



# MILDURA SOUTH P.S.

## STUDENT WELLBEING and ENGAGEMENT POLICY

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Mildura South Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### 1. SCHOOL PROFILE

Mildura South Primary School is situated 3km from the city centre on Deakin Ave. Mildura is one of the fastest growing areas of the State of Victoria and with the school being located in an area of significant residential development, enrolment in recent years has been stable with a school population of 460 students. Our students come from a mixed socio-economic range and include students from Koori and non-English speaking backgrounds.

Over the years, the school has continued to upgrade the school facilities, such as the construction of a new gymnasium, performing arts studio, library, canteen and four permanent classrooms with a shared learning area. Redevelopment of the grounds has seen the re-establishment of the oval and adjacent playing fields, installation of a hard-court area, synthetic resurfacing of the tennis/netball courts and installation of additional shade areas.

Currently we have 19 classrooms operating with the school organised into four departments being Prep, Years 1&2, Years 3&4 and Years 5&6.

Our staff consists of 1 Principal, 2 Assistant Principals (leading Pedagogy and Mathematics), 1 Leading Teacher (leading Wellbeing/Special Education) and 3 Learning Specialists (Literacy and Digital Technology). All Learning Specialists are also classroom teachers. The Wellbeing/Special Education Leading Teacher supports all students and staff across the entire school.

We have 19 classroom teachers, 6 part-time classroom teachers, 1 full time specialist teacher and 5 part-time specialist teachers, a Literacy and Numeracy expert, a Digital Technologies expert, a school coach, a Koori Education Support officer, 9 Education Support Officers (Student Learning) and a part time Psychologist. We have a full time IT technician and part time Library person. Our school is well resourced enabling us to implement strategies to address the needs of all students, including those with special needs.

## 2. POSITIVE EDUCATION SCHOOL

Mildura South Primary School is a Positive Education School and a member of the Positive Education Schools Association. Our mission: 'We bring our best selves to school and love the work that we do' informs our priorities as we strive to develop the whole person, whilst also focusing on Literacy and Numeracy, ensuring that we provide challenging learning experiences in an engaging learning environment. Our Positive Education culture values a high work ethic and collaboration with teachers working in Professional Learning Communities to achieve the best outcomes for students. Together as a whole school community we support each other in discovering new learning about ourselves, our capabilities and what we can accomplish.

Through our culture of coaching and continued professional learning we are able to achieve our vision:

- All students achieving high standards given the right time and support
- All teachers can teach to high standards given time, coaching and professional learning and the right assistance
- High expectations, teaching to point of need and early ongoing intervention are essential
- All leaders, teachers and students can articulate what they are learning and what success looks like. (Clarity: Lyn Sharratt 2019)

There is a strong emphasis on maintaining a safe, secure, welcoming and stimulating environment that encourages successful learning. Our school has a culture of teachers learning from each other through a cognitive coaching program, implementing the Victorian

Teaching and Learning Model and reflecting on student voice to improve teaching practice. All staff continue to strive to make every day count for our students.

We have a strong commitment to Technology, encouraging and enabling the students to connect to the world beyond our school gate.

The school has introduced STEM (Science, Technology, Engineering, Mathematics) as a weekly curriculum area for all students from Years 3-6 to ensure our students are engaged in problem solving and authentic engaging learning that challenges their thinking and creates opportunities to collaborate with peers.

High Quality Teaching Practice at Mildura South Primary aims to incorporate rigorous ongoing Assessment. Assessment is formative and teachers gather in their Professional Learning Communities to discuss 'faces on data' and the best practice to ensure that all students have the opportunity and learning experiences that enables them to flourish. Summative Assessment is carried out each term in Literacy and Numeracy and goals are set according to individual needs to facilitate each child being taught at their point of need.

Clear Learning Intentions and Success Criteria are implemented each day when teaching Literacy and Numeracy. All strands of the Victorian Curriculum are covered, including specialist programs such as art, physical education, science, music, drama and dance. Significant resources are provided for all students to participate in digital technologies across the school. Performing arts is a strength of the school with an active band and a number of students learning instruments. Each year we have high participation in the Eisteddfod. The school is also now a lead school in the 'Respectful Relationships' program. We are a Positive Education school and many of our programs build a growth mindset. We live the PERMA ideal every day.

#### P – Positive Emotions

We know that when we experience positive emotions that we are more open to learning and working with others. Each day we have calm time scheduled so that we can pause and check in with ourselves first, then enabling us to check in with others.

#### E – Engagement

We have engaging school activities and lessons where we know what we are learning and why we are learning it and what success looks like.

#### R – Relationships

We thrive on positive relationships. We listen to each other to learn and understand another person's perspective. We value different people's stories and cultures and we celebrate diversity in our Mildura South Primary Community.

#### M – Meaningful

Our learning and experiences at Mildura South Primary are in the context of growing our whole selves. We are taught strategies of mindfulness so that as we pause and notice we can identify the meaning of our learning and tasks in context.

A – Accomplish

We are successful at Mildura Primary School because together we work hard. We support one another through challenges and we listen to each other identify ‘what works’ and ‘why it works’. We celebrate our accomplishments, knowing that it is only through making our own choices and mistakes that we can truly grow.

An active Parents Club and School Council are all proactive in supporting the continued improvement of Mildura South Primary School.

There is a considerable emphasis on the all-round achievement of students who are encouraged to participate enthusiastically in all aspects of their education through the provision of a broad, stimulating curriculum.

### 3. STATEMENT OF ENGAGEMENT

Mildura South Primary School is committed to our students, providing them with challenging learning experiences which develop confidence, encourage excellence and success. Our motto, “*Foundations for Our Future*” reflects our aim of providing a sound foundation for later education by providing a framework within which students will become responsible, active members of society.

The school aims to foster effective positive communication between all members of the school community and by so doing improve the learning outcomes, sense of well-being and engagement of all students.

At Mildura South our core values are honesty, integrity and the active nurturing of the welfare and intellectual growth of our students. We strive to maintain a safe, secure, orderly, welcoming and stimulating environment, which encourages successful learning in an atmosphere of cohesiveness, mutual respect and trust.

In recognising the need to address the diverse needs of our students, the school employs a psychologist (.6). Also employed are 9 Education Support Officers who in addition to supporting 8 students funded under the Program for Students with Disabilities also support another 60 students with various academic and social needs. Two staff members have a designated role in regard to cultural inclusiveness involving Koori and EAL students in particular.

The school runs a Buddy Program where Prep and Grade 5 students work together, focusing on strength-based learning. We have an extensive transition program involving students beginning school, moving on to secondary school and moving to a new year level within the

school. The school runs a successful leadership program, 'Tomorrows Leaders Today', which focusses on leadership development with our senior students. Programs such as PERMA Week are implemented at the beginning and end of the year to assist students in the forming of positive relationships with peer groups and staff.

The school is committed to using *Restorative Practice* with students in the resolution of conflict and in assisting students to appreciate the effect of their behaviour on others. It also assists students to feel safe and supported and promotes desirable social interaction and help seeking. Corporal punishment is prohibited in our school and will not be used in any circumstance.

Student attendance is closely monitored with home contact made regarding unexplained absences. A highly successful program acknowledging students with regular attendance has also been established.

Student success and achievement is recognised and celebrated through *Strength Based Learning* certificates awarded weekly at school assembly, as are music, art, maths and sport awards. A monthly 'Aussie of the Month' Award is presented and a *Positive Home Contacts* program is operating. Annual *Achievement Awards* are presented for each KLA and for Citizenship to Year 6 students.

Mildura South Primary School values greatly the participation of parents and carers in the education of their children. Volunteers must have working with children checks prior to working with our students. We also have an active and forward-thinking School Council and Parents Club.

Student Representative Council members have a voice within the school and play a role in connecting students to the school.

Computer technology is deeply embedded in the curriculum and specific programs are implemented to make our students responsible, ethical, and resilient digital citizens with an informed focus on cyber safety (*E Smart*).

Initiatives such as *Coaching and Mentoring* programs reflect the School Strategic Plan strategy of refining our performance and development culture to facilitate improved learning and teaching.

The school values the voice of the student. Each teacher seeks to understand the student in their context of learning by asking the following questions regularly throughout the day; 'What are you learning?' and 'What does success look like?'. Teams of teachers collate this data and reflect on what the data is telling them which then influences their weekly planning. The senior leadership team consisting of Grade 6 school leaders meet with the Principal each fortnight to discuss life as a student at MSPS. Positives are shared, successes celebrated, issues discussed and problems solved.

As a school we maintain high expectations for our students and believe that all students have the capacity to learn. We are committed to providing the best possible opportunities for all students.

#### 4. RIGHTS AND RESPONSIBILITIES

Every member of the school community has the right to fully participate in an educational environment which is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. (Refer to Inclusion and Diversity Policy 2019)

The rights and responsibilities in this policy are set out in accordance with the *Equal Opportunity Act 1995*, the *Charter of Human Rights and Responsibilities Act 2006*, the *Disability Discrimination Act 1992* and the *Education and Training Reform Act 2006*.

##### A. BULLYING AND HARRASSMENT

All students and teachers at Mildura South Primary School have the right to co-exist within a safe and caring environment which nurtures learning, personal growth and the development of positive self esteem.

Bullying and harassment are unacceptable and will not be tolerated at Mildura South Primary School.

All members of the school community have an obligation to report instances of Bullying and Harassment.

We are consistent in developing a culture of seeking help when feeling unsafe.

All reports of bullying or harassment will be acted upon and investigated.

(Refer to Inclusion and Diversity Policy 2019)

##### B. CYBER BULLYING

Mildura South Primary School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

All forms of Cyber Bullying (*eSmart*) are prohibited at Mildura South Primary School.

All members of the school community have an obligation to report instances of Cyber Bullying (*E Smart*).

All cases of Cyber Bullying (*eSmart*) are reported to the Principal, Assistant Principal and Student Wellbeing Team and responded to promptly.

We have a culture of 'getting help' at our school.

## 5. RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights	Responsibilities
<p><b>Students have a right to;</b></p> <ul style="list-style-type: none"> <li>• Feel safe and secure at school</li> <li>• Use their strengths</li> <li>• Be treated fairly and respectfully</li> <li>• Learn and achieve to their fullest potential</li> <li>• Have access to the best equipment and facilities the school is able to provide</li> <li>• Have access to a range of extra curricula activities</li> </ul>	<p><b>Students have a responsibility to;</b></p> <ul style="list-style-type: none"> <li>• Choose Positive coping strategies</li> <li>• Treat others with courtesy and respect</li> <li>• Allow others to learn and teach without distraction</li> <li>• Come to school each day</li> <li>• Look after the school equipment and facilities</li> <li>• Be an appropriate role model for other students and represent the school in a positive manner.</li> <li>• Take full advantage of the opportunities this school has to offer</li> <li>• Get help</li> </ul>

## 6. RIGHTS AND RESPONSIBILITIES OF PARENTS

Rights	Responsibilities
<p><b>Parents have a right to;</b></p> <ul style="list-style-type: none"> <li>• Expect that their children will be educated in a safe and secure environment</li> <li>• Expect that their children will be treated with courtesy and respect</li> <li>• Be kept informed about their children's progress at school</li> <li>• Participate in their child's education</li> <li>• Expect that their child will be presented with every opportunity to realise their full potential</li> </ul>	<p><b>Parents have a responsibility to;</b></p> <ul style="list-style-type: none"> <li>• Ensure their child's regular attendance</li> <li>• Support the school in maintaining a safe and secure environment and encouraging their children to be responsible citizens</li> <li>• To inform the school about matters relating to their child which may influence the teaching, learning or safety of that child including current contact details</li> <li>• Support their child's learning by reading school reports and other information which is sent home and by attending parent teacher interviews and information sessions.</li> <li>• Promote positive educational outcomes for their children by modelling positive behaviours and supporting the school policies.</li> </ul>

## 7. RIGHTS AND RESPONSIBILITIES OF TEACHERS

<b>Rights</b>	<b>Responsibilities</b>
<p><b>Teachers have a right to;</b></p> <ul style="list-style-type: none"><li>• Expect that they will be able to teach in a safe, orderly and co-operative environment</li><li>• Have access to the best facilities and equipment the school is able to provide</li><li>• Be informed about matters relating to students which may impact upon their teaching and learning</li><li>• Be supported and respected by the school community</li></ul>	<p><b>Teachers have a responsibility to;</b></p> <ul style="list-style-type: none"><li>• Know how students learn and how to teach effectively.</li><li>• Create and maintain safe, secure and supportive learning environments</li><li>• Strive to keep abreast of best practice and implement a range of strategies and resources to engage all students in effective learning.</li><li>• Develop an understanding of their students through positive relationships and a sense of mutual respect.</li><li>• Provide regular informed feedback while also planning and assessing for effective learning</li><li>• Communicate with others in a professional manner, valuing confidentiality, trust and honesty</li><li>• Respect school property and resources.</li><li>• Implement school policies in a fair and consistent manner.</li></ul>

## 8. SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are developed through whole school strategies and targeted, individualised support as required.

Actions and consequences have an educational role aiming to foster positive relationships while retaining the dignity of the student.

Proactive early intervention strategies are part of the school's staged response to student engagement and the development of a positive school culture.

Restorative Practice, which aims to repair the harm done to relationships and people without the need to assign blame and punishment, has been adopted across the school.

Appropriate behaviour patterns, regular attendance and student engagement are supported most effectively through relationship-based whole-school and classroom practices including;

- Establishment of positive classrooms and positive school environment
- Facilitating student participation in the development of class and whole school expectations
- Implementing personalised learning programs
- Consistent acknowledgment of all students
- Empowering students through strength-based education and participation in decision making
- Providing a physical environment which supports effective learning and engagement
- Access to the Well-Being space

Inappropriate behaviour, including irregular attendance can be responded to through a staged response including;

- Understanding the student
- A clear understanding of expectations by both students and teachers
- Maintaining consistent school and classroom environments
- Scaffolding the students learning program.
- Access to the Well-Being space and calming strategies

Further support strategies include;

- Involving and supporting parents/carers
- Involving student welfare support
- Provide mentoring and or counselling
- Convening a student support group
- Development of individual learning, behaviour or attendance plans
- Involvement of community support agencies, including student support services

## 9. ENGAGEMENT WITH FAMILIES

Mildura South Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

## 10. EVALUATION

Mildura South Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- Compass chronicles
- Sick Bay data
- school reports
- parent survey
- case management
- CASES21
- SOCS

## 11. SCHOOL STAGED RESPONSE

While positive behaviours are effectively supported through relationship based whole school and classroom practices, it is acknowledged that some students require additional support in the development of positive behaviours.

Such students can be responded to through a staged response.

### Stage 1 – Prevention and Early Intervention

Strategies	Actions
Foster appropriate behaviour	<ul style="list-style-type: none"><li>• Implement <i>PERMA Week</i> program at the beginning and end of the year</li></ul>

	<ul style="list-style-type: none"> <li>• Define and teach school wide and classroom expectations</li> <li>• Establish consistent school wide protocols for acceptable behaviour</li> <li>• Establish school wide attendance expectations</li> <li>• Provide opportunities for students to demonstrate their strengths</li> <li>• <i>Celebration of Strengths and Achievement Awards</i> to be presented at Wednesday Assembly</li> <li>• Recognise positive achievements in the Newsletter</li> <li>• Implement <i>Positive Contacts</i> program</li> <li>• Recognise attendance through <i>Class Attendance Program</i>.</li> <li>• Provide student leadership opportunities</li> <li>• Grade 5s and 6s take part in Tomorrow's Leaders Today Program</li> <li>• Buddy Program</li> </ul>
<p>Establish consistent school wide processes to identify students at risk</p>	<ul style="list-style-type: none"> <li>• Liaise with kindergartens and feeder schools when implementing transition</li> <li>• Establish referral processes and protocols for student assessment</li> <li>• Utilise District Support Services including speech pathologist, psychologist, welfare worker, visiting teacher and school nurse</li> <li>• Implement whole school approaches in regard to <i>Positive Education practices and PERMA</i>.</li> <li>• Use the <i>Student Attitude to School Survey</i> to provide data and inform planning</li> <li>• Establish a <i>Wellbeing and Engagement Team</i> to assist in identification and monitoring of at-risk students</li> </ul>
<p>Establish consistent school wide early intervention processes and programs.</p>	<ul style="list-style-type: none"> <li>• Implement an effective transition program for prep students</li> <li>• Implement induction program for new students upon enrolment</li> <li>• Co-ordinate referrals for cognitive, language and other assessments</li> <li>• Effectively manage the <i>Program for Students with a Disability</i> including funding applications, student support group meetings and individual learning plans and resource allocation</li> <li>• Develop a Planned Response to escalating behaviour for students with behaviour challenges</li> <li>• Provide support for students not eligible for PSD funding who are under achieving</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide support and individual learning plans for students who are functioning well above their expected level</li> <li>• Provide Daily Intensive Literacy Support for students below standard in specific classes to be identified according to need and available resources</li> <li>• Student Support Group Meetings for Out of Home Care and Funded students and students with critical educational needs</li> </ul>
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## Stage 2 – Individual Student

Establish a student support group	<ul style="list-style-type: none"> <li>• Establish a Student Support Group when direct intervention is intended</li> <li>• Determine frequency of meetings</li> <li>• Determine and adhere to an agreed Individual Learning Plan involving specific goals and outcomes</li> <li>• Ensure all relevant staff have the plan communicated to them.</li> </ul>
Develop an understanding of the child	<ul style="list-style-type: none"> <li>• Review existing records and information</li> <li>• Contact with previous school</li> <li>• Discuss with parents</li> <li>• Discuss with past teachers</li> </ul>
Establish data collection and monitoring systems	<ul style="list-style-type: none"> <li>• Refer to attendance, Behaviour Guidance and suspension records for patterns of behaviour</li> <li>• Refer to <i>Attitudes to School Survey</i></li> <li>• Playground and classroom observations</li> <li>• Refer to On Demand testing, NAPLAN results</li> <li>• Refer to previous psychological language and occupational therapy assessments</li> <li>• Compass communication Portal and Chronicle entries</li> </ul>
Develop an individual Learning Plan	<ul style="list-style-type: none"> <li>• Use Tracking Individual Learning, Positive Behaviour Support Plan or Return to School Plan documents</li> <li>• Involve all members of the SSG in sharing success</li> <li>• Establish regular meetings to review progress according to stated goals</li> </ul>
Support referrals to support agencies	<ul style="list-style-type: none"> <li>• Establish in-school referral procedures</li> <li>• Consult with parents/carers</li> <li>• Collate background and supporting evidence</li> <li>• Facilitate Support Service contact</li> <li>• Facilitate Support Service meeting/assessment</li> <li>• Ensure feedback to parents/carers</li> </ul>
Teacher collaborate with	<ul style="list-style-type: none"> <li>• Have teachers identify and teach to students'</li> </ul>

colleagues to maintain consistent and inclusive classroom strategies	<p>strengths</p> <ul style="list-style-type: none"> <li>• Modify students' learning programs to better facilitate positive behaviours</li> <li>• Have teachers reflect on their own practices</li> </ul>
Explicitly teach and/or build replacement behaviours	<ul style="list-style-type: none"> <li>• Model positive behaviours</li> <li>• Provide programs and activities to develop desirable interpersonal and social skills</li> </ul>
Establish a consistent approach to managing more challenging behaviours	<ul style="list-style-type: none"> <li>• Conduct a Restorative Circle</li> <li>• Conduct a Restorative conference</li> <li>• Withdraw student from class or activities on a limited basis</li> <li>• Have student work in another space/classroom</li> <li>• Use calm spaces</li> <li>• Use the Wellbeing Space</li> <li>• Use Behaviour Guidance for Ongoing behaviour issues or increased seriousness of an offence.</li> <li>• Use Suspension and Expulsion for serious disciplinary cases according to DET guidelines – <i>Engaging Schools are Effective schools; Student Engagement Policy Guidelines 2009.</i></li> </ul>

**PROGRESSIVELY STAGED APPROACH TO DEALING WITH BEHAVIOURAL ISSUES**

**STAGE 1 Part A– Prevention and Early Intervention**

Classroom (disengaged, disrespect, interrupting learning of others)

- Issue or behaviour is dealt with at the class level
- Class teacher and student(s) are involved
- Children are encouraged to use the classroom’s calm space
- Children may be asked to spend a block in another class
- Assistance from wellbeing teacher may be desirable
- Reasonable adjustments may be made

Yard

- Intervention needs to make sense, allowing students to learn from the experience
- Consequence may range from ‘Walk and Talk’ to Withdrawal from yard or use of Well-Being space

**STAGE 1 Part B– Prevention and Early Intervention**

- Issue or behaviour is repeated
- Students, class teacher and co-ordinator and/or Wellbeing teacher are involved.
- After 1 warning is given (**No child is to receive more than 1 warning**), approaches vary from; use of the Wellbeing space, or removal to another calm space
- Individual students’ needs are considered and reasonable adjustments are made.
- Parent contact may occur to ensure they understand the process and philosophy.

**STAGE 2 Part A – Individual Student**

- Ongoing behaviour issues or increased seriousness of an offence.
- Formal interview involving the student, class teacher and parents/carers
- Strategies to modify behaviour and measurable behavioural targets will be negotiated, established and a review date set.
- Parents will be advised of progress and possible future stages of the process.
- A Behaviour Guidance session may be given and parents must be contacted
- Students reflect on the behaviour with the Principal

**STAGE 2 Part B – Individual Student**

- Ongoing behaviour issues or increased seriousness of an offence.
- A Suspension as outlined in Student Behaviour 2017 (DET)  
<http://www.education.vic.gov.au/school/principals/participation/Pages/studentbehaviour.aspx>
- A Return to School support group meeting must take place
- Strategies to support the student will be established to modify behaviour and measurable behavioural targets will be negotiated and established and a review date set.
- Referral to support services may be necessary.
- Parents are advised of next possible stage of the process.

**STAGE 2 Part C – Individual Student**

- Expulsion as outlined in Student Behaviour 2017 (DET)

## FURTHER INFORMATION AND RESOURCES

Please refer to additional policies such as the Inclusion and Diversity Policy, Statement of School values and Philosophy and Child Safe Standards for More Information.

DET Resources -

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx>

## REVIEW PERIOD

### CUSTODIAN: PRINCIPAL CLASS

AMENDMENTS MADE BY CUSTODIANS ONLY.

ALL AMENDMENTS TO BE PASSED BY SCHOOL COUNCIL.

ALL STAFF TO BE ADVISED OF POLICY AMENDMENTS.

REVISION	REVIEW DATE	REVIEWER (TITLE)	AMENDMENTS YES/NO	PASSED BY SCHOOL COUNCIL YES/NO	COMMENTS
A	24.4.2019	ASSISTANT PRINCIPAL	NO	YES	NEW POLICY ADAPTED FROM DET EXEMPLAR POLICY
B	28.10.2019	ASSISTANT PRINCIPAL	YES	YES	'DETENTION' CHANGED TO 'BEHAVIOUR GUIDANCE'
C	27.2.2020	ASSISTANT PRINCIPAL	YES		CORPORAL PUNISHMENT IS NOT SUPPORTED