

## 1. Rationale:

To develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.

This is underpinned by a whole school community whose moral purpose is committed to promoting success for all students.

Our School Values are: Respect, Responsibility, Resilience, Honesty and Learning.

## 2. Aims:

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

## 3. Implementation:

### 3.1 Engagement Strategies

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

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

The whole-school, targeted and individual engagement strategies used in our school are detailed in **Appendix 2**.

### 3.2 Identifying students in need of extra support

Our school will utilise data to identify students in need of extra support.

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

### 3.3 Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

### 3.4 Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance are detailed at **Appendix 4**.

### 3.5 Discipline

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

Disciplinary measures that may be applied include:

- Restorative approach (ie. restoring positive relationship)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Consequences will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

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

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

### 3.6 Engaging with families

The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

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

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

Parents' responsibilities for supporting their child's attendance and engagement are detailed in **Appendix 3**.

## **4. Evaluation:**

### **4.1 Data collection and analysis**

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- Attitudes to School Survey data
- data on School Portal
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

### **4.2 Review of this policy**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

### **4.3 Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

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## **References and Related Documents:**

1. This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>
2. Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>
3. Related policies: Bullying and Harassment Policy and Procedures.

*This policy was ratified by School Council in September 2014*

## Appendix 1. Statement of Student Rights and Responsibilities

### RIGHTS

A "right" is something that belongs to you and cannot be taken away. Remember, we all have rights - our classmates, other students, parents, teachers and visitors.

### RESPONSIBILITIES

As we accept rights, alongside are responsibilities. These affect others as well as oneself.

Student's Rights	Student's Responsibilities
To feel safe at school.	To ensure their behaviour allows others to feel safe.
To learn without interference from others.	To attend class prepared to learn to the best of your ability and not interfere with the learning of others.
To be treated with respect and in a fair manner free from harassment.	To treat others with respect and resolve differences through discussion and compromise and not conflict.
To expect your property to be safe.	To take care of your own, schools and others peoples' property.

### Staff Rights and Responsibilities

Staff Rights	Staff Responsibilities
To be fully supported in their discipline role by colleagues, school administration and parents.	Promote self-esteem, confidence and self-worth among students, staff, parents/guardians.
To be treated with courtesy and consideration by other staff, students and parents.	Communicate effectively and be accessible to students, parents/guardians and the community.
To be respected and valued professionally.	Provide an effective role model.
To be provided with time to share resources, skills and knowledge in relation to welfare and discipline issues.	Be consistent in implementing consequences for unacceptable behaviour.
	Monitor situation in a fair, just and impartial way.
	Notify all specialist staff of any behavioural monitoring.
	Inform parents and students.

It is the responsibility of each teacher to follow the guidelines as set out in this document.

## Appendix 2. Student Engagement Strategies

Whole School Strategies	Targeted Strategies	Individual Strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a curriculum based on AusVELS.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program such as Bounce Back, Reach Rookies, Bully Busters.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Voice and other more informal mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• All teams in their planning will differentiate the learning.</li> <li>• Data will be used periodically to determine points of learning for all students.</li> <li>• Intervention programs such as EAL, Reading Intervention, STA will be available.</li> <li>• Development of Individual Learning Plans for students as required.</li> </ul>	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> <li>• Meeting with the student and their parent/carer to talk about how best to help the student engage with school.</li> <li>• Establishing a Student Support Group for students as required.</li> <li>• Seeking extra resources under the Program for Students with Disabilities for eligible students.</li> <li>• Developing a Behaviour Support Plan and/or Individual Education Plan.</li> <li>• Consideration if any environmental changes need to be made, for example changing the classroom set up.</li> <li>• Referring to internal support services eg Student Welfare Coordinator or Student Support Services .</li> <li>• Referring to external support services including Child First, Local Government Youth Services, Community Agencies</li> </ul>

### Appendix 3. Shared Behaviour Expectations

	Students	Parent/Carers	All Staff
<b>Engagement</b> (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment.</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary.</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> </ul>
<b>Attendance</b>	All students are expected to: <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students.</li> <li>• be prepared to participate fully in lessons.</li> <li>• bring a note from their parents/carers explaining an absence/lateness.</li> </ul>	Parents/Carers are expected to: <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct.</li> <li>• ensure their child attends daily and on time.</li> <li>• advise the school as soon as possible when a child is absent.</li> <li>• account for all student absences.</li> <li>• keep family holidays within scheduled school holidays.</li> <li>• ensure their child completes the work requirements of the Student Absence Learning Plan if on holidays during school time.</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	In accordance with DEECD procedures the school will: <ul style="list-style-type: none"> <li>• Proactively promote regular attendance.</li> <li>• mark rolls accurately each lesson.</li> <li>• follow up on any unexplained absences promptly and consistently.</li> <li>• Identify trends via data analysis.</li> <li>• Report attendance data in the school's Annual Report.</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>

<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• model the schools core values of respect, responsibility, resilience, honesty and learning.</li> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• obey all reasonable requests of staff.</li> <li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• respect the property of others.</li> <li>• bring correct equipment to all classes</li> <li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• Communicate with the school regarding their child's circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> <li>• Deal with the school in a socially acceptable manner, adhering to the school values</li> </ul>	<ul style="list-style-type: none"> <li>• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child</li> <li>• The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</li> <li>• The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>• The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</li> </ul>
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## Appendix 4. Staged Response for Student Behaviour Issues.

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>
<b>School strategies</b>
Define and teach school-wide expectations for all.
Establish whole school positive behaviour programs.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>
<b>School strategies</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)
Consider if any environmental changes need to be made.
Teach replacement behaviours.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support
Establish a student support group
Implement appropriate disciplinary measures that are proportionate to problem behaviours
Consider out-of-school behaviour management options such as Student Development Centres (if available)

**Appendix 5.**  
**Processes for Responding to breaches of Behaviour Expectation.**

**Overall behaviour**

- Students must obey all reasonable requests of staff.
- Students must always treat others with respect.
- Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
- Students must respect the property of others.
- Students must bring correct equipment to all classes
- Students must work to the best of their ability.

<b>Process</b>	<b>What</b>	<b>Who</b>
<b>Step 1</b>	give warning	Teacher
<b>Step 2</b>	restate the school rule	Teacher
<b>Step 3</b>	time out in the room	Teacher
<b>Step 4</b> If no improvement in the behaviour exit to buddy classroom.	Exit to buddy classroom for time out.	Class teacher to record exit and sends home discipline note - teacher to make a photocopy for the Assistant Principal.  Three exits to another classroom constitutes informing AP- discipline note and detention issued.
<b>Step 5</b> Child returns to class after exit and no improvement.	Send child to the office.	AP to notify parents.  Lunchtime Detention.

**Implement a staged response:**

- Speak with the student prior to actioning
- Attendance sheet
- Placement into another class
- Restorative conversation with affected parties
- Behaviour Plans
- Student Contract
- Parent contact
- Student support conference
- Recess and Lunch time detention.
- In school suspension
- Recommendation to externally suspend and referral to AP/Principal
- Expulsion