

I. SCHOOL PROFILE STATEMENT

Established in 2006, D' New Victoria School Foundation of the Philippines Inc. is one of Barangay Rizal's Makati City neighborhood co-educational school catering to the neighborhood. It has a population of more than 200 students with more than 18 equivalent fulltime staff and 3 education support staff. It is located in 7 Milkweed Extension, Barangay Rizal near the border of Taguig City, and prides itself on a long tradition of contribution to its local community through the provision of Academic and Character Excellence outcomes for young people in the area. It is a neighborhood school enrolling students from the local neighborhood. We are an all-inclusive school exemplified in our "Diversity Clause" with the fundamental educational philosophy that all students can learn and achieve success as clearly articulated in the D'NVSFPI "Purpose Statement", and our motto of "Be the change you want to see in the world".

D'NVSFPI Purpose Statement: At D'NVSFPI creativity, innovation and a desire to challenge the present state will affect what and how we teach, together with academic experiences that is oriented in social engagements will help students to become critically engaged citizens, dedicated to solving problems and contributing to public good.

The school values:

We share our **VISION**. We articulate our vision clearly and passionately, ensuring stakeholders understands how their individual efforts contribute to higher level goals.

Integrity – We lead by example and demonstrate the behavior that we want people to follow.

Consideration – We show care and respect to all is part of our life.

Tenacity – We demonstrate moral strength to resist opposition, temptation, and hardship.

Obedience – We obey and follow rules to guide us to become wise people.

Responsibility – We own our mistakes and set them right.

Inspiration – We drive the team forward with passion

Audacity – We make hard decisions.

To foster a sense of connectedness and to create a safe, supportive and inclusive environment for all learners, it is necessary to create smaller communities within the larger community. To support this philosophy, the school is structured into two sub-schools (Primary, Secondary) to effectively support the learning needs of the 'whole child'. In addition to the sub-school structure, teaching and learning continues to be developed and the introduction of XSEED and Prime Scholastic books starting Kindergarten until Grade 8 has led to the development of an Inquiry Constructivist model through the school with the introduction of Letter land phonics in kindergarten and early primary. These redevelopments place emphasis on creating links between curriculum & student management.

A focus of this school for a number of years has been to create a safe and joyful learning environment where students are engaged, challenged, and have opportunities to develop all of their potential and capabilities. This is evidenced by:

- The D'NVSFPI School Purpose Statement
- Implementation of the D'NVSFPI Principles of Teaching and Learning
- Focus on the development of Inquiry Learning across the school
- Professional learning to support consistent teacher practice

- Continued innovation in designing and documenting curriculum for years 7–10, incorporating an e-learning focus
- Explicit assistance for students to effectively manage their discretionary learning time and build their skills as independent and creative enduring learners. Strong emphasis on co-curricular programs
- Strengthening of student relationships while sustaining a harmonious learning environment through the introduction of a Student Growth and Leadership model

D'NVSFPI has a clear commitment to providing an environment where the individual student needs are central to the curriculum provision. A holistic approach to teaching and learning has seen the integration of personal learning, inquiry learning and ICT into the curriculum and the development of the Teaching and Learning Coaches (internal and external) team working collaboratively with teachers, with the focus on enhancing student achievement in a positive, safe and supportive environment. The use of school's Principles of Teaching and Learning, aligned with the e5 pedagogies, the Concept-based Learning Model and the Inquiry learning model work to scaffold the skills and capabilities student require as they move through the school, and taps into students' particular interests and questions, providing them with increased control over their learning, and is a key means to ensuring the learning for D'NVSFPI students is enduring, authentic and relevant.

In addition, the school's emphasis on the explicit teaching of concept-based learning contributes significantly to their development as autonomous lifelong learners. There is a commitment to student and staff wellbeing and recognition of the need to invest heavily in the learning of all members of the community.

School approach

The school prides itself on the belief that all students can make progress and the support and encouragement for student success provided by the school is reflected in the consistently high student retention rate which exceeds 80% and a high student attendance rate. Data continues to show that students feel very connected to D'NVSFPI. Data relating to students achieving at the National Achievement Test shows that in Grade 7 for the past two years are, D'NVSFPI students continue to perform at well above the National Minimum Standard. As over 90% of our students proceed to Grade 11, the curriculum is constructed to prepare them for the increasing responsibilities of choice and independent, inquiry-based learning. Junior High School introduces Integrated, inquiry based learning, combined with an extra special subject of Geography and Personality Development through personal skills improvement.

Diversity adds to the richness and the quality of the educational experience of all students. While the D'NVSFPI community is not racially diverse, the school includes a number of cultural groups, including indigenous students, and students from many regions. The socio-economic profile of the school is a mix of C, D, E demographics.

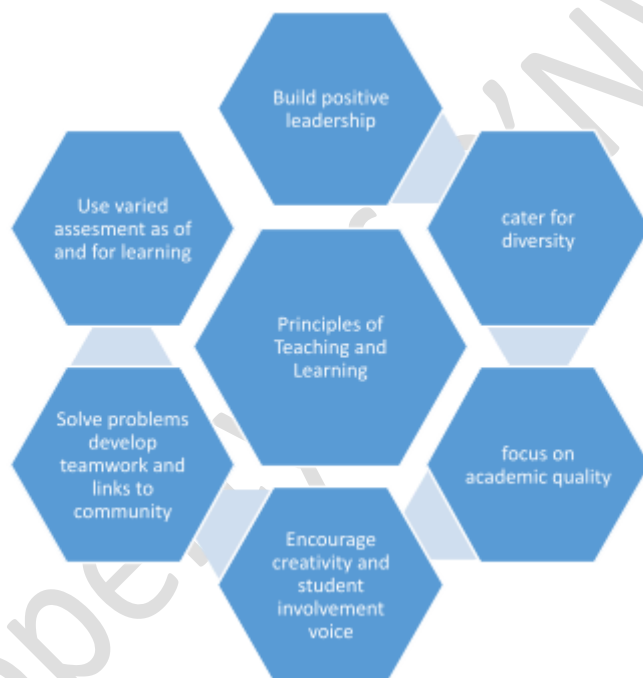
In addition, D'NVSFPI has a Disability and Impairment (D&I) program which provides a further perspective of diversity. Our D&I student cohort is valued for the positive contribution these students make to our knowledge and understanding of the world in which we live. The school is strongly committed to the continuation of the program and its ongoing role in supporting the development of a truly inclusive and diverse learning community. We also have a pro-active support system for same-sex attracted youth. The variety of social cultures we have in the school is more diverse than the ethnic cultures and irrespective of this there is a high degree of harmony in the school environment.

D'NVSFPI has an outstanding range of co and extra-curricular opportunities in which students participate. These are Drum and Lyre Club, involving over 20 students from Grade 2 - 10 we have the

Taekwondo Club that represent the school in regional, national and international venues. The after school Drama ensemble program will start this school year 2019 - 2020. The camps and tours program sees students travelling locally for independent living enhancement to the Student Growth and Leadership model will be introduced which will further support the programs that operate across the sub-schools with an enhanced focus on managing transitions, supporting pathways and knowing the individual. This complements the focus on proactive preventative programs and a comprehensive and diverse camps program.

II. WHOLE SCHOOL PREVENTION STATEMENT

D'NVSFPI recognizes the need for each student's school experience to be positive, caring and supportive of their individual learning needs, in an environment which encourages positive social interactions between all members of the school community. The school believes that to fully engage the whole student in our learning community and ensure protective factors are in place, we need to cater for students' individual cognitive, behavioral, emotional and social needs.



Teaching & Learning (Cognitive):

To ensure students' cognitive needs are met the school employs the following strategies:

School-wide Pedagogies – D'NVSFPI Principles of Teaching and Learning

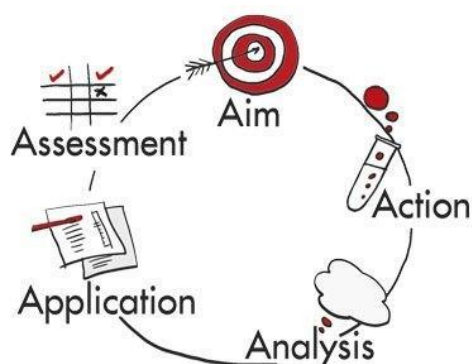
All students in Grade 7 -10 have curriculum designed around these clearly articulated principles, which are aligned with DEECD's e5 learning model, to provide a guaranteed and viable curriculum for each student.

Build positive relationships, Cater for Diversity: e5 Engagement:	<ul style="list-style-type: none"> • Prior Learning • Learning Goals • Student Questions • Immersion Activities 	The teacher or a curriculum task accesses the learners' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity makes connections between past and present learning experiences, exposes prior conceptions, and organizes students' thinking toward the learning outcomes of current activities.
Creativity, Student Involvement, Voice; Solve problems; Develop teamwork, Links to the local and global community e5 Exploration:	<ul style="list-style-type: none"> • Planned learning activities • Graphic organizers / ICT tools 	Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners complete activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.
Focus on Intellectual Quality, Cater for diversity e5 Explanation:	<ul style="list-style-type: none"> • Processing Information • Focused Learning • Link to Prior Learning • Student Collaboration 	The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.
Focus on Intellectual Quality, Cater for Diversity e5 Elaboration:	<ul style="list-style-type: none"> • Generalizing understanding • Apply and Transfer 	Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.
Use varied Assessments as of and for learning Cater for Diversity e5 Evaluation:	<ul style="list-style-type: none"> • Student Reflection • Performances of Understanding • Monitoring and Tracking 	The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

Instructional Strategies:

THE 5-STEP TEACHING METHOD XSEED (K-G8)

Teachers begin a class by clearly stating the learning goal, ask children what they know already, demonstrate an experiment or conduct a group activity, let children speak before they do, ensure the “application questions” are done independently, fiercely believe in practice, assess daily, and support each child individually.



1. AIM	Clarify the outcome of every lesson so students know beforehand what they will learn.
2. Action	Perform an activity to experience concepts first-hand & understand their use and application in real life.
3. Analysis	Reflect on the experience & ask probing questions to uncover and understand the concept further.
4. Application	Practice solving real world problems in the workbook to solidify understanding and build skills.
5. Assessment	Get real-time feedback across conceptual understanding, applied thinking & English language fluency in order to improve performance.

Teachers use the following Instructional Strategies (Marzano in *Balanced Leadership – School Leadership that Works*, McREL) in implementing e5 and the EHS Principles of Teaching and Learning.

Instructional Strategies that affect Student Achievement
1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

The school works with above instructional strategies (XSEED, Prime Scholastic and Marzano) to develop students to become effective autonomous learners and embedded these in the professional practice of teachers, supported by the Teaching and Learning Coaches. Emphasis is placed in upper Primary on Inquiry Learning, carefully scaffolding through Grade 6 to ensure students have the skills to undertake authentic, deep learning in a collaborative setting by Grade 7 to 10, where students enter the TLE Enhancement program. This approach optimizes the student's learning, and supports monitoring, knowledge and teacher responsiveness to individual learning needs.

Personal Learning Goals:

Grade 10 mentors, Inquiry team teachers, class teachers, the Careers Coordinator, the Student Services leader, and the Integration Coordinator have responsibility for supporting and assisting their students with the development of their identified personal learning goals and the strategies which will assist the achievement of these goals. Specific Personal Learning Goals, which are designed to support progression of learning, are identified for attention at each year level:

- Grade 7 – Focus on Engagement, Inquiry Learning model
- Grade 8 – Focus on elaboration of inquiry processes, leadership and personal growth
- Grade 9 – Focus on Student Choice, goal setting, and furthering personal growth
- Grade 10 – Focus on Work Experience, Links with the community, Intellectual Quality

Special Learning Needs/Literacy/Numeracy:

The school has a plan of hiring the services of a fulltime Special Learning Needs teacher to assist D&I students, and to support their teachers to develop individual learning plans and modified curriculum for these students at the moment we are adapting an advisory support or subject teacher support and afterschool program. As well, all Year 7 students are tested and students who are identified as needing support in Literacy and Numeracy work with the Literacy and the Numeracy coordinators.

Primary and Junior High School Homework club:

Students identified by department leaders and teachers with learning, time management, organizational, etc needs are individually encouraged to attend a staffed weekly afterschool session.

Junior High School Mentoring:

Students identified through department supervisors and teachers with learning, time management, organizational, etc needs are individually mentored by senior school teacher.

Course Counselling:

All Grade 9 & 10 students are counselled regarding choices in the Elective Program, and in relation to the Enhancement Program to ensure student pathways reflect capabilities, interest and maintain students' engagement in their ongoing learning.

Wellbeing (Emotional)

To ensure students' emotional needs are met the school employs the following strategies

Sub-school structure:

The school has a well-structured sub-school system which is designed to provide ongoing support for students by an identified sub-school leader. The structure incorporates a Sub-School Leader and a team of coordinators at each department with specific roles identified to ensure the whole student needs are supported – learning, wellbeing, transition and pathways.

Faculty teams:

The school's faculty teams, led by the sub-school coordinators and a Principal with a dedicated responsibility for curriculum planning and delivery, ensure consistency of curriculum delivery, assessment and reporting so that students have equitable opportunities for learning experiences.

Restorative Practice:

The whole school Restorative Practice policy places clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict. Wrongdoers are encouraged to be accountable for their behavior and take responsibility for their actions by making amends to those affected. The adopted model empowers young people, victim or offender, to act in socially responsible ways and focuses on rebuilding relationships. All staff members are provided with professional learning on implementing restorative practice strategies in their classrooms.

Bullying/harassment:

In line with the D'NVSFPI School Purpose Statement, values and motto, "Building habits, building characters", students have the right to expect a safe and caring, inclusive environment which promotes personal growth and positive self-esteem for all. The school is committed to providing this environment and each member of our school community shares in the responsibility to help ensure that this occurs. As such, the school has a fully documented Bullying Prevention Policy and Child Protection Policy which is connected to our Restorative Practice approach and is distributed to all families new to the school. This policy is closely connected with the school's Social Media Policy which recognizes that the cyberspace environment also needs consideration. Students are engaged in living this policy through co-curricular programs, classroom activities and the Integrated Learning Program.

Drug Education Policy:

The school believes all students have the right to feel safe and supported in their school community. Issues such as alcohol and drug use and misuse will impact on the school and community. Therefore, the school regularly updates its Drug Education policy to ensure there is a comprehensive, coordinated approach to drug education across the whole school and that a healthy environment is promoted.

Student leadership:

Authentic student leadership opportunities and the ability to participate in meaningful contribution to school wide decision making are essential for the development of responsible, caring local and global community members. D'NVSFPI Junior High School provides an extensive range of opportunities through student membership of the Principal Advisory Group, CCSC, Newsletter and Club President are taking on the leadership of arts, drama, sport, music, school tour and representing the school.

Transition Practices:

Transition processes are managed through the sub-school to ensure the move between primary and junior high schools is as seamless and supportive as possible.

Management (Behavioral):

To ensure students' behavioral needs are met the school employs the following strategies

Student Wellbeing

To build a strong school community in which student individual needs are met. The school has a comprehensive, coordinated wellbeing support structure in place which includes the School Guidance Officer with designated responsibility for School Community Wellbeing and Support, a fulltime school first aid attendant, a Student Services Team, comprising a Student Services Leader and a Student Support Worker.

Processes for referral to health professionals are managed by the Student Services Leader in conjunction with department coordinators.

Student Code of Conduct

Based around the School Purpose Statement, the Values and the motto "Be the change we want to see in the world" which value diversity & learning to live together, creating personal futures and embracing lifelong learning.

The Student Code of Conduct, developed in consultation with the student population, sets the expectations for student interaction and behavior. (See Attachment 1)

Learning support

Student with additional learning needs in Literacy and Numeracy are identified through Key Learning Area programs and testing, and supported by the Literacy and Numeracy coordinators. Integration students in the D&I program have individual learning plans developed by the Integration Coordinator in conjunction with classroom teachers to ensure students achieve learning success in modified programs. LD students are supported through initiatives as outlined in the Learning Together Strategy based on the LD online. The educators' guide to learning disabilities and ADHD.

Peer Mentoring:

Identified, interested Grade 9 students are trained to work with particular incoming Grade 7 students so that the transition process is less stressful and students enter the school feeling safe and supported.

Extra-curricular programs

The school has identified particular extra-curricular programs of benefit to the emotional wellbeing of different age groups and incorporated these into the appropriate year level. These include programs which target bullying and harassment, relationships and peer pressure. Examples include motivational speakers at assemblies and year level camp programs to assist with life-skills, social and emotional development, organizational and time management programs and pathways & careers counselling for Grade 9-10.

Community (School/Local/Regional) connections: To ensure students' social needs are met the school employs the following strategies:

- Whole school camps program – Alternative education experiences are particular important for students. The whole school program involves:
 - o Grade 7 – Transition Activities Program to improve the transition process and develop relationships across the year level. Grade 7 and newcomers Orientation Program.
 - o Grade 7 and Grade 10 – Challenge camp to develop intra and interpersonal learning

- o Grade 7 and Grade 10 – Spiritual camp to develop spiritual and filial wellbeing
- o Grade 10 - Orientation camps to prepare students for the learning, organizational and time management demands of Grade 11 & 12

· Cultural awareness tours:

Tours to Museum, Theme Parks, Provinces, and other historical places are just some of the tours offered to students at various levels to increase their awareness of historical and cultural factors shaping a country's development and global perspectives.

Co-curricular programs

There is a strong emphasis on the development of the whole student supported by the wide ranging co-curricular programs including music, sport, art and drama opportunities across the school. Students are encouraged to be involved in ongoing regular training for athletics, swimming, cross country and interschool sporting teams; music ensembles and bands; school and ensemble drama performances; anthology committee, debating and public speaking; to name a few.

Challenge Events:

Boy Scout and Girl Scout Camping

Environment Group:

Social and environmental responsibility is one of the six values in the D'NVSFPI Purpose Statement. Student leadership of the Environment Group encourages awareness and understanding of societal responsibilities to actively support the care for the environment at a local and global level.

Information Resource Service Centre, and Student Learning and Wellbeing:

The Library is open from 8 am to 4.10 pm and provides a safe learning environment for our community with a teacher librarian and a library assistant time tabled on at all times (including recess and lunchtime) to provide students with assistance at all times. Students have access to a variety of wellbeing resources including: teenage development literature, magazines/ newspapers and fiction/non-fiction collections. Students also have the opportunity to be part of clubs that operate through the library.

III. RIGHTS & RESPONSIBILITIES STATEMENT:

Guiding Principles:

All D'NVSFPI Junior High School community members have the right to participate in a learning environment which is safe, supportive and inclusive of their individual needs. All school members are to be treated with respect and dignity in an environment which promotes positive relationships, values diversity and supports the learning of all students. In line with the D'NVSFPI Strategic Plan 2019-2020, the school will provide opportunities for student participation and leadership with an emphasis on developing the whole person (cognitively, personally, socially & emotionally) and supporting the personal growth of students across a wide range of curricular and co-curricular areas.

The rights and responsibilities of all members of the D'NVSFPI School community need to adhere to the following legislation:

1. Education Act of 1992

The State shall promote the right of every individual to relevant quality education, regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation. The State shall therefore promote and maintain equality of access to education as well as the enjoyment of the benefits of education by all its citizens.

The 1987 Constitution likewise guarantees the right to education of every Filipino. It provided that, “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.”

This Act prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

2. Department of Education DO 36, S. 2002 – Education for All (EFA)

3. RA 7277 – An Act Providing for The Rehabilitation, Self-Development and Self-Reliance of Disabled Person and Their Integration into The Mainstream of Society and for Other Purposes.

Disabled persons have the same rights as other people to take their proper place in society. They should be able to live freely and as independently as possible. This must be the concern of everyone the family, community and all government and non-government organizations. Disabled person’s rights must never be perceived as welfare services by the Government.

The State also recognizes the role of the private sector in promoting the welfare of disabled persons and shall encourage partnership in programs that address their needs and concerns.

To facilitate integration of disabled persons into the mainstream of society, the State shall advocate for and encourage respect for disabled persons. The State shall exert all efforts to remove all social, cultural, economic, environmental and attitudinal barriers that are prejudicial to disabled persons.

But as micro education provider D’NVSFPI must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, the D’NVSFPI should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community. D’NVSFPI may consider all likely costs and benefits, both direct and indirect, for the school, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and

4. Department of Education D.O Order No. 42 s. 2017

NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

Teacher professional development happens in a continuum from beginning to exemplary practice. Anchored on the principle of lifelong learning, the set of professional standards for teachers recognizes the significance of a standards framework that articulates developmental progression as teachers develop, refine their practice and respond to the complexities of educational reforms.

<https://www.teacherph.com/philippine-professional-standards-for-teachers/>

5. Bullying Prevention

D'NVSFPI does not tolerate bullying or harassment in any form. The school is committed to providing a safe and caring environment which promotes emotional, social and physical wellbeing. All members of our school community share in the responsibility of promoting and supporting an anti-bullying environment. Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

- It is an abuse of power
- It can be planned and organized or it may be unintentional
- Individuals or groups may be involved.

There are three broad categories of bullying:

- Direct physical bullying e.g. physical violence, demands for money or possessions, damaging property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – e.g. spreading rumors, playing nasty jokes to embarrass and humiliate mimicking, social exclusion, damaging someone's reputation and social acceptance, cyberbullying, involving the use of email, text messages or chat rooms to humiliate and cause distress.

On-line safety:

Being involved in online spaces – either at home or at school – requires students to behave responsibly. Behaving safely online involves protecting your own privacy and personal information and protecting the privacy of others (this includes the sharing of personal information and images)

Cyber-bullying:

Cyber-bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging, blogs or web-pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. People can also be bullied online by groups of people such as class groups or collective members of an online

community. D'NVSFPI has a Cyber-Bullying Policy, and students sign an agreement to adhere to the guidelines and principles outlined in the policy.

Responding to Harassment, Bullying and Cyber bullying:

D'NVSFPI has a commitment to preventing and reducing bullying. The school has a detailed Bullying Prevention policy and Social Media policy. Both documents are made available to members of the school community. D'NVSFPI has a whole school commitment to Restorative Practices which place the clear emphasis on the values of building positive social relationships, working and learning in teams and managing and resolving conflict. The school's aim is to make those who demonstrate inappropriate behavior aware of the situation and subsequently repair the harm done and change their behavior

See: Child Protection Policy Handbook

https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf

Rights and Responsibilities of the School Community

Student, staff and parent behavior impacts on the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and achieve success along many pathways. • Participate fully in the school's educational program • Work in an environment which recognizes and caters for their individual learning need • Have their opinions heard, and be listened to. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program. They should attend regularly, be punctual and meet deadlines • Develop positive and respectful relationships with their peers, teachers and all other members of the school community • Model the school's Purpose Statement, values and motto of "Building Habits, Building Characters". • Take responsibility for their own learning • Work collaboratively with others – understanding that we can all learn from one another • Reflect and seek continuous improvement, working towards personal success along many pathways

For further details, refer to Attachment 1: Student Code of Conduct

Rights and Responsibilities of Staff

<p>Staff members have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying) or harassment. • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy guidelines, about matters pertaining to students that will affect the teaching and learning program for that student 	<p>Staff members have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently implement the engagement policy • To have empathy, and create and maintain a safe, stimulating and challenging learning environment • Generate and nurture positive relationships with other members of the school community
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<ul style="list-style-type: none"> • Ongoing professional learning to support their growth and development in teaching and learning as effective educational professionals 	<ul style="list-style-type: none"> • Critically reflect on professional practice to continually improve the quality of their work and learning • Recognize that people learn in different ways and cater for this diversity in their classrooms • Plan and assess for effective learning and regularly provide meaningful feedback to students and their parents that promotes learning and growth • Model ethical and moral behaviors that clearly demonstrate community values.
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Rights and Responsibilities of Parents/Guardians/Community members

Rights	Responsibilities
<p>Parents/guardians have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a safe, supportive and inclusive environment in which the rights of others are encouraged • Parents have a right to expect respectful and constructive behaviors from staff and others in the school community • Parents/guardians have a right to expect that the school will communicate with them through the newsletter, Parent Teacher Conference, student support group meetings, and other ways as appropriate 	<p>Parents/guardians have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviors • Ensure their child's regular attendance and punctuality to school • Engage in regular and constructive communication with the school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students • Support activities which extend student's academic, physical, emotional and social development

IV. SHARED EXPECTATIONS:

D'NVSFPI provides an educational environment where all students have the opportunity for personal growth and fulfilment. Students are valued and cared for, in an inclusive learning environment where they feel connected to their peers and the school and are able to engage effectively in their learning and achieve success. The D'NVSFPI School Purpose Statement (for details see School Profile), developed in consultation with the school community, establishes the shared expectations of the D'NVSFPI learning community where it is expected that everyone continually learns and grows in an environment which recognizes the importance of:

Valuing diversity, inclusiveness and learning to live together	– including an awareness and understanding of the diversity of disability, of sexual orientation, cultural heritages and a diverse way of knowing and being.
Social responsibility	– respecting individual rights and also the rights of a society, thinking critically, and

	actively pursuing a healthy and sustainable lifestyle.
Caring for the environment	– minimizing harm to the environment, and also proactively participating in its care through the Environment Group, working bees, and having awareness of environmental issues, especially water use
Pursuing excellence	– learning to become adaptive, flexible, autonomous learners focused on intellectual quality, continually reflecting and seeking to improve, and embracing enduring learning
Creating successful personal futures along many pathways	– having integrity, valuing creativity, taking on leadership, and developing resilience and self-confidence to pursue unique personal futures, embracing our responsibilities as local, national and global citizens.
Building Habits Building Character	– living the school motto, that intellectual understanding only has value if it is translated into action which benefits the individual and society.

D'NVSFPI has a shared high expectation, by all community members, of working to achieve the school Purpose Statement, values, goals and targets through:

- Teaching practices which are inclusive of all members of the community which is informed by the Principal and, to ensure the learning experiences for all students are equitable and viable:
- A whole school curriculum program which is accessible, engaging, and challenging for all students and provides a wide range of choice
- An appropriate, relevant and challenging curriculum that provides students with the opportunity to experience success is in place and is regularly reviewed and evaluated.
- The school working in partnership with the student and parent community to ensure they are informed and have opportunities for input into whole school decision making.
- Having in place a well-resourced and managed sub-school structure, in conjunction with a student services team, to provide for the support, wellbeing and pathways of all students.
- Having clear expectations in the Student Code of Conduct, and other Codes of Conduct, of expected behaviors, and logical consequences which are understood and supported by all involved, if conduct does not meet expectations.

D'NVDFPI has a shared whole-school approach to promoting strategies that build student engagement, high attendance and positive behaviors. Central to the school's philosophy is the need for the entire school community to feel safe, secure and supported so that learning opportunities are maximized and the wellbeing needs of all students are met. Strategies used to support shared expectations of positive relationships and learning include:

- **Sub-school structures** – students are supported through Primary and Junior High School by a vertical sub-school coordinator monitoring whereby their progress, attendance and wellbeing are closely tracked and concerns are addressed promptly.

- **Attendance:** online marking of rolls each period, with daily follow up by department enables the close tracking of attendance by class teachers, department supervisors and parents.

- **Student Growth and Leadership model:** links a core teacher in this transition year, to a particular class to monitor student learning and wellbeing needs, in conjunction with the coordinators. This assists the development of positive student/teacher relationships and provides students with a significant adult who has the prime responsibility for their learning and wellbeing.

- **Student at the center model:** D’NVSFPI is a small community of more than 220 students and 21 personnel. To foster a sense of connectedness and to create a safe and supportive environment for all learners, it is necessary to create a family system within community. This is the driving force for the development of our Sub-school structure model where the student is placed firmly in the middle and is supported by a team of teachers who have the students learning and wellbeing interests in common. The Student Services Team supplement this support.

- **Learning support:** this is provided by all teachers to optimize and personalize the learning of all students & equip them with the skills, dispositions & essential understandings to be successful, contributing members of the 21st century society through personalizing the learning. The school’s Integration teacher works with the sub-schools and classroom teachers to identify learning needs and develop individual learning programs for students with disabilities. The Student Services Team work with school refusers, and other identified students. Sub-school teams work with identified students, referring on to the Careers Coordinator, contacting parents, tracking, sending at Risk letters, and supporting the reporting to parents processes.

- **Student Leadership:** See Section 2 ‘Whole School Prevention Statement’ of the D’NVSFPI Guidelines for the Student Engagement Policy and Implementation for details.

- **Camps Programs Grades 5 -10:** See Section 2 ‘Whole School Prevention Statement’ of the D’NVSFPI Student Engagement Policy and Implementation document for details

- **Peer Mentoring:** Creates connections between Grade 7 and 9 students to improve transition process and role model positive behaviors. See Section 2 ‘Whole School Prevention Statement’ of the Student Engagement Policy and Implementation document for details

- **Restorative Practice:** see Section 4 ‘Rights and Responsibilities’ of the D’NVSFPI Student Engagement Policy and Implementation document for further details

In addition, student engagement, regular attendance and positive behaviors are supported in the school through relationship based whole-school and classroom practices including:

- Ensuring predictable, fair and democratic classroom practices are embedded across the school
- Providing opportunities for students to be involved in the development of classroom and whole school expectations
- Providing personalized learning programs for all D&I students (Students with Special Needs)
- Consistently acknowledging participation and success of students across the arts, music, drama, sport, community and academic fields
- Empowering students by creating multiple leadership opportunities for them to take responsibility and be involved in decision making, as in the Principal’s Student Advisory Group and other opportunities.
- Providing a physical environment which is conducive to positive behaviors and effective engagement in learning.

V. SCHOOL ACTIONS AND CONSEQUENCES

D'NVSFPI Junior High School Whole School Restorative Practices:

D'NVSFPI Junior High School places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. The school has a whole school approach to behavior management which is based on Positive Discipline and Restorative Practices.

There is a clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict.

Wrongdoers are encouraged to be accountable for their behavior and take responsibility for their actions by making amends to those affected. It focuses on the harm done to people and relationships. Restorative practices empower young people, victim or offender, to act in socially responsible ways. As an alternative to the punitive model it focuses on rebuilding relationships.

The Restorative practices approach is implemented throughout D'NVSFPI sub-school, depending on the circumstances, in the following ways:

- 1) Coordinator class or group meetings – a proactive measure designed to create positive connections and relationships which can be used for a class group or a smaller group
- 2) Restorative mediation meetings – facilitated by the Point Person (School Community Wellbeing and Support), Student Services Leader or level coordinators, and used to resolve incidents and repair relationships in small groups consisting of the victim(s) and wrongdoer(s), and, as appropriate, their advocates.
- 3) 'No Blame' Discussions – organized by the teacher, coordinator or Integrated Learning teacher, in small groups or class groups to manage whole class difficulties and disruptions. Teachers of the class and the students in the class are involved.
- 4) Community Conference – a formal and structured conference that deals with matters of a serious nature, involving members of the community such as police, parents, social workers, or adults who have been affected. The purpose is to bring together the victim(s), wrongdoer(s) and their respective supporters with the broader community who have a stake in the proceedings.

Inappropriate behaviors, including irregular attendance, will be responded to through a staged response, dependent upon specific concerns, including:

- Understanding the particular student's background and needs
- Involving the parents/guardians in discussions around the child's particular needs
- Ensuring a clear understanding of expectations by both students and parents
- Involving members of the wellbeing team, managed individual pathways or careers teacher
- Convening a Student Support Group meeting to develop a plan of action
- Developing an individual flexible learning, behavior or attendance plan with the assistance of sub-school coordinators, and/or, the Integration Coordinator, Student Services Wellbeing team.
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor educations/creative arts
- Involve community support agencies and corporate outreach program

- Access Alternative Educational settings to support changed behavior and improved motivation to learn.

Consequences – Discipline Procedures:

The Student Code of Conduct outlines specific expectations.

Suspension and expulsion:

D’NVSFPI has clearly stated codes of conduct regarding expectations of appropriate behaviors. All members of the school community share responsibility to support the expectations outlined in the document. In cases where students do not meet the expectations, the relevant Sub-School Leader and/or sub-school coordinators will manage the process of consequences. Every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive and restorative practice outcomes for the student. Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student’s behavior.

Suspension or expulsion measures are the responsibility of the Principal and Department Head (School Community Wellbeing and Support) who will consult with sub-school coordinators, teachers and students as appropriate, before implementing such measures. The school will consider the educational and emotional impacts on the student, and take into account disability, when taking suspension or expulsion measures.

Suspension:

- Students will be suspended for the shortest time appropriate
 - ☐ Students can be suspended internally or externally
- Students can be suspended immediately or after a student support group is convened
 - ☐ Students can be suspended for inappropriate behavior:
 - ☐ while attending school or travelling to or from school or
 - ☐ engaging in an activity away from school
- To be considered for suspension the student’s behavior must meet one or more of the following conditions. He /she:
 - a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - b) causes significant damage to or destruction of property;
 - c) commits or attempts to commit or is knowingly involved in the theft of property;
 - d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
 - e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - f) consistently engages in behavior that vilifies, defames, degrades or humiliates another person based on age; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/guardian status or status as a guardian; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student. Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviors) outside of school hours/off school premises on schools is acknowledged, however, if the behavior occurs solely outside of school hours'/grounds suspension is not an available recourse.

If incidents outside of school hours are connected to behavior that does meet the grounds and location requirements for suspension, this external behavior may be considered when determining the response to an in-school incident.

- For further details, see Suspension and Expulsion Policy

Expulsion:

- Only the school head has the authority to expel a student from the school at which she/he is the highest executive officer. Expulsion is the most serious consequence and this action will only be taken when all other measures consistent with the staged response, outlined above, have been tried and it is deemed the only appropriate measure.
- The student's behavior must meet one or more of the following conditions:
 - a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - b) causes significant damage to or destruction of property;
 - c) commits or attempts to commit or is knowingly involved in the theft of property;
 - d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
 - e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - f) consistently engages in behavior that vilifies, defames, degrades or humiliates another person based on age; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/guardian status or status as a guardian; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
 - g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- The student's behavior must also be of such magnitude that expulsion is the only available mechanism. In this regard, the school head must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.
- Under Philippine Law, in deciding whether to expel a student, school head must undertake an assessment of that course of action under the Article III: Bill of Rights of the 1987 Constitution. In addition, when determining whether to expel a student with a disability, school head must be sure that reasonable adjustments have been made to assist the student to manage the behaviors where this is a manifestation of disability.
- Only school head has authority to make the final decision to expel a student. This authority cannot be delegated.
 - School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behavior and/or in communications with the parents, guardians

or relevant persons. School Head hold ultimate responsibility for ensuring that all processes are followed correctly.

- The student and parents/guardians must be informed that expulsion is being considered and must be given the opportunity to be heard.
■ See Suspension and Expulsion Policy for detailed ‘Procedures for Expulsion’ and ‘Procedures following Expulsion’
- Roles and responsibilities of the school head and board of directors:
- The school head is responsible for the implementation of the Student Engagement Policy. The school Board of Directors is responsible for approving the policy, monitoring its effectiveness and evaluating its success.

VI. REFERENCES

1. Effective Schools Are Engaging Schools – Student Engagement Policy Guidelines
<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>
2. Effective Schools are Engaging Schools
<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>
3. 1987 Philippine Constitution
<http://www.chanrobles.com/bataspambansabilang232.htm#.XUrasugzaUl>
4. Department of Education Orders
https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf
5. D’NVSFPI High School
6. Philippine Professional Standards for Teachers
<https://www.slideshare.net/RonaldQuileste/philippine-professional-standards-for-teachers>
7. The educators’ guide to learning disabilities and ADHD
<http://www.ldonline.org/educators>

VII. ATTACHMENTS

Attachment (A)

D’NVSFPI Student Code of Conduct

General Statement

At D’NVSFPI High School, each person feels safe to be themselves and challenged to think critically, to work in teams, show leadership, and achieve success along many pathways. Our school values the pursuit

of excellence, individuality and creativity. The motto of “Building Habits, Building Characters” promotes social and environmental responsibility, respect for diversity, and the development of integrity. The focus at D’NVSFPI High School is on each student’s right to experience an education system which values their uniqueness, enables positive relationships, and supports them to become successful adults who are able to make valuable contribution to society. The school has built a tradition of fairness and respect, and all members of the community work to create a safe and supportive school environment. Students and staff and parents/guardians are expected to demonstrate positive and respectful relationships that value diversity. The school promotes positive values and behaviors, and has programs that encourage student participation, leadership and voice. We respond to individual student learning and well-being, and proactively engage with parents and guardians. To support engagement and connectedness, the school links students to one of three sub-schools.

Rights and Responsibilities

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and achieve success along many pathways. • Participate fully in the school’s educational program • Work in an environment which recognizes and caters for their individual learning need • Have their opinions heard, and be listened to. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school’s educational program. They should attend regularly, be punctual and meet deadlines • Develop positive and respectful relationships with their peers, teachers and all other members of the school community • Model the school’s Purpose Statement, values and motto of “Building Habits Building Characters” • Take responsibility for their own learning • Work collaboratively with others – understanding that we can all learn from one another • Reflect and seek continuous improvement, working towards personal success along many pathways

Rights and Responsibilities of Staff

<p>Staff members have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying) or harassment. • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy guidelines, about matters pertaining to students that will affect the teaching and learning program for that student • Ongoing professional learning to support their growth and development in teaching and learning as effective educational professionals 	<p>Staff members have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently implement the engagement policy • To have empathy, and create and maintain a safe, stimulating and challenging learning environment • Generate and nurture positive relationships with other members of the school community • Critically reflect on professional practice to continually improve the quality of their work and learning • Recognize that people learn in different ways and cater for this diversity in their classrooms • Plan and assess for effective learning and regularly provide meaningful feedback to students and their parents that promotes learning and growth • Model ethical and moral behaviors that clearly demonstrate community values.
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Rights and Responsibilities of Parents/Guardians

Rights	Responsibilities
<p>Parents/guardians have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a safe, supportive and inclusive environment in which the rights of others are encouraged • Parents have a right to expect respectful and constructive behaviors from staff and others in the school community • Parents/guardians have a right to expect that the school will communicate with them through the newsletter, Student Progress Interview sessions, student support group meetings, and other ways as appropriate 	<p>Parents/guardians have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviors • Ensure their child's regular attendance and punctuality to school • Engage in regular and constructive communication with the school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students • Support activities which extend student's academic, physical, emotional and social development

Shared Expectations:

D'NVSFPI provides an educational environment where all students have the opportunity for personal growth and fulfilment. Students are valued and cared for in an inclusive learning environment where they feel connected to their peers and the school and are able to engage effectively in their learning and achieve success along many pathways.

Class Room Rules

1. Bring required equipment and the school planner to class.
2. Be punctual to class, and enter and leave the classroom in an orderly manner.
3. Bags should be placed in the shelves.
4. Caps, hats, beanies, hoods, and sunglasses are to be removed in classrooms at the discretion of the teacher.
5. Portable electronic music and/or communication devices including mobile phones must not be visible in class and must be turned off.
6. Students are discouraged from bringing valuable items to class or school, whatever loses the students incur the school is not accountable to it.
7. During classes students are expected to:
 - o Work cooperatively with the teacher on learning.
 - o Consistently focus on learning tasks.
 - o Listen to and respect the opinions of others.
 - o Respect all equipment and furniture provided for student use.
 - o Not bring food or drink, including chewing gum, into class. Note: Water bottles may be brought to class only in hot weather.
 - o Not interfere in the learning opportunities of others.

School Rules

1. Cooperate with instructions.

Cooperate with reasonable instructions and directions from staff at all times

2. Follow all school attendance procedures:

- a. After arriving at school students must not leave the grounds without permission from level coordinators.
- b. Students may not leave the grounds to go outside of the school building.
- c. Students are not to be on the perimeter of the school before school or during class time, unless they have permission.
- d. When it is necessary to leave the classroom during class time, a pass from the class teacher is required.
- e. In case of illness at school, students should obtain a pass to attend clinic.
- f. Bring a note from your parent/guardian to coordinators if you have been absent from school.

g. For late arrival report to your classroom teacher. Teachers will report repeated unexcused lateness to the department coordinator. Lateness is disadvantageous to the learning of the student and interferes with the learning opportunities of others.

h. For early leaving a note should be brought to the Department (or Administration Office if the department is unattended) before school, at recess or at lunch-time and a coordinator will issue a pass. A parent/guardian should sign the student out at the Administration Office.

i. D&I and after school detention students who have private study periods should observe attendance requirements as outlined by the department coordinators, and not leave the school grounds. D&I and after school detention students who have no further classes for the day are permitted to leave the school.

3. Behavior travelling to and from school.

a. Behavior toward other students and members of the community should always be respectful.

b. Students should not engage in activities, which endanger themselves or the public, such as skateboarding or cycling in a dangerous manner. Bikes and scooters should be ridden responsibly at all times.

c. Students should arrive at school with sufficient time to get to class punctually. Students should walk promptly inside the school building, and not gather outside the vicinity of the school grounds.

d. A helmet must be worn if riding a bicycle or a scooter.

e. On buses, tricycle services students should behave safely and appropriately.

g. Skateboards and roller blades are strongly discouraged and must not be used in the school grounds.

4. Behavior in the Grounds.

a. Care must be taken of the grounds, the activity area facilities and the school buildings.

b. Students should not take bags into the grounds at lunchtime or recess.

c. Spitting, littering and vandalism are prohibited, as is graffiti and other forms of property damage.

d. Students should not be in the vicinity of vehicles, and must not under any circumstances, interfere with vehicles parked in or around school grounds. No games should be played near the cars. No ball games are allowed in the activity areas.

f. Students must not have visitors in the school grounds without permission from one of the Department Heads or the School Community Wellbeing and Support Office.

g. Report the presence of uninvited visitors to a duty teacher or an Assistant Principal immediately.

5. Out of Bounds Areas

Out of bounds areas to students:

o The Mockingbird Street.

o The back alley of Mockingbird Street.

o The street between Pabahay ng Makati and D'NVSFPI

o Roof deck, switchboard rooms, and staffrooms.

o The following areas are out of bounds to students unless they have been given specific permission, or it is part of their duties to be in that area:

o staffrooms, classrooms, library, laboratory, roof deck and administration office

6. Appearance/Uniform

a. Students are to follow the specific uniform of the day. Choices of students that have civilian attire day must reflect the working nature of the school. Items such as brief clothing (including bare midriffs, singlets, short shorts, low-cut tops), spike jewelry and clothing with offensive slogans and pictures are not suitable. Clothing and footwear should protect students from sun exposure. Thongs are not appropriate footwear. Slip-on shoes are unsuitable and sandals are discouraged and may prohibit students from participating in a wide range of subjects. Health and safety standards require protective clothing and solid footwear in some subjects.

b. Uniforms are required for specified activities. They include Boy and Girl Scout and Fun Day event.

7. Excursions, camps and performances

Students are representing the school on excursions, camps and at performances. They need to be aware of the safety issues involved in these activities. Students must:

- o Be polite and respectful to each other, their teachers and members of the public.
- o Cooperate with instructions carefully; be dressed appropriately.
- o Behave appropriately on the transport provided and participate in the activities provided.
- o Use hats and bring and apply sunscreen for outdoor activities.

9. Vandalism or Theft

- a. Students must not damage school property, or student or staff property.
- b. Theft of school, student or staff property is a serious offence.

10. Harassment, Bullying and Intimidation

- a. Students must not physically, verbally or in any other way harass or bully other students, staff or other member of the school community at any time.
- b. Cyber bullying is prohibited. All junior high school students are required to complete the DNVSFPI Social Media agreement.

11. Prohibited substances

- a. It is illegal for students to have in their possession substances such as cigarettes, smoking materials, alcohol, illegal drugs, or to use any of these substances at school. Dangerous items – weapons such as knives, slingshots, cap-guns, laser-pointers – are banned.
- b. Thick felt pens, specifically permanent marking pens or paint pens and steel rulers are not to be brought to school because of the damage that they can cause to school property.
- c. Spray deodorants are not permitted at school.
- d. Prohibited items will be confiscated.
- e. Bags may be subject to searches by the Principal, Department Heads, coordinator or teacher-in-charge of a camp or excursion. There should be reasonable grounds for the search, and these shall be explained to the student.

- f. Referral to the Police will occur in the relevant instances relating to prohibited substances.

Consequences

The consequences of engaged learning, and appropriate behavior are positive and include:

- o Feeling valued and cared for, with strong emotional engagement in the school culture
- o Intrinsic motivation, resulting in enhanced learning and confidence
- o Full participation in the academic, social and extracurricular activities of the school

D'NVSFPI fosters a cohesive and consistent response to poor attendance or to inappropriate behavior. Consequences as outlined in the Student Engagement Policy are developed in consultation with and agreed on by representatives from the whole-school community, including students. Actions and consequences are incremental, in staged responses, except in cases where immediate danger to others is involved. Consequences have an educational role, with the aim of restoring relationships, improving conflict resolution skills, and modelling cooperative, constructive behaviors. Retaining the dignity of the student is paramount in applying consequences. Parents/guardians, the Principal, sub-school coordinators, student well-being staff, and other relevant support workers may contribute to student support group meetings regarding the student with attendance issues, or whose behavior is inappropriate.

Where others rights are infringed, or responsibilities not met, the school or classroom rules ignored and inappropriate behavior displayed, consistent and fair consequences will be applied. Classroom teachers establish predictable, fair and democratic classrooms, and implement the school's Student Engagement Policy and the Student Code of Conduct. Students are responsible to the teacher and class for disruption of the positive learning environment. The consequences of unacceptable behavior will vary according to the behavior and the context. Students will be informed about the consequences that are most likely to result from breaking particular rules. As well as being breaches of school rules, some of these breaches may infringe existing legislation and may have legal consequences.

Teachers will initiate a graduated series of responses, supported by the sub-school coordinators, the Principal, and the Student Services Well-being Team.