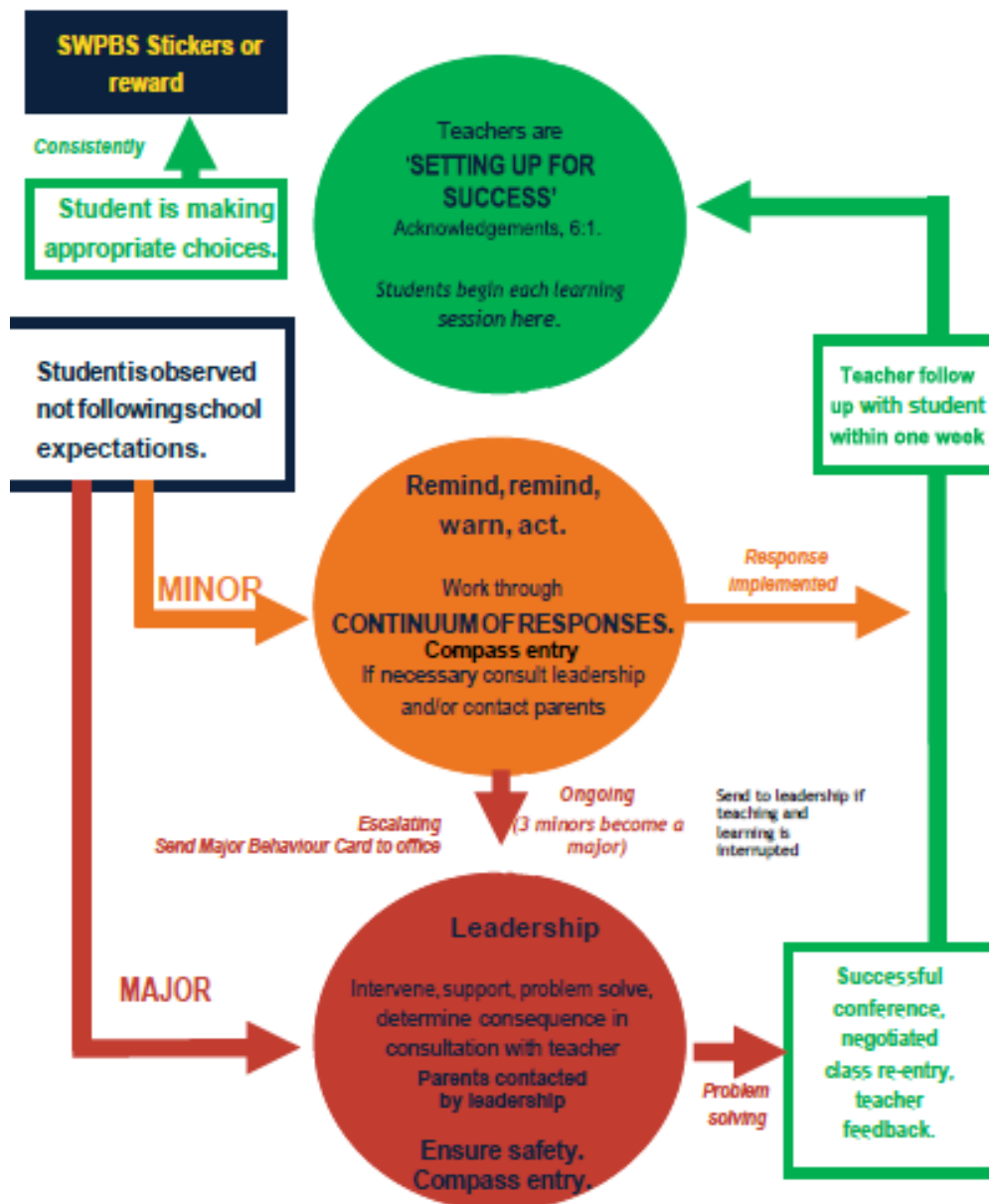

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues

- Define and teach school wide expectations for all.

- Establish whole school positive behaviour programs.

- Establish consistent school wide processes to identify and support students at risk of disengagement from learning.

Stage 2: Responding to individual students exhibiting challenging behaviour

- Assess the behaviour and its function, influences and triggers (include student, parents/ carers and school wellbeing staff as appropriate)

- Develop Behaviour Support Plan or Individual Education Plan (involve parent/carer)

- Consider if any environmental changes need to be made

- Teach replacement behaviours

- Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support

- Establish a student support group

- Implement appropriate disciplinary measures that are proportionate to problem behaviours

- Consider out of school behaviour management options such as the Student Development Centres (if available)

Behaviour Support Flowchart:

SWPBS Stickers or reward

Consistently

Student is making appropriate choices.

Student is observed not following school expectations.

Teachers are 'SETTING UP FOR SUCCESS'
Acknowledgements, 6:1.

Students begin each learning session here.

Teacher follow up with student within one week

MINOR

Remind, remind, warn, act.

Work through **CONTINUUM OF RESPONSES.**
Compass entry
If necessary consult leadership and/or contact parents

Response implemented

Escalating
Send Major Behaviour Card to office

Ongoing (3 minors become a major)

Send to leadership if teaching and learning is interrupted

MAJOR

Leadership
Intervene, support, problem solve, determine consequence in consultation with teacher
Parents contacted by leadership

Ensure safety.
Compass entry.

Problem solving

Successful conference, negotiated class re-entry, teacher feedback.

Appendix 6

Process for responding to breaches of Behaviour Expectations

Rules	Teacher Responsibility	Assistant Principal/ Principal
Inside the Classroom ➢ Students must obey all reasonable requests of staff ➢ Students must always treat others with respect ➢ Students must respect the rights of others to learn. No student has the right to impact on the learning of others ➢ Students must bring correct equipment to all sessions ➢ Students must work to the best of their ability	*1. Friendly reminder*- Students are given a chance to stop what they are doing, follow school expectations, behave sensibly so that they and the other students can learn *2. Warning-* Students are given a warning advising them that their behaviour is affecting other people's safety and/or learning and it must stop immediately *3. Time Out - away from the group* Students are advised that their behaviour is affecting others and because they have not stopped after a chance and a warning they are to move away from the group for a small amount of time. *4. Time Out - away from the classroom* *or space occupied by that group (but still in eye sight of the teacher) (recorded in behaviour book)* *5. Leadership Team called* *If undesired behaviour still continues after the above has been implemented, then the Assistant Principal or Principal is called.* For **extremely dangerous** situations, students are sent to a Leading Teacher, Assistant Principal or Principal. Students are to be sent to the principal after their name has been recorded in the Communication Book two times in one day and have committed a third offence in one week. If students have had their name recorded three times in the behaviour book then the Leadership Team will contact parents/guardians If students are sent to the Principal more than once in the same week, parents/guardians will be notified and requested to attend a meeting to establish a behaviour management plan. An appropriate consequence will be given based on context. Each term, students will be given a fresh start.	Implement a staged response: ➢ Speak to the student prior to actioning ➢ Behaviour book ➢ Restorative chat with affected parties ➢ Student contract ➢ Student support meeting ➢ In house suspension
Outside behaviour ➢ Students must always treat others with respect ➢ Students must play fair and not harm	*Friendly reminder*- Student returns to the activity or game if the yard duty teacher believes that the student has been cooperative, reflected and can be trusted not to adversely	➢ Either the Assistant Principal/Principal discusses the incident and ways to restore the situation and improve behaviour.

	affect the safety and well-being of other students in the yard.	➢ Consequences for the misbehaviour are set.
others	*Warning*- Student behaviour is affecting the safety and well-being of others around them. The student walks with the yard duty teacher for 10 minutes and ways the student can restore the situation are discussed. Student returns to play after restoring the situation. ***Time out from the yard*** ***(walk with teacher or sent to the Principal's office)*** If student behaviour is serious and/or dangerous and warrants immediate exclusion from the yard, the Yard Duty teacher requests assistance from office. If a student refuses to follow the instructions of the yard duty teacher they are to report it to the Assistant Principal/Principal at the end of the yard duty session.	
Attendance and Punctuality ➢ Students must arrive to school on time ➢ Notification from home must accompany all absences	➢ Students who arrive late to school (after 9:00am) should go directly to the office. Office staff will log a "late arrival" in Compass and student issued with a Late Pass before going to their classroom ➢ Attendance must be entered twice a day	➢ Speak to parents/carers regarding lateness issues ➢ Follow through with parent /carer regarding lateness and absence issues
Bullying ➢ Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.	➢ Challenge behaviours around rights and responsibilities and impose consequences ➢ Report to Principal/Assistant Principal	➢ Contact parents/carers ➢ Consequences may include an apology, anti-bullying contract, student task related to anti-bullying/cyber bullying, counselling
Property and Security ➢ Students are to respect all school property.	➢ Challenge behaviours around rights and responsibilities and impose consequences. ➢ Report to Principal/Assistant Principal	➢ Challenge behaviours around rights and responsibilities and impose consequences. ➢ Parent / carer notified and may be required to pay the cost for damages. ➢ If extensive and persistent issue, organise a parent meeting to review behaviour and discuss next steps.

CODE OF CONDUCT

Gladstone Views Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

Our school is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of and a responsibility for ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people and enables them to thrive in their learning and development.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

RESPONSIBILITIES:

AS PRINCIPALS AND SCHOOL LEADERS WE WILL:
➢ Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
➢ Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
➢ Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
➢ Plan, implement and monitor arrangements to ensure the care, safety, security and general well-being of all students in attendance.
➢ Identify and support students who are or who may be at risk.
➢ Do our best to ensure every child achieves their personal and learning potential.
➢ Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
➢ Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
➢ Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
➢ Call the police if a person does not leave school grounds when asked to do so.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:
➢ Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
➢ Model positive behavior to students consistent with the standards of our profession.
➢ Proactively engage with parents/carers about student outcomes.
➢ Work with parents/carers to understand the needs of their child and, where necessary, adapt the learning environment accordingly.

- Work collaboratively with parents/carers to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event they anticipate or face any tension or challenging behaviours from parents/carers.
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students and students with culturally and/or linguistically diverse backgrounds.
- Treat all members of the school community with respect.

AS PARENTS/CARERS, WE WILL:
- Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times
- Model positive behaviour to our child
- Ensure our child attends school every day and on time
- Take an interest in our child's school and learning
- Notify and inform the school office immediately if any changes should occur to child's emergency/ enrolment information records
- Never confront another person's child about any issues pertaining to them or to our child
- Work with the school to achieve the best outcomes for our child
- Communicate constructively with the school and use expected processes and protocols when raising concerns
- Read and be well informed of current school related events on the school's website and in the newsletter
- Speak initially with teachers in respect to any concerns relating to our child
- Support school staff to maintain a safe learning environment for all students
- Follow the school's complaints processes when there are complaints
- Never smoke on the school grounds
- Not park in the staff car park for any reason
- Be actively involved, to the best of our ability, in the activities and programs of the school
- Treat all staff, students and other members of the school community with respect.

AS STUDENTS, WE WILL:
- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:
- Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy in how to communicate with the school.

UNACCEPTABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or that do not uphold the values of this code of conduct include when a person:

➢ Is rude, aggressive or harasses others.
➢ Sends rude, confronting or threatening letters or emails.
➢ Is manipulative or threatening.
➢ Speaks in an aggressive tone, either in person or over the telephone.
➢ Makes sexist, racist or derogatory comments.
➢ Inappropriately uses social media as a forum to raise concerns/make complaints against the school.
➢ Is physically intimidating, eg standing very close
➢ Photographs or films a child in the school environment except in accordance with school policy
➢ In the school environment or at other school events where students are present, consumes alcohol or takes illicit drugs.

CONSEQUENCES

The School Principal is responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the values of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences, which may include:

➢ Formal notice preventing entry onto school premises or to attendance at school activities.
➢ Written notice will follow any verbal notice given.
➢ The Police being informed, which may result in a charge of trespass or assault.
➢ An intervention order being sought.

Gladstone Views PRIMARY SCHOOL

KINDNESS

Kindness is taking care of ourselves, others and the environment.

WELLBEING

Wellbeing is a state of physical and emotional health.

INTEGRITY

Integrity is knowing right from wrong, and doing what is right because it is the right thing to do.

RESILIENCE

Resilience is being able to manage and bounce back from tough times and challenges.

GLADSTONE VIEWS CODE OF CONDUCT

MATRIX OF EXPECTATIONS

	Always	Learning Areas	Play Areas	Toilets and Taps	Canteen	Transitions and Common Core Areas	Assembly	Digital Technologies	In the Community
BE RESPECTFUL	I listen to the person talking. I am honest. I use manners. I accept adult decisions and follow instructions. I take care of school property.	I have a go. I respect learning and teaching. I cooperate in group work. I share and take turns. I put my hand up to share.	I use positive language. I tell the truth. I put rubbish in the bin. I share equipment and play spaces. I include others.	I respect privacy. I use toilets and taps responsibly. I tell the teacher if the toilets are unsafe or dirty.	I wait my turn. I use my manners.	I use a quiet voice. I maintain personal space.	I enter and exit quietly. I show appreciation by clapping appropriately. I am mindful of people around me.	I follow the GVPS Digital Technology agreement. I only write things that are considerate of others' feelings. I seek permission before posting information about others.	I use my manners. I wear my uniform with pride. I respectfully represent my school.
BE SAFE	I keep my hands, feet and objects to myself. I am where I'm meant to be. I move safely and give people their personal space. I make good choices. I listen and follow the instructions in an emergency.	I use equipment appropriately. I make responsible decisions.	I wear my hat during the SunSmart months. I wait my turn. I eat in the designated areas. I use equipment correctly. I follow the rules of the game.	I go to the toilet and have a drink at play times. I flush the toilet then wash my hands with soap.	I wait behind the line. I only purchase and eat my own food.	I line-up and walk in two lines. I keep to the left and stay together. I look where I am going.	I leave aisles, entry and exit points clear. I sit with my class.	I keep passwords private. I only access sites I have permission to use. I only communicate online with people I already know. I report anything inappropriate to an adult or parent immediately.	I obey safety rules. I am aware of stranger danger. I ensure I wear correct uniform when participating in out of school activities. I follow instructions and remain with my group.
BE A LEARNER	I always try my best. I am prepared for learning. I participate. I listen attentively. I learn from my mistakes.	I have the equipment I need to learn. I follow the school values. I follow the classroom expectations.	I am lined up before the bell rings. I try to resolve problems on my own or with the yard duty teacher. I think before I act.	I know the music means stop what I am doing. I go to the toilet if needed. I line up.	I am ready to order. I line up in the correct line.	I arrive at class on time.	I listen to messages carefully. I am an attentive audience member.	I use the internet to research and learn new skills. I follow protocols. I use digital technologies for assigned tasks only.	

Student Code of Conduct 2020

*Parents/carers please read through this with your child

At Gladstone Views Primary School we value **Respect, Safety and Learning** and we expect that the students follow these values. Through our Start Up program, we teach the Matrix of Expectations relating to our values, so that students understand and can demonstrate these positive behaviours.

We also acknowledge that: **All** students have a right to learn, **All** teachers have the right to teach and **Everyone** has the right to feel safe and included.

Through our School Wide Positive Behaviour framework, our students are being recognised in various ways for their positive choices relating to our Values and Matrix of Expectations.

Please read through the Matrix of Expectations on the other side with your child, discussing the various areas of the school and the specific expectations that our school has regarding their behaviour choices.

In line with the policy and procedures of discipline, students that do not meet these expectations are referred to our Discipline Policy. This includes reflecting on their behaviour and our Values and Matrix of Expectations, behaviour strategies and choices and restorative practices. These processes are in place in order for the students to learn from and improve upon their behaviour choices.

Student Acknowledgement

I have read through the Matrix of Expectations with my parents/carers and know the school values are very important. I understand what behaviour is expected of me at Gladstone Views and agree to follow our school rules and expectations.

Student name: _____ Student signature: _____ Grade: _____

Parents/Carers Acknowledgement

I/We have read through the Student Code of Conduct with my/our child and understand the expectations at Gladstone Views. As a parent/carer, I/we will fully support the school to both implement and follow through with procedures to ensure the safety of all students and staff as well as the safety of the school community of Gladstone Views.

Parent/Carer A name: _____ Signature: _____ Date: _____

Parent/Carer B name: _____ Signature: _____ Date: _____

Please return this signed copy of the Student Code of Conduct to your child's classroom teacher. This will be kept in their file and, if needed, it will be referred to regarding behaviour choices that may need addressing.

GLADSTONE VIEWS EXPECTED BEHAVIOURS

GLADSTONE VIEWS MATRIX OF EXPECTED BEHAVIOURS

MATRIX OF EXPECTATIONS

	Always	Learning Areas	Play Areas	Toilets and Taps	Canteen	Transitions and Common Core Areas	Assembly	Digital Technologies	In the Community
BE RESPECTFUL	I listen to the person talking and use manners. I am honest. I show kindness. I accept adult decisions and follow instructions. I take care of school property.	I have a go. I respect learning and teaching. I cooperate in group work. I share and take turns. I put my hand up to share.	I use positive language. I tell the truth. I put rubbish in the bin. I share equipment and play spaces. I include others.	I respect privacy. I use toilets and taps responsibly. I tell the teacher if the toilets are unsafe or dirty.	I wait my turn. I use my manners.	I use a quiet voice. I maintain personal space.	I enter and exit quietly. I show appreciation by clapping appropriately. I am mindful of people around me.	I follow the GVPS Digital Technology agreement. I only write things that are considerate of others' feelings. I seek permission before posting information about others.	I use my manners. I wear my uniform with pride. I respectfully represent my school.
BE SAFE	I keep my hands, feet and objects to myself. I am where I'm meant to be. I move safely and give people their personal space. I make good choices. I listen and follow the instructions in an emergency.	I use equipment appropriately. I make responsible decisions.	I wear my hat during the SunSmart months. I wait my turn. I eat in the designated areas. I use equipment correctly. I follow the rules of the game.	I go to the toilet and have a drink at play times. I flush the toilet then wash my hands with soap.	I wait behind the line. I only purchase and eat my own food.	I line-up and walk in two lines. I keep to the left and stay together. I look where I am going.	I leave aisles, entry and exit points clear. I sit with my class.	I keep passwords private. I only access sites I have permission to use. I only communicate online with people I already know. I report anything inappropriate to an adult or parent immediately.	I obey safety rules. I am aware of stranger danger. I ensure I wear correct uniform when participating in out of school activities. I follow instructions and remain with my group.
BE A LEARNER	I always try my best. I am prepared for learning. I participate. I listen attentively. I learn from my mistakes.	I have the equipment I need to learn. I follow the school values. I follow the classroom expectations.	I am lined up before the bell rings. I try to resolve problems on my own or with the yard duty teacher. I think before I act.	I know the music means stop what I am doing. I go to the toilet if needed. I line up.	I am ready to order. I line up in the correct line.	I arrive at class on time.	I listen to messages carefully. I am an attentive audience member.	I use the internet to research and learn new skills. I follow protocols. I use digital technologies for assigned tasks only.	