

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, Learning.

2. Aims:

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and 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:

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**.

Identifying students in need of extra support

Our school will utilise the School Entry Health Questionnaire and data in the areas of Literacy and Numeracy according to the schools assessment schedule 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

Behavioural expectations

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

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**.

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 (eg repairing damage caused)
- 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

Discipline 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 Student 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.

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>

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 Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

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**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

4. Evaluation:

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:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Review of this policy

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

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response for student behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

Appendix 6: School Values Notices F– 2 & 3 – 6

Appendix 7: Behaviour Incidents and their Consequences

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 at <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 May 2017

Appendix 1 Statement of Rights and Responsibilities

RIGHTS

A "right" is something that belongs to you and cannot be taken away. Everyone has rights - 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 and Responsibilities

Student's Rights	Student's Responsibilities
To feel safe at school.	To learn and follow all school rules.
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

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

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

Appendix 2 Student Engagement Strategies

Whole School Strategies	Targeted Strategies	Individual Strategies
<ul style="list-style-type: none"> • Our school will deliver a curriculum based on AusVELS. • 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 • 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 • 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. • All students will have the opportunity to participate in a social and emotional learning curriculum program such as Bounce Back, Reach Rookies, Bully Busters. • 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. 	<ul style="list-style-type: none"> • All teams in there planning will differentiate the learning. • Data will be used periodically to determine points of learning for all students. • Intervention programs such as EAL, Reading Intervention, STA. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> • Meet with student and their parent/carer to talk about how best to help the student engage with school • Establish a Student Support Group. • Seek extra resources under the Program for Students with Disabilities for eligible students • Develop a Behaviour Support Plan and/or Individual Education Plan. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Refer to internal support services eg Student Welfare Coordinator or Student Support Services • Refer to external support services including Child First, Local Government Youth Services, Community Agencies

Appendix 3
Shared Behaviour Expectations

	Students	Parent/Carers	All Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • 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 • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	Parents/Carers are expected to: <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	In accordance with legislation released March 1, 2014 and in accordance with DEECD procedures the school will: <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

Appendix 3 cont...

<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of respect, responsibility, resilience, honesty and learning. • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes 	<ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</p> <p>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</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>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</p>
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Appendix 4 Staged Response for Student Behaviour Issues.

Stage 1: Promoting positive behaviour and preventing behavioural issues

School strategies

- 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.

Stage 2: Responding to individual students exhibiting challenging behaviour

School strategies

- Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
- Implement classroom 'TRAFFIC LIGHTS' process – yellow (first warning), red (10 minutes time out) then if not change in behavior, exit to another class (see Appendix
- Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer).
- Consider if any environmental changes need to be made.
- Teach replacement behaviors.
- 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.

Classroom Behaviour Process

Process	What	Who
Step 1	Give warning	Teacher
Step 2	Restate the school rule	Teacher
Step 3	Time out in the room	Teacher
Step 4 If no improvement in the behaviour exit to buddy classroom.	Exit to buddy classroom for time out.	Class teacher to record exit and send home Discipline Note - teacher to make a photocopy for AP. AP will make a record of discipline on GradeXpert. Three exits to another classroom constitutes informing AP- Discipline Note and detention issued. AP will make a record of detention on GradeXpert.
Step 5 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 chat 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



Appendix 5 cont...

Schoolyard Behaviour Process

Yard duty teachers during recess and lunch will respond as required to breaches of behaviour expectations in the school yard.

Low level breaches

Students will be issued a 'Yard Time Out' and will either sit on the red 'Time Out' seats located at the Junior Play Equipment, walk with the teacher, pick up papers or follow the directions of the teacher.

A 'Yard Time Out' slip (see below) will be completed by the teacher and given to the Assistant Principal. The Assistant Principal will make a record of the 'Yard Time Out' for individual students on GradeXpert.

Three 'Yard Time Out' offences in one term will equate to one lunch time detention for a student.

<p style="text-align: center;">YARD TIME OUT (please place this form in AP's pigeon hole)</p> <p>Student Name: Class: Date:</p> <p>Reason for Time Out:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Teacher on Yard Duty _____</p> <p style="text-align: center;">Remind student/s that 3 Yard Time Outs in one term = 1 lunch time detention</p>
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High to severe level breaches

Student/s involved in high to severe level breaches of the expected behaviours will be sent to the office to the Assistant Principal or Principal.

The incident will be investigated and a consequence appropriate to the severity of the behaviour will be imposed. Refer appendix 7 Behaviour Incidents and their Consequences.

Greenvale Primary School Bradford Avenue Greenvale 3059
Telephone 9333 2500 Fax 9333 3479 Email: greenvale.ps@edumail.vic.gov.au

SCHOOL VALUES NOTICE F - 2

Resilience **Respect** Honesty Responsibility Learning

Student's Name: Class: Date:.....

Today it was necessary to discipline your child because of the following behaviour:

This behaviour is in breach of the following school values:

- **Respect:** Treat others how you want to be treated, care for property
- **Responsibility:** Make good decisions
- **Resilience:** Bounce back when the going gets tough
- **Honesty:** Be truthful the first time
- **Learning:** Discover and try new things.

As a result of this behaviour your child will complete the following:

As we at Greenvale Primary School set and expect high standards of behaviour from our pupils, your child's behaviour in this instance is unacceptable. We need your support to ensure that this behaviour does not occur again and consequently require you to discuss this matter with your child and take any measures you feel to be appropriate.

Yours faithfully

Angelika Ireland
Principal

Meredith Clegg
Assistant Principal

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SCHOOL VALUES NOTICE

Please detach this section and return to the **Principal/ Assistant Principal** by 9.15am tomorrow morning.

Student's Name: Class:

I acknowledge receipt of this discipline notice, have discussed the matter with my child and have taken appropriate measures to support the school in upholding the school values.

Signed: _____ (Parent / Guardian) Date: _____



SCHOOL VALUES NOTICE F - 2

Resilience **Respect** Honesty Responsibility Learning

Name

Class

Date

Draw or write what happened:

What school values did you breach?

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What needs to happen to make it right?

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SCHOOL VALUES NOTICE 3 - 6

Resilience Respect Honesty Responsibility Learning

Student's Name:..... Class:..... Date:.....

Today it was necessary to discipline your child because of the following behaviour:

This behaviour is in breach of the following school values:

- **Respect:** Treat others how you want to be treated, care for property
- **Responsibility:** Make good decisions
- **Resilience:** Bounce back when the going gets tough
- **Honesty:** Be truthful the first time
- **Learning:** Discover and try new things.

As a result of this behaviour your child will complete the following:

As we at Greenvale Primary School set and expect high standards of behaviour from our pupils, your child's behaviour in this instance is unacceptable. We need your support to ensure that this behaviour does not occur again and consequently require you to discuss this matter with your child and take any measures you feel to be appropriate.

Yours faithfully

**Angelika Ireland
Principal**

**Meredith Clegg
Assistant Principal**

SCHOOL VALUES NOTICE

Please detach this section and return to the **Principal/ Assistant Principal** by 9.15am tomorrow morning.

Student's Name:

Class:

I acknowledge receipt of this discipline notice, have discussed the matter with my child and have taken appropriate measures to support the school in upholding the school values.

Signed: _____ **(Parent / Guardian)Date:** _____



SCHOOL VALUES NOTICE 3 - 6

Resilience **Respect** Honesty Responsibility Learning

Name Class Date

Today I did not follow the school value/s of

What happened?

Why did it happen?

Who was affected and how?

What needs to happen to make it right?

Year Behaviour Notice – Classroom EXIT

Name: _____

Class : _____

Date: _____



Today I had to leave my classroom because I was interrupting my classmates' learning.

Circle the value/s you did not follow.

Respect **Responsibility** **Resilience** **Honesty** **Learning**

What happened:

Yellow (First warning)	Red (10 minutes time out)	Exit to another class

What I should have done:

Yellow (First warning)	Red (10 minutes time out)	Exit to another class

I have received this behaviour notice and have discussed the matter with my child.

Signed: _____
(Parent / Guardian)

Date: _____

Low Level Incidents	High Level Incidents	Severe Incidents
<ul style="list-style-type: none"> • Climbing/damaging trees • Incorrect use of equipment • Playing ball in non-designated area • Playing with water, sticks, stones • Playing in toilets/deliberately entering incorrect toilet • Rough play • Spitting on ground • Vandalism • Littering • Removing hats from other students or hitting with a hat. • Name calling • Spying • Playing chasey in designated walkways • Inside buildings without permission. 	<p>To intentionally:</p> <ul style="list-style-type: none"> • Bully in any form • Spy/stalk persistently • Harass • Name call – put downs • Tease • Physically fight • Aggressive contact/rough play • Spit at other students • Swear at other students • Steal • Threaten • Throw objects to hurt others • Intimidate verbally • Engage in unsafe behaviour (putting themselves and others at risk) • Leave the school ground • Engage in disrespectful behaviour towards teachers • Not wear school uniform 	<p>In-school suspension An in-school suspension will apply to children who;</p> <ol style="list-style-type: none"> 1. Fail to comply with any reasonable and clearly communicated instruction by a teacher or principal. 2. Behave in such a way that threatens the good order of the school's program or facility or consistently behaves in a manner that interferes with educational opportunities of any other student or students. <p>Suspensions Immediate suspension will apply to children who;</p> <ul style="list-style-type: none"> • Repeatedly fail to comply with point 1 above. • Behave in such a way as to constitute danger to the health and well-being of any staff member, student or any other person assisting in the conduct of school activities. • Commit an act of significant violence or causes significant damage or destruction to property.
CONSEQUENCE (must be age appropriate)	CONSEQUENCE (must be age appropriate)	CONSEQUENCE (must be age appropriate)
<ul style="list-style-type: none"> • Time out – in classroom or yard: THINK TIME • Community service • Written or verbal apology • Walk with yard duty teacher 	<ul style="list-style-type: none"> • Repeated inappropriate behaviour: <ul style="list-style-type: none"> ○ 3 classroom exits or yard duty time outs = Discipline Note & detention • Intentional inappropriate or aggressive behaviour: <ul style="list-style-type: none"> ○ Discipline Note & detention ○ Behaviour Plan/contract ○ Individual Student Management Plan ○ Community Service 	<p>In school suspension In school suspension would apply to children who:</p> <ul style="list-style-type: none"> • Accrue 3 Discipline Notes & detentions for severe incidents in one term = one day in school suspension. • As per points 1 & 2 above <p>Suspensions</p> <ul style="list-style-type: none"> • As per severe incident dot points above

