

# Mossgiel Park Primary School 5205

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## Student Engagement and Wellbeing Policy 2019



This policy was amended on 22<sup>nd</sup> of October 2019 by the Student Engagement Policy Team, Lynn Ordish and Lyn Pentland.

The amended policy was endorsed by the Education sub-committee of School Council on the 29<sup>th</sup> of October, 2019

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## School Profile Statement

### ***Introduction***

Mossgiel Park Primary School (MPPS) prides itself on its friendly and welcoming atmosphere, its inclusive practices and a philosophy that allows all students to feel valued. Teachers have high expectations of behaviour and achievement, and the school provides additional support for all students to succeed, in academic, creative and sporting endeavours. In particular, our very strong focus on literacy and numeracy ensures that all students get the very best start possible.

MPPS is situated in the outer south-eastern suburb of Endeavour Hills, approximately 40 kilometres from the Melbourne CBD. The school has 14 permanent classrooms, 2 portable classrooms, an ICT lab, two gyms, a multi-purpose room, an Art room, two music rooms and extensive sports facilities. The school offers a rich educational program, implementing Victorian Curriculum through integrated units of work developed by teams of teachers in four age-based sub-schools. Specialist subjects include Visual Arts, Physical Education, Music, and LOTE (Indonesian) from Y1 onwards. The school also offers an EAL program and MultiLit reading intervention programs. MPPS is fortunate to employ a teacher and trained counsellor as a Primary Welfare Officer/Assistant Principal.

Professional development of staff is targeted to meet school and individual needs, and includes internal and external courses, peer coaching and mentoring, and action research projects.

## Whole School Prevention Statement

### ***Preventative School Culture (School Values)***

In partnership with parents, teachers and students in the school community, MPPS aims to provide a happy, safe and supportive learning environment that offers the best educational opportunities for all students in our diverse community; emphasises success, challenge and enjoyment in learning; and prepares students for life in the 21st century. We want all students to feel valued, to believe that they can contribute to the school, and to reach their full potential.

The school community is a partnership of students, parents, and teachers who share values that connect us as a learning community:

- Respect;
- Acceptance of others and valuing diversity;
- Compassion and caring;
- Honesty;
- Persistence and determination;
- Responsibility; and
- Cooperation.

Our professional values also include Integrity; Fairness; Professional & Social Responsibility; Confidentiality; and Equality & Opportunity.

### ***Planning for Student Wellbeing***

Consistent with our focus on Student Wellbeing as a precondition for learning, key aspects of our strategic planning include goals, targets and key improvement strategies that centre on supporting student wellbeing.

### **Staffing**

The MPPS Workforce Plan includes staffing to support Student Wellbeing:

- 0.4 PSD and Student Wellbeing Assistant Principal; and

- 0.8 Primary Welfare Officer (PWO).

## **Student Wellbeing Goal**

Our Engagement and Wellbeing Goal is to:

*Develop a learning environment that promotes independence, interdependence and self-motivation*

*With specific measures aimed to:*

- Continue efforts and structures in place to address improving attendance; and
- Develop more opportunities for student leadership and voice.

## **Implementation of the Framework for Student Support Services in Victorian Government Schools**

A key component of the school's approach to prevention is implementation of the Framework for Student Support Services in Victorian Government Schools, through our Student Wellbeing Policy and Programs.

## **Policy Development**

MPPS policies and codes of conduct that complement our focus on wellbeing include:

- Anti-Bullying Policy;
- Anti-Discrimination Policy;
- Attendance Policy;
- Camping Policy;
- Child Safe Policy;
- Code of Conduct for Staff Working with Children;
- Code of Conduct for Volunteers and Contractors Working with Children;
- Cyber Safety and Anti-Bullying Policy;
- Disabilities Policy;
- Drug Education Policy;

- Equal Opportunity Policy;
- Managing Student Behaviour (Discipline) Policy;
- Mandatory Reporting Policy;
- Student Wellbeing Policy; and
- Yard Supervision Policy.

### ***Whole School Prevention Programs***

Mossgiel Park aims to develop a whole school culture in which positive, supportive and respectful relationships that value diversity are the norm. To achieve this, we implement the following programs:

- The KidsMatter Framework has formed the basis of our whole-school student wellbeing and engagement focus since beginning its implementation in 2014;
- The Friendly Schools Plus Program is the foundation of our explicit teaching approach because it teaches positive behaviours;
- Our Health & Physical Education Program includes a sequential Drug Ed Program & the Life Education Program - which support Student Wellbeing because these programs focus on developing resilience and coping strategies for peer pressure;
- Whole School Attendance and Punctuality Program;
- Dr John's Digital Excellence Program, promoting teaching and learning using 21<sup>st</sup> century digital tools and a curriculum relevant to student needs and interests;
- Whole school events promoting connectedness and a culture of participation i.e. the annual Pantomime, Book Week, Science Week, Education week, Athletics and Swimming carnivals, House Sports etc.; and
- Camping program, promoting social relationships and independence.

### ***Programs targeted at Special Needs***

The Primary Welfare Officer (PWO) supports the attendance and participation of identified students across the school.

## **Counselling and Support**

The Primary Welfare Officer (PWO) offers counselling and special programs as required, such as:

- 'Seasons of Grief' (Grief and Bereavement);
- Anger Management programs; and
- The Risk Assessment Management Program (RAMP) is supported by the Assistant Principal, PWO and the class teacher. RAMP primarily deals with students needing behavioural support, but over the past two years this program has tended to be reactive rather than proactive because of some severe behaviour problems. We anticipate this will continue for the foreseeable future. However, if additional resources become available, or the students currently receiving help transfer elsewhere, the RAMP program will revert to its real purpose as a primary prevention and student engagement program.

In addition to the PWO's support, counselling is offered to students through the Oz Child service. This service provides access to a qualified psychologist in school for students through the Mental Health Care Plan. Students can access 6 medicare rebated sessions per calendar year with an extension of 4 more sessions if required.

In 2016 a Kids Hope Mentorship program commenced to provide a small number of students with a mentor to spend time with on a weekly basis. The Kids Hope Program is run in conjunction with the South-east Christian Centre and aims to reach out to support students with welfare needs.

## **Special Needs**

All PSD students have daily ESO support in the classroom either individually or working in small groups; thus other students also benefit from additional support. Disability students who speak English as a second language generally have access to EAL (this is usually how we initially identify their difficulties), and usually have individual programs including MULTILIT.

Several students have alternative lunchtime programs for social and language development, to replace the challenge of the playground with activities they find stimulating and to reduce their impact on other students.

Their funding partially supports the need for Speech therapy, occupational therapy and physiotherapy with privately contracted therapists. Funding from the Disability Program and the Severe Language Disorder (SLD) program also supports some of the children identified with a SLD and other students with long term speech difficulties.

The other aides support the literacy development of EAL, low achieving and SLD students from Year F-6 (PSD, EAL, SLD funding).

All PSD children also have access to the DET speech therapist, psychologist and school nursing service. Outside agencies are approached for support as required (e.g. Connections, Windemere, Andrews Centre, ELMHS)

### ***School Wide Positive Behaviour Support***

- MPPS Whole School Rules for Inside and Outside, and Consequences;
- Play areas separated for Foundation; Juniors, Year 3-6;
- House system with house points rewarding good behaviour;
- Incentives for positive behaviours also include whole class rewards such as end of year movies and parties to encourage peer support for cooperative behaviour; and individual rewards negotiated between class teachers and specific students (e.g. stickers, monthly charts, personal goal charts etc.); and
- Buddy programs to encourage friendly relationships across year levels:
  - Better Buddies Program (Foundation & Years 4/5);
  - Library Cross-Age program (Foundation & Years 3 & 4);
  - Computer buddies; and
  - Science buddies and cross-age science rotations during science week.

### ***Intensive Literacy and Numeracy***

High student achievement literacy and numeracy outcomes for *all* are crucial to students believing that they can achieve success and to the development of self-esteem and a sense of wellbeing.

### **Planning & Professional Development**

The Annual Implementation Plan manages the achievement of Student Learning milestones from the MPPS Strategic Plan. The Professional Development Program and Professional Development Plans support staff to implement high quality literacy and numeracy programs and ensure consistent implementation of the Early Years/ Middle Years Literacy & Numeracy Programs, as well as the Professional Learning Team Model, across the school. There is also a comprehensive Induction Program for new staff.

## **Whole School Programs**

Our Strategic Plan reaffirms the importance of Literacy and Numeracy and includes goals, targets and key improvement strategies to ensure that these domains are implemented in high quality programs:

- Early Years/ Middle Years Literacy & Numeracy Program – a research based program, proven to be effective, timetabled for a minimum 10 hours per week for literacy and 5 hours per week for numeracy;
- Professional Learning Teams have been established at each sub-school (Foundation, Juniors, Intermediates and Seniors) level to cater for differentiated learning according to evidence-based best practice by facilitating fluid streaming in the key learning areas of mathematics and writing;
- The 'Big Write' whole-school approach to teaching writing skills;
- Premiers Reading Challenge, with incentives for participation, is encouraged across the school;
- Comprehensive Literacy & Numeracy Assessment Plans have been developed for each sub-school;
- CRT support is provided to enable comprehensive individual Literacy & Numeracy assessment;
- The Foundation to Year 2 English Online Assessment and the Benchmarking/School Entry Assessment program are implemented in line with DET requirements; and
- Mentoring and coaching for new staff or staff requiring extra support to implement the Early Years/ Middle Years Literacy & Numeracy Programs.

## **Additional Support Programs for 'at-risk' Students**

Support programs are timetabled to provide maximum coherence with mainstream programs and to make best use of support staff availability. These programs include:

- Literacy Support Program (additional assistance) – Foundation to Year 6;
- MULTILIT Reading Tutor Program: Year 3-6;
- PreLit Pre-Literacy Intervention Program: Foundation;
- Initial Lit & MiniLit Reading Intervention Program: Foundation and Year 2;
- Individual Learning Plans (ILPs) for students achieving 12 months below the expected level in literacy and numeracy; and

- EAL Program.

### ***Inclusions, Wellbeing & Transitions***

The 2016- 2019 MPPS Strategic Plan aims to ensure smooth transitions within the school from Foundation/Year 1; from Year2/3; from Year 4/5 and for students in support programs re-entering mainstream programs (e.g. from EAL). Existing transition programs include:

#### **Pre-school to Primary School Program**

A comprehensive Kinder-Foundation Transition program supports students and parents to become familiar with the school and its expectations.

- Kindergarten Liaison and information sharing;
- School Tours;
- Parent Meetings: Preparing Your Child for School;
- Helping My Child at School;
- Extensive Transition Program comprising 5 sessions; and
- Foundation Information Evening.

#### **Primary to Secondary School Program**

MPPS has developed a supportive relationship with the local secondary college to enhance the transition from Year 6 to secondary school. Strategies include:

- Orientation Day;
- Visits from secondary staff/students;
- Year 4 Gleneagles Cup;
- Intake Assessment Program;
- PSD SSG invitations to secondary schools; and
- Transition information sharing (Year 6 class teachers).

## **Teaching Strategies to Support Inclusion and Wellbeing**

The implementation of the Principles of Learning and Teaching (PoLT) is a major focus to enhance teaching and learning and to support inclusion and wellbeing:

1. The learning environment is supportive and productive:
  - Strategies publicly and privately celebrate student achievement, e.g. Student of the Week;
  - Support is focussed on students who have particular needs; and
  - Class rules/ procedures such as cooperative and expert groups support collaborative learning.
  
2. The learning environment promotes independence, interdependence and self-motivation:
  - Students have opportunities to work by themselves and in groups; and to make decisions about how they will work.
  
3. Student's needs, backgrounds, perspectives and interests are reflected in the learning program:
  - Learning experiences cater for the different ways that students learn, through planning with multiple intelligences and Bloom's Taxonomy; and
  - Student's cultural backgrounds are linked to learning at school, e.g. through the multicultural garden.
  
4. Assessment practices are an integral part of teaching and learning:
  - Assessment is used as starting point to target learning; and
  - Students can demonstrate learning in different ways according to their needs and interests.
  
5. Learning connects strongly with the community and practice beyond the classroom:
  - Our strategic plan focuses on PoLT 6 as a priority strategy for student engagement connecting students to their community and beyond as global citizens.

## ***Professional Learning***

Professional development of staff is targeted to meet school and individual needs, to ensure that all staff adopt consistent approaches to discipline, wellbeing and welfare. Strategies include:

Induction of new staff into the school's assertive discipline policies and procedures including the whole school code of conduct for students, the KidsMatter framework and the Friendly Schools Plus Program (<http://friendlyschools.com.au/fsp/>). Friendly Schools is the first anti-bullying initiative for schools developed through extensive research with Australian children and adolescents. It is recognised nationally and internationally as a comprehensive, evidence-based approach to student health and wellbeing that can substantially reduce bullying behaviour. The Friendly Schools initiative has been designed to align with both the Australian Curriculum and the National Safe Schools Framework.

To ensure that all staff are aware of school procedures, Casual Relief Teachers (CRTs) receive:

- A briefing by the assistant principal to alert them to school and class discipline procedures;
- A manual which outlines discipline and wellbeing procedures;
- A profile of 'identified students' who are at risk and have individual behavioural plans etc.; and
- Additional support from adjacent teachers if required.

## **Other Professional Development**

All staff including ES staff attend regular professional development workshops about dealing with difficult children and adults.

The school also maintains a comprehensive collection of teacher reference materials dealing with specific needs.

Staff have been funded to attend special needs workshops and seminars e.g. Southern Autistic School seminars.

Teachers needing additional support have participated in the Risk and Management Plans (RAMP) process to identify classroom management techniques for dealing with very difficult students with disruptive behaviours. This support also includes setting up IBPs (Individual Behaviour Plans).

The Giving and Receiving Feedback initiative also includes opportunities for staff to share skills and learn from each other.

# Rights and Responsibilities

## ***Introduction***

All members of the Mossgiel Park PS community have both rights and responsibilities. Some of these are mandated by law, while others are based on school values and traditions.

## ***Legal Responsibilities of the School***

Mossgiel Park Primary has legal responsibilities under various acts of legislation, including:

- The Equal Opportunity Act 2010;
- The Charter of Human Rights and Responsibilities Act 2006: This Charter outlines human rights for all Victorians. The Charter affirms that all people are born free and are equal in dignity and rights, and stresses the value of diversity and difference. The Charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.
- The Disability Discrimination Act 1992;
- Disability Standards for Education 2005; and
- The Education and Training Reform Act 2006.

These legal responsibilities promote community participation and acceptance of the equality of men and women, and of people of all races regardless of political or religious convictions, impairments or age. These principles apply to enrolment, participation, curriculum development, student support services, and harassment and victimisation.

## ***Rights and Responsibilities of Stakeholders***

The following MPPS stakeholders have both rights and responsibilities:

### **The School Community**

#### **Students**

#### **Staff**

#### **Parents**

#### **All members of MPPS community have a right to:**

- Be treated with respect and dignity;
- Feel valued and safe; and
- Participate in the life of the school in an environment free from discrimination of any kind. Discriminatory behaviour includes racist, sexist, or homophobic harassment, bullying, (including cyber-bullying) vilification, violence, intimidation, abuse and exclusion; it also includes behaviour that discriminates on the basis of faith, political convictions or ability.

#### **All members of MPPS community have a responsibility to:**

- Behave in a way that is consistent with their legal responsibilities under the Equal Opportunity Act 2010; the Charter of Human Rights and Responsibilities Act 2006; the Disability Discrimination Act 1992; the Disability Standards for Education 2005; and the Education and Training Reform Act 2006;
- Participate in and contribute to the learning environment in a positive way; and
- Ensure that their actions and opinions do not adversely impact on the health and wellbeing of other members of the MPPS community.

<b>All students have the right to</b>	<b>All staff have the right to:</b>	<b>All parents have the right to:</b>
<ul style="list-style-type: none"> <li>○ Learn and play without interference;</li> <li>○ Feel safe at school;</li> <li>○ Be treated fairly and reasonably;</li> <li>○ Learn in a purposeful and productive environment;</li> <li>○ Learn strategies that promote independence, interdependence and self-motivation;</li> <li>○ Expect that their needs, backgrounds, perspectives and interests are reflected in the learning program;</li> <li>○ Be challenged and supported to develop deep levels of thinking and application; and</li> <li>○ Engage in a learning program that makes connections between learning and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teach in a safe, purposeful and productive learning environment;</li> <li>○ Expect cooperation from all students;</li> <li>○ Expect that parents and guardians share responsibility for managing student behaviour and learning;</li> <li>○ Interact with members of the school community in an atmosphere of mutual respect; and</li> <li>○ Use professional discretion in the interests of individual children when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>○ Feel confident that their children are in a safe, happy learning environment;</li> <li>○ Feel welcome at their child's school and participate in parent education programs and activities;</li> <li>○ Expect their children will be treated fairly and reasonably;</li> <li>○ Be informed of their child's progress and about school activities and programs; and</li> <li>○ Contribute to school decision-making through School Council and other community forums.</li> </ul>

<b>All students have a responsibility to:</b>	<b>All staff have a responsibility to:</b>	<b>All parents have a responsibility to:</b>
<ul style="list-style-type: none"> <li>○ Build positive relationships with other students, teachers and members of the school community;</li> <li>○ Be prepared to learn;</li> <li>○ Consider the needs of others;</li> <li>○ Cooperate with teachers and other students;</li> <li>○ Develop independent skills that are developmentally appropriate;</li> <li>○ Act thoughtfully and responsibly, in all school activities, including on the way to and from school;</li> <li>○ Aim to bring credit to the school;</li> <li>○ Cooperate with school rules and accept the consequences of choosing not to comply with them;</li> <li>○ Contribute to student decision-making by supporting Junior School Council; and</li> <li>○ Support student leaders by cooperating with them in a positive and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>○ Build positive relationships with students, other staff and parents to sustain an effective learning environment;</li> <li>○ Use, manage and share the resources of the school to create stimulating, meaningful and safe learning environments;</li> <li>○ Treat all members of the school community with respect, fairness and dignity;</li> <li>○ Undertake professional development including teacher appraisal in order to sustain continuous improvement in teaching skills;</li> <li>○ Model compliance with school policies and teach curriculum programs as outlined in school policies; and</li> <li>○ Support the implementation of the MPPS Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>○ Build &amp; promote positive and respectful relationships with members of the school community to sustain an effective learning environment;</li> <li>○ Ensure that students attend school, are punctual and have the appropriate learning equipment and materials;</li> <li>○ Support home-school partnerships to improve student learning and behaviour; and</li> <li>○ Support effective home-school communication by keeping informed about school activities through newsletters and notices, and by informing the school about changes in circumstances, custodial orders, change of contact details and special welfare or learning needs of the child.</li> </ul>

# Shared Expectations

## ***Introduction***

Mossgiel Park Primary has developed shared expectations to ensure that the learning, safety and rights of all are respected. These expectations set out what are expected and appropriate behaviours for our school community. Our shared expectations support individual students and families within our school community who come from a diversity of backgrounds and experiences.

The values of MPPS are shown by the following shared expectations and behaviours:

## **Respect**

- The way we behave shows that we take pride in ourselves, our families and community, and our school;
- We treat others as we would like to be treated; and
- We work, learn and play in an environment of mutual respect.

## **Acceptance of Others**

- We value individual and collective diversity.

## **Compassion and Caring**

- We take care of each other, and help others to do the right thing so that no one gets hurt, or feels sad or lonely.

## **Honesty**

- We respect the personal property of others, and ask before we use it; and
- We tell the truth so that others will trust us.

## **Persistence and Determination**

- Classrooms and other learning spaces are places where we actively participate, cooperate and do our best work;
- Our school motto is 'strive to succeed' because we believe that it is important to do our personal best in everything we do; and
- We try to be self-motivated learners.

## **Responsibility**

- We play and work safely at all times;
- We take responsibility for our own behaviour and understand the logical consequences that follow; and
- We are responsible for our own learning and the learning of others.

## **Cooperation**

- We cooperate with others so that everyone can learn and feel safe.

## ***Expectations of Staff***

### **Engagement**

All staff will:

- Ensure that the school complies with its duty of care obligations to each student as well as its legislative obligations;
- Collaborate to develop policies and programs consistent with the values of the school community and the Department's Guidelines;
- Collaborate to deliver teaching and learning programs, educational and extra-curricular activities, student services and facilities which are inclusive and responsive to student needs; and
- Attend professional development and participate in the Appraisal Program to enhance pedagogical knowledge and skills, to be familiar with recent research-based theories of learning, and to implement whole school initiatives.

Teachers will

- Teach with flexible pedagogical styles to engage different learners;
- Deliver curriculum and assessment that challenges and extends student learning;
- Develop positive, meaningful and supportive relationships with students to promote engagement, learning and wellbeing; and
- Provide opportunities for student participation in decision-making to develop a positive school culture in and outside the classroom.

## **Attendance**

The Education and Training Reform Act 2006 sets out basic legal requirements for attendance. In Victoria, young people of compulsory school age must be enrolled in a registered school. A student is of compulsory school age if they are between 6 and 16 years of age inclusive.

Whilst student attendance at school remains a legal obligation on parents consistent with the Act, Victorian Government schools in partnership with parents, students and the wider community, must provide active support for full student attendance and retention.

School Expectations:

- All teachers are responsible for monitoring student attendance and punctuality and for implementing attendance improvement initiatives, to support the importance of high student attendance and punctuality;
- Assign responsibility for the Attendance Initiative to the Primary Welfare Officer who will lead an Attendance Improvement Team to provide targeted support for students with attendance and punctuality issues;
- Celebrate attendance successes at an individual, class and whole school level; and
- A Home-School partnership involving student, parent/guardian, teacher & welfare officer plus other appropriate parties as required (e.g. Regional support personnel, Department of Human Services (DHS) will attend meetings and support action for high absenteeism students.

The Classroom Teacher will:

- Maintain accurate class rolls, recording an explanation for every absence. Follow up unexplained absences through sending an absence note home with the student, phoning the parent or speaking to the parent at school. Contact parents if a student is away on the 2<sup>nd</sup> consecutive day and inform the Welfare Officer of student absence concerns;
- Implement class strategies to highlight and improve student attendance and punctuality. Work cooperatively with parents, the PWO and students to improve attendance; and
- For the absence of an identified high absenteeism student, participate in attendance meetings and support actions developed by the Welfare Officer.

The Welfare Officer will:

- Communicate to staff the attendance and punctuality procedures for all students and for those at risk, and provide regular class attendance information to staff;

- Maintain and analyse accurate records of whole school absence and punctuality;
- Provide follow up and support for unexplained absences and high absenteeism students;
- Develop a home-school partnership to support high absenteeism students, to develop attendance improvement plans for individual students;
- Initiate celebrations to display class and student attendance successes; and
- See also below, re follow-up for cases of Extreme Poor Attendance.

Education Support/Cases Manager:

- Work with the welfare officer in maintaining accurate student records, and supply accurate information for the census audit and school funding purposes.

The Principal/Welfare Officer will follow up extreme cases of Poor Attendance:

1. Principal/Welfare Officer contacts SMR Student Wellbeing Programs Officer and obtains a 'Regional Poor Attendance Letter request Form' (RD Attendance Letter 1);
2. Principal/Welfare Officer returns Regional Poor Attendance Letter request Form' to SMR Student Wellbeing Programs Officer with staged response attached;
3. SMR Student Wellbeing staff will consult with the Principal to clarify any issues prior to sending a Regional letter;
4. Principal/Welfare Officer monitors attendance and if there has been no improvement, requests RD Attendance Letter 2; and
5. Principal/Welfare Officer monitors attendance, **if still no improvement, initiatives a 'Child First' referral or DHS notification.**

**NB Entertainment Industry Exemptions (all ages):** The Principal is responsible for approving Entertainment Industry Exemptions for up to two (2) days. An 'Application for School Exemption Form' should be submitted if more than 2 days exemption is required.

## **Behaviour**

These expectations for MPPS apply to the professional behaviour of all staff in the performance of their duties. MPPS provides professional development including induction procedures to ensure that all staff share these expectations. School rules and class rules will be displayed prominently around the school, taught to all students, and communicated to parents.

## All Staff

Both teaching and non-teaching staff will:

- Implement the MPPS Student Engagement Policy and procedures consistently and fairly;
- Support the MPPS values and implement the programs and strategies developed to achieve the goals of the MPPS Strategic Plan;
- Promote positive, effective and supportive relationships with other staff, parents and members of the wider school community;
- Promote student self-esteem and confidence and celebrate a variety of achievements in the school community;
- Promote effective communication with parents and all other school community members to improve student learning, behaviour and attitudes;
- Provide positive and appropriate role models for students; and
- Be vigilant in ensuring a safe and secure environment for students.

Teachers will:

- Include teaching and learning about the MMPS Shared Expectations as part of the classroom program;
- Structure achievable learning tasks which actively involve and challenge students;
- Foster cooperative learning and promote student responsibility for learning outcomes;
- Accept responsibility for pastoral care of students; and
- Implement School Council policy on the wearing of school uniforms.

## ***Expectations of Students***

### **Engagement**

All students are expected to:

- Respect, value and learn from the diversity of others;
- Believe that with time, help and support they can learn;

- Reflect on and learn from their experiences, and take pride in achieving their personal best; and
- Recognise that they need to engage and persevere with, and invest time in their learning in order to succeed.

## **Attendance**

All students are expected to:

- Attend school every day that the school is open, and arrive at school on time;
- Give a written explanation from their parents/carers to their teachers when they have been absent;
- Remain on the school premises during school times unless they have the permission to leave from both the school and their parents; and
- Cooperate with their parents/carers and the school to develop personal attendance goals and strategies to improve their attendance if they have been experiencing low attendance rates.

## **Behaviour**

All students are expected to show support for the school's values and to:

- Support each other's learning by behaving in respectful and cooperative ways;
- Be considerate and supportive of others;
- Contribute to making the school environment safe, inclusive and happy;
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of others is unacceptable, and if necessary, intervene as a bystander which may include asking a grown up for help; and
- Be aware of and comply with the school rules, which are:
  1. Move safely;
  2. Take turns to speak;
  3. Be friendly and helpful;
  4. Help others to learn; and

5. Take care of all belongings.
- Support student leaders by cooperating with student leadership initiatives and responsibilities;
  - Take responsibility for assisting home-school communication by passing on information from home or school as required; and
  - Wear the school uniform with pride.

### ***Expectations – Parents***

The MPPS community includes a diversity of people from a wide range of ethnic and socio-economic backgrounds. There are diverse family models and those who care for the children include parents, carers and guardians.

### **Engagement**

- Parents/carers/guardians are expected to support the school's efforts to educate students to live in a diverse world by promoting and understanding an appreciation of diversity;
- Parents/carers/guardians should also help the school to meet their child's needs by providing all relevant information to the school;
- Parents/carers/guardians are expected to participate in supporting their child's learning by building a positive relationship with the school. This includes but is not limited to attending parent/teacher interviews and support group meetings, school celebrations and events, and student activities, and also responding to communications from the school in a timely manner; and
- Parents can also assist teachers in the classroom and in specialist programs (such as coaching sports teams) and assist with supervision at excursions, swimming, camps and sporting activities as appropriate. Volunteers are also welcome to help in the canteen, working bees and other forms of support for the school.

### **Attendance**

Parents/carers/guardians are expected to:

- Be responsible for getting their children to and from school, arriving punctually before 8:55am, and ensuring that they attend school every day unless the school receives a prompt and valid reason for being absent or late;

- When children are released early from school, the parents must explain the reason for the release in the *Early Release Folder*;
- Notify the school in writing, well in advance, if an extended absence is likely;
- Ensure that contact details for the child are correct and up to date; and
- Work cooperatively with the school if high absenteeism and poor punctuality is a problem.

## **Behaviour**

Parents/carers/guardians are expected to:

- Take an active interest in their children's learning;
- Support student well-being and discipline processes;
- Support parents who volunteer to represent the parent body on School Council;
- Participate in school community decision-making processes such as surveys, as appropriate;
- Assist home-school communication by sharing information from home, responding to information from the school and attending Parent Education and Information events;
- Respond to their child's school report in an encouraging and positive manner;
- Support (Parents and Friends Association) PAFA and school community initiatives such as fundraising, and school events; and
- Contribute to the positive image of the school by responding to media or online information in a positive way and celebrating its successes; and
- Provide children with the school uniform as prescribed by School Council.

# School Actions and Consequences

## ***Introduction***

Mossgiel Park Primary acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined below. When students do not meet these expectations a staged response of logical consequences is implemented.

## ***Logical Consequences***

### **Appropriate Behaviour**

Appropriate behaviour will be recognised through the following positive incentives:

Classroom:

- Praise & Encouragement;
- House Points (Individual & group);
- Class Dojo points and communications;
- A variety of extrinsic rewards (Individual: stickers, raffle tickets, dot charts, special tasks, message in planner, smiley faces on the board) (Class: dot chart, movies, game, pancake breakfasts); and
- Students sent to other staff in recognition of good work and/or good behaviour.

Whole School:

- Recognition of individual achievements at assemblies, through:
  - Student of the week;
  - Sporting achievements awards (District/Zone/State);
  - MPPS Young Writers Certificates & Awards;
  - MPPS Reading Awards;
  - Dr John's Digital Excellence Awards;

- Attendance Certificates & Awards;
- Premiers Reading Challenge Certificates;
- New South Wales English, Maths & Science Competition Certificates;
- Dandenong Art Exhibition Certificates;
- Principal Awards for Good Role Models; and
- Area assemblies (recognition of student achievements).
- Recognition of class achievements at assembly through:
  - Class of the Week Achievement Certificates (specialist classes);
  - Punctuality Certificates;
  - Attendance Certificates; and
  - Home Reading Return Certificates.
- Year 6 Graduation Awards through:
- Communicating student successes to the community, through:
  - Newsletter (Student's academic, sporting & attendance achievements);
  - Local newspaper (Student's achievements);
  - Corridor Displays: Art work, project work, attendance, student academic excellence, Student of the Week; and
  - MPPS Blog and Class Blogs celebrating student achievement.
- Reporting to Parents, through:
  - Interim progress report in March and full student achievement reports in July & December;
  - Informal meetings and phone calls to parents;
  - Student planner;
  - Parent/teacher interviews; and

- Student Support Group meetings for PSD students.

## **Inappropriate Behaviour**

Students are encouraged to take responsibility for their own actions. They choose how they will respond in any given circumstances. If a student chooses to neglect a responsibility or break a school rule then he/she knows there will be consequences for that action.

Parents, teachers and the student share responsibility for implementing the consequence for inappropriate student behaviour.

There is a continuum of consequences for inappropriate behaviour depending on the severity and persistence of the behaviour. Some year levels use a 'Contract' system which allows for some children who persist with inappropriate behaviours to be withdrawn from an activity, class, camp or excursion and provided with an alternative educational setting within the school. Parents are given a copy of the contract which they are expected to sign and return to acknowledge that they have seen it.

Teachers will intervene – sometimes proactively - in the following ways for **minor infringements**, as appropriate:

- Talk to the student and refer them to the rules;
- Discuss appropriate behaviours;
- Make changes to student's learning program to improve engagement, motivation and interpersonal skills;
- Problem-solving with students in conflict, leading to an apology;
- Negotiating with students to 'make it right' when their actions have affected others. This may include cleaning up or replacing damage to property; and
- Make changes to the class learning program to revisit the teaching of school values, shared expectations or the rules.

When students **break the rules** in the classroom there is a 5 step process which is applied consistently across the school:

## **Consequences if the Classroom rules are broken**

**STEP 1:** The student's name is written on board as a warning

**STEP 2: X** A cross is written next to the Student's Name. The Student is moved to another area in the room

**STEP 3: XX** A 2<sup>nd</sup> cross is written next to the Student's Name. The student spends 10 minutes of time-out in the classroom writing out the broken rule/s

**STEP 4: XXX** A 3<sup>rd</sup> cross is written next to the Student's Name

- The teacher fills in Classroom Unacceptable Behaviour Report which is given to the Sub-school Coordinator. The student is sent to the Coordinator's room;
- The Coordinator discusses the rule/s broken with the student; and
- The student completes the Learning From My Mistakes form, which is sent home along with the Coordinator's report, which is to be signed by the parent/carer/guardian and returned to the coordinator the next school day.

**STEP 5: XXXX** A 4<sup>th</sup> cross is written next to the Student's Name. The student is sent to the Principal or Assistant Principal (if the incident is severe or persistent)

- The Assistant Principal or the Principal assesses the severity of the behaviour to determine the next step;
- The student is counselled about their behaviour;
- Parents are notified of the incident;
- Options for managing the inappropriate behaviour include time-out; negotiating apologies, suggesting strategies for improving behaviour, and providing support for the teacher; and
- If behaviour warrants suspension or expulsion, the Principal checks that all discipline procedures have been adhered to by the staff concerned, and procedures for suspension or expulsion are enacted (see below).

### **Consequences if the rules are broken outside in the yard**

When students **break the rules** outside in the yard there is a continuum of consequences which apply, depending on the severity and persistence of the behaviour

Teachers will intervene – sometimes proactively - in the following ways for **minor infringements** (e.g. failure to wear a hat as required, littering, eating outside eating areas, rough or unfriendly play etc), as appropriate.

Teachers will complete the 'Playground Infringement Daily Sheet' which is kept in the Yard Duty Bag. This sheet is checked weekly to identify repeat offenders, who are counselled by the Wellbeing Coordinator. Consequences for minor infringements are determined at the time of the breach by the Yard Duty teacher and can include but are not limited to:

- Cleaning up the yard;
- Reflection/Walk with the teacher;
- Being 'benched' i.e. Time out in the yard;
- Verbal communication – warned/apology if applicable;
- Being banned from area/game; and
- Counselling bystanders who may be involved.

For more serious breaches of the rules, (e.g. hurting other students, offensive behaviour, bullying, racism or other discriminatory behaviour etc) the Yard Duty teacher will:

- Issue a Playground Report Form for Unacceptable Student Behaviour, which is given to the Sub-school Coordinator who deals with the report as promptly as possible in the context of other teaching responsibilities;
- The student is sent to the Coordinator, and the Coordinator discusses the rule/s broken with the student. Depending on the nature of the breach, prevention strategies may include counselling about conflict resolution, or may make a referral to the Wellbeing Team;
- The consequence for severe breaches of the rules outside in the yard is removal from the playground for a designated time; and
- A report is sent home to the parent using the Playground Report to Parents Form which is to be signed by the parent/carer/guardian and returned to the coordinator the next school day.

For very serious breaches of the rules (e.g. violence), the Yard Duty teacher will immediately refer the student to the Assistant Principal/Principal

- The Assistant Principal or the Principal assesses the severity of the behaviour to determine the next step;
- The student is counselled about their behaviour;
- Parents are notified of the incident;
- Options for managing the inappropriate behaviour include time-out; negotiating apologies, suggesting strategies for improving behaviour, and providing support for the teacher; and
- If behaviour warrants suspension or expulsion, the Principal checks that all discipline procedures have been adhered to by the staff concerned, and procedures for suspension or expulsion are enacted (see below).

### **Ongoing Challenging Behaviours**

Where students persist with ongoing challenging behavioural patterns, as part of a staged response a range of strategies will be used. These may include but are not limited to:

- Discussing the behaviour problems and reaching an agreement for future behaviour;
- Explicit teaching of appropriate behaviours;
- Monitoring and providing feedback using student diaries, sticker sheets in student behaviour books or Personal Reward Program sheets;
- Time Out allowing students a 'cooling off' period or place;
- Supervised alternative play programs inside;
- Lunchtime detention;
- Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school; and
- Counselling for individuals in order to modify inappropriate behaviour.

For students with persistent inappropriate behaviours who have not responded to the above strategies, the Student Wellbeing Team convenes to develop an Individual Behaviour Plan. Parents and the classroom teacher (if the inappropriate behaviour takes place in class) are invited to attend, to develop this plan. The plan focuses on:

- Identifying the inappropriate behaviours;
- Prioritising the inappropriate behaviours to change first;
- Teaching the child strategies to improve the behaviours;
- Providing incentives and support to encourage the child to achieve success; and
- Stating the consequences for persisting with the inappropriate behaviours.

The Principal, the Wellbeing Team, the Classroom teacher, the student and the parent/carer/guardian are given a copy of the Individual Behaviour Plan (which will be simplified for very young children.) A master copy of all students who have Individual Behaviour Plans is available for all staff to access.

For students with *extreme* inappropriate behaviours who have not responded to the above strategies, a Discipline/Student Support Group Meeting is convened, involving parents/carers/guardians and/or relevant Department support staff, and/or outside agencies to assist with modifying behaviour.

Consequences for extreme or persistent inappropriate behaviours may include suspension and/or expulsion. For serious disciplinary measures we follow procedures outlined in the Student Engagement and Inclusion Guidance (<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>). This guidance operationalises Ministerial Order 1125 (Procedures for Suspension and Expulsion of Students in Government Schools) took effect on 16 July 2018. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. The Order and other laws must be interpreted and applied under the Charter of Human Rights and Responsibilities. This means that the Order must be complied with in a manner which is consistent with the Charter.

### **Period of suspension**

**8 days suspension or 4 individual suspensions:** Principal informs their **SSSO Network Team Leader** and the Regional Office (**Onno Van den Eynde**) of students who have reached 8 days suspension or 4 individual suspensions in one year, using the 'Regional Notification Form - 8 days suspension'. Regional intervention/assistance is via the SSSO referral service, however a phone call should be made to the SSSO Network Team Leader for advice prior to referral.

**A student cannot be suspended for more than 15 days:** If a principal deems it necessary to suspend a student for more than 15 days in one year, application must be made using the 'Application for more than 15 days suspension' form. The completed form is to be emailed to **Onno Van den Eynde** at SMR for urgent notification to the appropriate ARD. No student should be on suspension for more than 15 days until approval is granted in writing (email) by the ARD.

#### **Procedures for expulsion:**

1. Principal must inform Regional Director of **impending** expulsion via email to **Onno Van den Eynde** who will advise the appropriate ARD. **A Copy of the students 'Staged Response' must be attached to the email, along with previous suspension information, and Minutes of recent SSGs;**
2. **Onno Van den Eynde** advises Principal via return email of the ARD nominee who will attend a **Pre Expulsion Student Support Group meeting;**
3. Principal contacts regional nominee to arrange an appropriate time for the pre-expulsion meeting **which should be held within 5 days of the original email notification to Onno Van den Eynde;**
4. If expulsion is to proceed, Principal emails/faxes Appendix 15 - 'Notice of Expulsion' and Appendix 16 - 'Expulsion report' to the Regional Office (**Onno Van den Eynde**) **within 24 hours of the commencement of the expulsion;**
5. **Parents/Carers must be provided with the following documents at the time of expulsion:**
  - Copy of the 'Notice of Expulsion;'
  - 'Student Engagement Policy Guidelines – Procedure for Expulsion;'
  - Appendix 18 – Expulsion Appeal proforma;
6. **Principal brokers suitable educational placement:** It is the responsibility of the Principal of the expelling school with support from SMR to ensure that the student is enrolled at another school or registered training organisation. The Principal and the regional nominee must schedule a meeting with the new school or training organisation and ensure all relevant support files are forwarded to the new school; and
7. Principal of destination school completes a 'Student Placement Progress Report' Form and emails to SMR (**Onno Van den Eynde**) **after 1 month, and at the end of each Semester for a 12 month period.**

#### **Appeal Process**

1. The Parent/Carer must lodge an appeal with the Principal **within 10 school days of the date of the expulsion;**
2. The Principal informs SMR (**Onno Van den Eynde**) via email **within 24 hours of receiving an appeal notice;**
3. RD Nominee appointed to conduct an Expulsion Review Panel within 10 school days of receipt of Appeal Notice;

4. **RD Nominee must verbally communicate the outcome of the Appeal to the applicant within 24 hours** of the meeting, and provide written notification of the outcome within 5 school days;
5. **If the Expulsion is overturned** by the Appeal Panel **the student must be readmitted to school immediately** and the record of Expulsion must be removed from the student's permanent record; and
6. The Parent/Carer may lodge a further Appeal to the Deputy Secretary within 10 school days of receiving **written** notification of the appeal outcome.

## Contacts

### Regional Office Contacts

Reception		(03) 8765 5600	
Area Executive Director	Debbie Locco	903) 8765 5781	locco.deborah.k@edumail.vic.gov.au
Senior Wellbeing and Engagement Officer	Onno Van den Eynde	(03) 5127 0460	vandeneynde.onno.o@edumail.vic.gov.au
Disability Coordinator	Jill Smith	(03) 8765-5647	smith.jill.m@edumail.vic.gov.au

### Student Support Services

Casey North Network	Sue Peddlesden	(03) 9708-1319	peddlesden.sue.m@edumail.vic.gov.au
SSSO Team Leader	Jessica Chan	(03) 9708-1319	chan.jessica.p@edumail.vic.gov.au
SSSO Team Leader	Claudia Lipski	(03) 9708-1319	lipski.claudia.c@edumail.vic.gov.au

### ***Policies related to this Policy:***

- ✚ Anti-Bullying Policy
- ✚ Anti-Discrimination Policy
- ✚ Attendance Policy
- ✚ Camping Policy
- ✚ Child Safe Policy
- ✚ Code of Conduct for Staff Working with Children
- ✚ Code of Conduct for Volunteers and Contractors Working with Children
- ✚ Cyber Safety and Anti-Bullying Policy
- ✚ Disabilities Policy
- ✚ Drug Education Policy
- ✚ Equal Opportunity Policy
- ✚ Managing Student Behaviour (Discipline) Policy
- ✚ Mandatory Reporting Policy
- ✚ Student Wellbeing Policy
- ✚ Yard Supervision Policy

## ***Appendix One: Discipline Report Forms***

-  Classroom Report to Parents
-  Playground Report to Parents
-  Playground Infringement Sheet
-  Playground Report Form for Unacceptable Student Behaviour
-  Learning From My Mistakes
-  Discipline Note to Class Teacher from Specialist Teacher
-  Cyber Safety Incident Report Form

# Classroom Report to Parents

## EXPLANATION OF FORM:

This form 'Classroom Report to Parents' needs to be completed by the Area Coordinato and is for a child who has reached Step 3 of their Classroom Discipline and has been sent to the Area Coordinator.

This form is to be attached to the 'Learning from my mistakes' which has been completed by the student and sent home with the child for their parents to read, sign and return to school the following day.

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## CLASSROOM REPORT TO PARENTS

**Student's name:** ..... **Year:** .....

**Date:** ..... **Teacher:** .....

Dear Parents/Guardians,

Today ..... was sent to the Area Coordinator because he/she reached Step 3 of the Classroom Discipline Plan by:

.....  
.....

**ACTION TAKEN:** .....

.....  
.....

**Please discuss this classroom rule with your child, sign and return the slip below to me on the next school day.**

### School Classroom Rules:

1. Move safely.
2. Take turns to speak.
3. Be friendly and helpful.
4. Help others to learn.
5. Take care of all belongings.

Thank you for your support,

..... (Discipline Coordinator)

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I/We have spoken with \_\_\_\_\_ and discussed his/her behaviour and the classroom rules with him/her.

Parent/Guardian Signature: ..... Date: .....

# Playground Report to Parents

## EXPLANATION OF FORM:

This form 'Playground Report to Parents' needs to be completed by the Area Coordinator and is for a playground misdemeanour (pink slip).

This form is to be attached to the 'Learning from my mistakes' which has been completed by the student and sent home with the child for their parents to read, sign and return to school the following day.

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## PLAYGROUND REPORT TO PARENTS

**Student's name:** ..... **Year:** .....

**Date:** ..... **Teacher:** .....

Dear Parents/Guardians,

Today ..... was spoken to by the Yard Duty Teacher due to having broken a school rule.

.....  
.....

**ACTION TAKEN:** .....

.....  
.....

**Please discuss the school rules with your child, sign and return the slip below to me on the next school day.**

### School Playground Rules:

1. Move safely.
2. Take turns to speak.
3. Be friendly and helpful.
4. Help others to learn.
5. Take care of all belongings.

Thank you for your support,

..... (Discipline Coordinator)

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I/We have spoken with \_\_\_\_\_ and discussed his/her behaviour and the school rules with him/her.

Parent/Guardian Signature: .....

Date: .....

# Playground Infringement Sheet

## PLAYGROUND INFRINGEMENT DAILY SHEET

REPORTING TEACHER	DATE	STUDENT'S NAME	YEAR	INCIDENT	CONSEQUENCE	LOCATION

## Playground Report Form for Unacceptable Student Behaviour

### PLAYGROUND REPORT FOR UNACCEPTABLE STUDENT BEHAVIOUR

FORWARD *IMMEDIATELY* TO CHILD'S YEAR LEVEL COORDINATOR

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

DETAILS OF INCIDENT: \_\_\_\_\_  
\_\_\_\_\_

TIME OF INCIDENT: \_\_\_\_\_ am/pm LOCATION: \_\_\_\_\_

WITNESSES: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

#### RECOMMENDATIONS: *TO BE COMPLETED BY LEVEL COORDINATOR. PLEASE TICK.*

Counselling about actions/behaviour  
behaviour

Warned about the consequences of

Yard duty for \_\_\_\_\_ days

Removed from the playground

Referred to Assistant Principal/Principal

Other

SIGNED: \_\_\_\_\_

Reporting Teacher (**print name**)

\_\_\_\_\_

Area Coordinator (**print name**)

## Learning From My Mistakes

### LEARNING FROM MY MISTAKES

*THIS FORM IS TO BE COMPLETED BY YEARS 1 - 6 STUDENTS*

**Student's name:** ..... **Year:** .....

**Date:** ..... **Teacher:** .....

**What did you do?** .....

.....

.....

.....

.....

**What rule did you break?** .....

.....

.....

.....

**What have you learnt?** .....

.....

.....

.....

**What do you have to do now?** .....

.....

.....

**Why?** .....

.....

**Student's Signature:** ..... **Parent's Signature:** .....

**Date:** .....

**Discipline Note to Class Teacher from Specialist Teacher**  
**Discipline Note to Teachers from Specialists**

Date: .....

.....(name) from Grade ..... broke the circled rule/s, and Step ..... was applied in the .....Specialist program.

MMPS Rules for Inside

1. Move safely.
2. Take turns to speak.
3. Be friendly and helpful.
4. Help others to learn.
5. Take care of all belongings.

Consequences if the Classroom rules are broken

- STEP 1:** name on board - as a warning
- STEP 2: X** child is moved to another area in the room.
- STEP 3: XX** 10 minutes of time in classroom out writing out the broken rule/s.
- STEP 4: XXX** sent to the Coordinator's room. Note sent home to parents.
- STEP 5: XXXX** Sent to the Principal or Assistant Principal (if incident severe)

**Signed:** ..... (reporting teacher – print name)

# Cyber Safety Incident Report Form

## Cyber Safety Incident Report

Date: \_\_\_\_\_ Reporting Teacher: \_\_\_\_\_

Reporting student: \_\_\_\_\_ Class: \_\_\_\_\_

Incident (Please circle):

- Cyber bullying
- Threats
- Harassment
- Inappropriate content
- Other: \_\_\_\_\_

Who is being upset?: \_\_\_\_\_

Who is the person doing the behaviour? \_\_\_\_\_

What platform is being used? Eg Facebook, Snapchat, Skype etc \_\_\_\_\_

What has happened? Include how many times it has happened and attach any relevant screen shots.

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Did they tell anyone? Did they do anything to try and make it stop?

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Do parents know? \_\_\_\_\_

Proposed actions to take: \_\_\_\_\_

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