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School Vision

“Eltham East Primary School is committed to providing a safe, nurturing, and respectful environment which supports and inspires our children to be actively involved in their learning, to grow in self-awareness, resilience, and social responsibility and to contribute in a positive way to the world around them.”

This vision and our school values ***underpin the culture*** at Eltham East PS.

Students involved in their learning; learning together and from each other. Teachers taking responsibility for the delivery of programs of excellence using varied teaching practices and approaches. Learning that connects strongly with our community.

School Profile

Eltham East Primary School is situated in the heart of Eltham, which is located 22km from Melbourne. To ensure all students have a safe, high quality education a staff of over 40 works interdependently towards achieving the school’s vision. Staffing includes: 3 Principal class, 34 teachers, and 8 Education Support staff working with our students.

We are a well-resourced and high demand school. The school is in a quiet, residential suburb with a remnant native bush area including a purpose built garden for the endangered Eltham Copper Butterfly. Specialised outdoor teaching areas are a feature and regularly accessed for hands on learning and provision of real life experiences for our students.

Our core purpose is encompassed in our motto “Learning and Growing together” with a shared mission of a commitment to providing a nurturing and caring environment which supports and inspires our children to value learning and grow in self-awareness and social responsibility.

Our school services include 3 support teachers, a reading recovery trained teacher, an integration aide program and access to a visiting primary school nurse. There is regular access to an educational psychologist and speech therapist that provide significant assistance and advice for high quality welfare, literacy, language and numeracy support and extension programs.

Community engagement and services include an Out of School Hours Care program, promotion of community groups and instrumental music. Many events and activities (science, sports, and arts) draw on community expertise. The school has an internationally renowned Choir and percussion program. We participate in fundamental and advanced physical education activities.

Our curriculum features many programs to build breadth and depth. We cater for students to experience and excel in many academic and interdisciplinary pursuits. The school provides a variety of learning opportunities including technologies, THRASS, Perceptual Motor Program, and Library and for developing a global perspective through Japanese and Asian studies and the History and Economics units of learning at each year level. Environmental projects, Extended Learning Opportunities and artistic activities are integral to our programs. We have developed authentic student leadership opportunities across the school with Junior School Council representatives, House Captains, Environment leaders, Choir Captains, and ICT leaders. The School Captains are responsible for providing learning reports at each assembly.

Into the future we will maintain our high expectations, global perspective and strong communication with parents, students and the community.

Philosophy

Guiding Principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. All members of the Eltham East School community are committed to providing a safe environment for all.

Equal Opportunity

The Equal opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the Act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Marital status
- Lawful sexual activity
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes)

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities including government school and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural rights

It is important to understand that with human rights comes a responsibility to respect other human rights. All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter
- Respect and promote human rights

Corporal Punishment

The *Education Training and Reform Act (2006)* prohibit the use of corporal punishment in any Victorian Government school. Eltham East Primary School prohibits the use of such practices.

School Values

The values which *underpin our actions* are:

- **Enjoyment:** thinking positively, choosing to act in a safe and friendly way, to have fun and not spoil others' fun.
- **Teamwork:** is demonstrated when team members share the work, include everyone, contribute, take turns and act patiently.
- **Respect:** to be considerate and caring towards yourself, others and the environment
- **Resilience:** being able to bounce back and recover quickly from everyday difficulties and challenges, thinking optimistically and being able to build positive relationships and social-emotional skills.
- **Learning:** commitment is demonstrated by trying hard and doing your best. Students use their time productively and set goals for future progress.

The school community has identified five learning dispositions.

- I persist with my learning even when it's difficult
- I am confident to try new things and I am comfortable making mistakes
- I always want to improve as a learner
- I am organised and use my time wisely
- I am a creative, inquisitive and critical thinker.

SCHOOL STATEMENT OF VALUES (incorporating DET expectations)

Promoting healthy, safe and respectful communities

At Eltham East Primary School we recognise 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.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- 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 wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or 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.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- 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.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, 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 of Enjoyment, Teamwork, Respect, Resilience and Learning.
- 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:

- 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 to communicate with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- 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, e.g. standing very close.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Engagement Strategies

At Eltham East Primary school a range of evidence-based strategies that a school are used to positively engage students in learning and intervene early when problems arise. Some of the engagement strategies employed are outlined below.

Universal

At Eltham East Primary School **universal** (school-wide) engagement strategies are used to create a safe, inclusive and empowering environment that fosters an enthusiasm for learning and supports student wellbeing. These include:

- eSMART
- Kids Matter
- Start Up, Class Agreements and Norms
- Weekly alternative lunchtime activities including library, art, computer & gardening
- Parent Helper Course
- Out of Hours School Care
- Cultural Days – Harmony Day, Japanese Day
- Sporting events
- Whole school Concert

Targeted

At Eltham East Primary School **targeted** (population-specific) engagement strategies are used that meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies. Examples include:

- Smarter Internet Day
- Digital Licence
- Cybersafety Parent, Teacher & Student Forums
- You Can Do It
- Bounce Back
- Enrichment
- Reading Recovery
- GATEWAYS
- Choir
- Prep & Year 5 Buddies
- Extended Learning Opportunities(ELO) & Multiple Intelligence Program(MIP)
- Student Leadership

Individual

At Eltham East Primary School **individual** (student-specific) engagement strategies for students at risk, including strategies to identify and respond to individual student circumstances. . These may include:

- Funded support for students with disabilities
- Regular student support group meetings
- Individual learning /behaviour plans
- Allied health professionals regularly involved with students
- Use of COMPASS data to track student attendance, health records and school reports
- Goal setting and 3-way conferences.

Bullying Prevention

Eltham East Primary School acknowledges the need to develop a shared understanding across the whole school community that all forms of bullying are unacceptable.

Bullying and harassment in any of its forms will not be tolerated at Eltham East Primary School - refer to the Bullying, Cyberbullying and Harassment Policy.

Definition

Eltham East Primary School and DET defines bullying as repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Types of bullying behaviour

There are some specific types of bullying behaviour:

- verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters
- violence - including threats of violence
- sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- homophobia and other hostile behaviour towards students relating to gender and sexuality
- discrimination including racial discrimination - treating people differently because of their identity
- cyberbullying - either online or via electronic devices.

What is not bullying?

There is also some behaviour, which, although might be unpleasant or distressing, is not bullying:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Consequences

Consequences for bullying (including cyberbullying) and harassment will comply with the Behaviour management strategies outlined in this document. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training (DET) guidelines.

Behaviour Management Strategies

At Eltham East Primary School there are a number of programs to proactively teach our school values, as outlined in the Engagement Strategies. However, from time to time children make mistakes and may behave in a way that is unsafe or unfriendly. It is important to have a consistent approach to help children become responsible for their behaviour. The information below outlines our formal staged response. It is a guide only, as every case is treated independently.

STAGE ONE AND TWO: INITIAL ACTION - TEACHER

When a minor misbehaviour occurs a child receives a warning. A warning could be verbal or the child's name recorded on the board. A mark will be recorded against the name if the behaviour continues. The child may also be moved within the classroom or class. These behaviours may include: distracting, talking out of turn, annoying behaviour in the playground, rough play.

STAGE THREE: TEACHER

Further direct action by teachers will be required for repeating misbehaviour, escalating behaviour and not following the teacher's instructions of a more deliberate nature.

These behaviours may include: continually interrupting the learning of others, damaging another person's property, throwing objects, intentionally hurting another person's feelings, rough play or unsafe play.

Consequence:

- A discussion of the school values at recess or lunchtime with appropriate teacher.
- A school proforma and student response sheet may be completed and sent home outlining the behaviour and the restorative action.
- The student's parent may be contacted by telephone or via the proforma.
- A written or verbal apology may be expected from the student.

STAGE FOUR : PRINCIPAL OR ASSISTANT PRINCIPAL

Some behaviours are referred to the principal and assistant principal directly.

These behaviours may include: refusing to follow a direct instruction from the teacher, engaging in behaviour that severely disrupts the classroom or specialist program, intentionally physically harming another person, deliberate rudeness towards a teacher or adult, severe teasing or bullying.

Consequence:

- A discussion of the school values at recess or lunchtime with appropriate teacher.
- An inappropriate Behaviour Stage Four Proforma and Student Response sheet will be completed and sent home.
- Parents will be notified and asked to return the signed form to the office.
- A written or verbal apology will be expected from the student.
- A possible "In school" exclusion from regular program for a set period of time will be determined for each individual case.
- For breaches of the 'Cybersmart' guidelines; access to internet usage will be reviewed.

STAGE FIVE : PRINCIPAL OR ASSISTANT PRINCIPAL

Continued breaches or serious misbehaviour. Refusing to follow a direct instruction from the principal or assistant principal.

- One day or longer "in school" exclusion from regular program
- A written or verbal apology from the student.

STAGE SIX : PRINCIPAL

Very serious forms of misbehaviour following DET suspension guidelines.

STAGE SEVEN : PRINCIPAL AND DET

Where there are extreme cases of misbehaviour and suspension is deemed to be inadequate, the school will follow the expulsion guidelines as set down by the DET.

Revision dates	Version number	Summary of changes
January 2014	0.1	Student Behaviour management rewritten in line with positive practices currently being used.
April 23, 2015	0.2	Pg 2 – change SFO index para 2 Delete last sentence para 3 Delete “and the NED show” para 4 Change “hosts” to “supports” the G.A.T.E.WAYS para 5 Add Bounce Back – para 6
		Pg 4 Prevention Programs – deleted Cyberquoll, martial arts therapy & SuperClubs Plus; added Bounce Back and lunchtime programs
		Pg 4 Transitions – added Extended Learning Opportunities program
		Pg 12 changed DEECD to DET
April 2016	2.0	Major revision to all areas of the policy in line with DET policy