

## STUDENT WELLBEING, ENGAGEMENT AND INCLUSION POLICY

### **Rationale:**

Findon Primary School is committed to providing a safe, secure and high quality learning environment and development opportunities for every student. Our students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning.

### **Definitions:**

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

**Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.

**Cognitive engagement** relates to a students' investment in learning and their intrinsic motivation and self-regulation.

**Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

### **Aims:**

To relate to and be consistent with the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*, in areas such as:

- To build a school environment based on positive behaviours and values
- To encourage educational achievement and excellence, prevention of absences and inappropriate behaviour
- To foster a positive and healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- To maximise student learning opportunities and performance through engagement
- To provide genuine opportunities for student participation and student voice
- To provide opportunities for parent/caregiver participation, collaboration and voice
- To provide mental health promotion, prevention (cognitive, behavioural and emotional) and early intervention for all students at risk

### **1. School Profile:**

The Findon Primary School community respects diversity and promotes the values of fairness and equity. We aim to provide a positive learning environment, which is responsive to and supportive of children's educational and social development through the implementation of a consistent approach to student wellbeing. We recognise that the acquisition of social skills is a developmental process and that children are at varying stages. The rights and responsibilities of students, teachers and parents are paramount within the wellbeing and discipline program as we work towards common goals in an environment which encourages cooperation in the education process.

### **Vision:**

At Findon Primary School, our vision is that our children will become lifelong learners with positive feelings of self worth. As young adults they must be confident, tolerant, adaptable and resilient. They will be effective team members who understand their rights and responsibilities within a global community.

We believe our core purpose is to develop children to be literate, numerate and curious, and to be part of a positive, vibrant and engaged community. We aim to develop students who are motivated, engaged and resilient, and who contribute to the wellbeing of others. Our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between members of the school community is promoted through collegiality, e.g., mentoring and peer observations, and professional learning teams that encourage innovative pedagogy developed using the Department's Effective Schools Model, e5 inquiry model, Victorian Curriculum F-10, Student Engagement Policy Guidelines and Department of Education and Training (DET) initiatives.

## **Whole School Prevention**

***Our Student Engagement and Wellbeing Policy reflects our school community's efforts to develop a consistent, logical, realistic and purposeful approach to student behaviour.***

Student, parent/caregiver and staff relationships are highly valued, promoting all to feel engaged and connected as a community of learners. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can. Our engagement and wellbeing approach is based on the following principles: the right to learn, the right to be respected, and the right to be safe.

A whole school approach to developing a positive school community and building social and emotional skills occurs from Foundation to Year 6 through the PATHS (Pathways to Alternative Thinking Styles) Program, Circle Time, Restorative Practices and through everyday acknowledgement of making positive choices.

A consistent focus has been on building the learning capacity of staff and students to improve our learning culture and student outcomes. Teachers work in professional learning teams to meet the learning needs of all students.

A key focus of the school strategic plan is student wellbeing and engagement. All students are supported both emotionally and academically through a range of programs and the building of positive relationships. The individual learning needs of our students is strongly supported through a range of means including classroom teaching, the Program for Students with Disabilities (PSD), Individual Learning Plans (ILP) and intensive literacy and language support.

### **Programs and procedures that contribute to the school and effectively engage students in their learning are:**

- Social and emotional skills are developed and promoted through programs such as: PATHS, Values Education, Restorative Practices, Circle Time, Kids Matter Framework, Better Buddies Program, student social clubs and drug education
- Implementing the Kids Matter Framework through regular Action Team meetings, professional learning and education for the whole school community
- Student Conferences provide opportunities for students to share goals and reflections with their parents/caregivers and set new or modified goals for the coming semester
- Student Leadership programs such as: School Captains, Junior School Council (JSC), Class Leaders and other roles of responsibility provide opportunities for students to influence change within the school community
- Student voice is encouraged and promoted through active involvement in school tours, community working parties, JSC assembly delivery and kindergarten visits
- Student voice is encouraged and promoted through the use of thinking tools and strategies such as: Compliments, Class Meetings, PMI, and Parking Lot
- The school provides multiple opportunities for proactively engaging parents/caregivers and the wider community to be involved in the school's programs such as Parent Representatives, Community Links, subcommittees, parent helpers, fundraising, Stephanie Alexander Kitchen Garden Program and special events/open days
- Intervening early to identify and respond to student needs for social and emotional support

- Providing a range of opportunities for students to be involved and feel connected to the community
- Recognising and responding to the diverse needs of our students through the PSD Support program
- Adaptation of current pedagogical knowledge and thinking to engage students in meaningful learning experiences
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively
- Whole school approach to PATHS, Restorative Practices, School Values and whole school behaviour management approach (Developmental Management Approach - rights and responsibilities) to encourage engagement; build pride, respect and responsibility
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented

**Whole School Values:**

At Findon Primary School our core purpose is to develop children to be literate, numerate, curious, and to be part of a positive, vibrant and engaged community. Our school values underpin our actions and provide direction in our decision making.

**OUR VALUES AT FINDON PRIMARY SCHOOL**

**Rights and Responsibilities**

**Everyone has the right to learn.**

**Everyone has the right to be safe.**

**Everyone has the right to be respected.**

VALUE	DEFINITION
<p style="text-align: center;"><b>Respect</b></p>	<ul style="list-style-type: none"> <li>• Respecting ourselves and others</li> <li>• Respecting our environment</li> <li>• Respecting differences in ideas, opinions and behaviours</li> <li>• Being inclusive and tolerant of all others</li> </ul>
<p style="text-align: center;"><b>Responsibility</b></p>	<ul style="list-style-type: none"> <li>• Showing responsibility through your words and actions and ensure that your words and actions match</li> <li>• Being accountable to yourself and others</li> <li>• Showing personal and communal responsibility and leadership skills by making good choices</li> <li>• Encouraging others to demonstrate personal and communal responsibility</li> </ul>

<h2 style="text-align: center;">Honesty</h2>	<ul style="list-style-type: none"> <li>• Always telling the truth—through actions and words</li> <li>• Being honest with yourself, others and in difficult situations</li> </ul>
<h2 style="text-align: center;">Doing Your Best</h2>	<ul style="list-style-type: none"> <li>• Working to the best of your abilities in all areas of learning and behaviour</li> <li>• Being organised by having all equipment, asking questions and planning and using time efficiently</li> <li>• Showing positive and optimistic learning behaviours</li> <li>• Having confidence in your ability and persevering when there are challenges, not being afraid to make mistakes</li> <li>• Demonstrating resilience in learning and social situations by communicating with others and restoring relationships</li> <li>• Staying on task and striving for excellence</li> </ul>
<h2 style="text-align: center;">Care and Compassion</h2>	<ul style="list-style-type: none"> <li>• Caring about yourself and the wellbeing of others</li> <li>• Acting in a caring and compassionate manner</li> <li>• Being inclusive and getting along with others, by being sensitive and respectful to others</li> <li>• Equal opportunity—giving everyone a fair go</li> </ul>

***We have a proactive approach to promoting student wellbeing and engagement through:***

- Modelling positive behaviour
- Practising Restorative Practices
- Developing a community of learners through Circle Time
- Teaching the social and emotional skills through the PATHS program and Kids Matter Framework
- Establishing clear understandings of expected behaviours
- Reinforcing and encouraging appropriate behaviours
- Planning reasonable consistent consequences and establishing a scaled approach for inappropriate student behaviour and a hierarchy of consequences
- Delivering consequences in a non punitive and restorative way

**Prevention Programs**

Promoting and teaching prosocial values and behaviours helps children to engage with school, their peers, their teachers and their learning. We have a number of strategies to promote prosocial values which include:

- Providing opportunities for students to learn about and demonstrate personal and communal responsibilities at school, e.g. through curriculum programs that embed the Victorian Curriculum F-10 dimensions of Building Social Relationships, Working in Teams, The Individual Learner, and

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Managing Personal Learning. Students also develop and extend their understanding and demonstration of personal and communal responsibility through specific learning programs within the Physical Education program, and the Civics and Citizenship domain

- Teaching a formal social and emotional skills program i.e. PATHS, which provides the common language and practices for emotional literacy development, self esteem building, relationship skills, self management and problem solving
- Establishing clear understandings of expected behaviours – through classroom agreements, minimising attention for inappropriate behaviours, consistent and fair consequences for negative behaviours, and through acknowledging positive behaviours
- Clear and consistent approaches and procedures to minimise absenteeism – 'Every Day Counts' through regular parent teacher contact; information in the newsletter; 'On Time', 'Best Attendance' and 100% attendance awards
- Implementing the 'Developmental Approach to Managing Classroom Behaviour' protocols as developed by Associate Professor Ramon Lewis

## **Developmental Approach**

Our school responds to individual needs through the 'Developmental Management Approach to Classroom Behaviour', developed by Associate Professor Ramon Lewis. The main aim of the program is to develop a consistent approach to the building of positive relationships between students and their teachers.

At school people have three main rights:

- The right to learn
- The right to be safe
- The right to be respected

(These are displayed in poster form in all areas)

At school there are two kinds of responsibilities:

- Personal responsibility (I do the right thing)
- Communal responsibility (I encourage others to do the right thing)
- We use different techniques to positively manage our students, e.g. Non verbal hints – visual hints, 'the look', body language and Verbal hints – general hints, specific hints, restatements, questioning, 'I' messages and cues

## **Inclusion, Wellbeing and Transitions**

Findon Primary School provides a range of supports for all students. The Leadership team work closely with other DET professionals such as the speech pathologist and educational psychologist as required. The Leadership team and Student Wellbeing leader works closely with other agencies, such as the Department of Human Services (DHS), Austin CAMHS, Encompass Care, Berry Street, Child First and other specialist programs.

Our wellbeing programs promote the strengthening of emotional, academic and social health of all students which include:

- Connecting to the school, local and global community, through cross age learning sessions, excursions, and the internet
- Extracurricular programs, such as, camps, cultural performances, whole school event days, such as school productions, Harmony Day, NAIDOC Week, Findon Arts Festival, interschool sport etc.
- Positive behaviours are promoted through programs such as PATHS, and through teacher modelling and implementation of the Ramon Lewis approach to 'Developmental Management'
- Student led Conferences provide opportunities for students to share goals and reflections with their parents/carer givers and set new or modified goals for the coming semester or term
- Student leadership programs such as JSC, Student Action Teams like the Sustainability Group, House Captains, class leaders, Better Buddies Program, and other roles of responsibility for students to influence change within the school community
- The school provides multiple opportunities for proactively engaging parents/caregivers and the wider community to be involved in the school's programs such as through the Classroom Helpers Program, Stephanie Alexander Kitchen Garden Program and class/ school events, e.g. Athletics Day, the Art Festival, school camps and production

- The literacy intervention program Student Early Literacy Learning (SELL) and Language Support Program (LSP) provide an intensive learning program for students in Year 1 and 2 identified through assessment as at risk of falling further behind in their acquisition of literacy skills
- The Early Years Koorie Literacy and Numeracy Program (EYKLN) provides tuition to Koorie students who are at risk of falling further behind in literacy and numeracy
- Recognising and responding to the diverse needs of our students through the PSD program and ABLES
- Whole school approach to 'Developmental Management' to encourage engagement, build pride, respect and responsibility
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to school, state and national data collection
- Professional learning is given high priority to ensure strategies and approaches are understood, adopted and implemented

## **Attendance**

We understand that maximum attendance is a key to student engagement and successful learning outcomes. Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively. We follow the 'Every Day Counts' approach in dealing with students whose attendance is not maximised. Teachers and the Protocols Officer monitor student attendance and make contact with parents/ caregivers when patterns of absence are identified or when a student has been absent for a number of consecutive days. Where necessary in chronic cases of absenteeism, the Principal will contact or meet with parents/ caregivers to develop an attendance strategy.

## **Professional Learning**

High quality professional learning is one of the cornerstones of an effective school. It enables staff to develop the skills and knowledge they need to improve their practice and is central to improving student learning. Like the members of other professions, the staff at Findon Primary School are 'lifelong learners' who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional.

There are a range of DET and other professional learning programs and resources available for teachers and education support staff including awards and curriculum focused professional learning. These are underpinned by the Seven Principles of Highly Effective Professional Learning (Effective Schools Model) which call for professional learning that is collaborative, embedded in practice and aimed at bridging the gap between what students are capable of doing and actual student performance.

### **Professional learning at Findon Primary School is:**

- A shared responsibility – the skills, abilities and expertise of staff at Findon Primary School are highly valued and are utilised wherever possible to improve teaching and learning
- Focused on student outcomes
- Embedded in teacher practice
- Informed by the best available research on effective teaching and learning
- Collaborative, involving reflection and multiple forms of feedback
- Evidence based and data driven to guide improvement and to measure impact
- Linked to the school strategic plan, annual implementation plan and student data
- Undertaken in teams or as a whole school
- Shared with staff at planning, team/staff meetings and through Professional Learning Logs

All staff participate in professional learning focusing on the school approach to student engagement and wellbeing annually. Regular reviews throughout the year ensure common understanding and consistency of approach.

## **2. Rights and Responsibilities**

### **Guiding Principles**

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour. At Findon Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a

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school climate where personal responsibility and self discipline are developed and acknowledged. It is not possible to list rules to cover every classroom and playground situation. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence. Consequences relating to inappropriate behaviour must take into consideration the student's background, maturity and development and the nature and frequency of the inappropriate behaviour.

## **Classroom Expectations**

There are three basic classroom expectations:

- Hands, feet and objects to yourself
- One person speaking at a time
- Do what you are asked the first time

Each classroom teacher develops two more agreed expectations with their class, along with their mission statement at the start of the year through our Quality Beginning Program.

## ***Bullying is seen as a serious breach of the student rights and responsibilities AND will not be tolerated in any form.***

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### **Students:**

#### **Rights and Responsibilities**

- To follow the school values
- To learn
- To cooperate
- Listen when others are speaking
- Do your personal best
- Be safe
- Move and play in a safe way
- Be friendly
- Be respected
- Treat people and property with respect
- Listen to others' point of view

### **Staff:**

#### **Rights Responsibilities**

- To teach
- To develop and provide appropriate, relevant and challenging curriculum that gives all students the opportunity to experience success in their learning
- To be respected
- To provide a safe environment for learning
- Act fairly and with care
- Listen and consider different points of view
- Acknowledge parents as partners in the education of their children
- Communicate effectively with parents and colleagues
- Act positively in relationships with students, parents, colleagues and the community
- To be valued professionally
- Actively support school teaching and learning protocols
- Maintain and develop professional practice
- Work cooperatively with parents and colleagues in the best interests of all students

### **Parents:**

#### **Rights Responsibilities**

- To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged
- Ensure children attend school every day so they can engage and learn
- Provide children with the resources they need to engage in all school activities

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- Support children in home learning tasks
- To be respected
- Act fairly and with care
- Listen and consider different points of view
- Be an active partner with teachers in the education of children
- Support the school in maintaining a safe and respectful learning environment for all students

### **Students with Disabilities**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.

### **Student Support**

An Individual Learning Plan (ILP) is required for all students on the Program for Students with Disabilities (PSD) program or with significant additional learning and/or behavioural needs. The plan describes a set of goals and strategies to meet learning goals for the student. Short and long term goals are developed once the home group teacher has gathered together all information about a student. This information includes the student's strengths, skills, motivations and areas for improvement.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength based learning
- Differentiated curriculum and alternative learning programs
- Specialist intervention and support, e.g. SELL, Language Support Program (LSP), speech therapy, counselling
- Regular Student Support Group meetings (SSG)
- ABLES

### **Parent/Caregiver Support:**

Parent involvement when developing an ILP is essential, as their input about how they can support at home is critical to success.

During the 'Meet the Teacher' conversations at the start of the year, a teacher will raise the need for a learning plan, and gain some information from parents. Regular meetings with parents are essential to maintain open lines of communication between home and school. A teacher may request meetings with parents on an as needs basis. All students with ILPs will require a higher level of teacher parent communication and support than students without ILPs.

SSGs are established for all students with disabilities. The aims of the SSG are:

- To ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- Plan reasonable adjustments for the student to access the curriculum
- Provide educational planning that is ongoing throughout the student's school life
- Monitor the progress of the student

Membership consists of the assistant principal, classroom teacher, educational support officer and parent/caregiver. A parent advocate and interpreter may also be invited. Meetings are scheduled for once a term or when a member requests a meeting.

### **Staff Support:**

We recognise that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support can be provided in the form of:

- Professional learning opportunities
- Regular meetings with the Assistant Principal, Principal or the Student Wellbeing Leader
- Opportunities to meet with specialist intervention staff, e.g. speech therapist, psychologist
- SSGs (see above)

## **Bullying and Harassment**

### **Definition**

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment and includes physical, verbal and cyber bullying.

### **Cyberbullying**

Cyberbullying 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 or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation

People can also be bullied online by groups of people such as class groups or collective members of an online community.

### **Rationale**

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### **Aims**

- To reinforce within the school community what bullying is, and the fact that it is unacceptable
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
- To seek parental/caregiver and peer group support and cooperation at all times

### **Implementation**

Parents, teachers, students and the community will be aware of the school's position on bullying.

The school will adopt a four phase approach to bullying:

#### **1. Primary Prevention**

- Professional development for staff relating to bullying, harassment and the strategies that counter-act them
- Community awareness and input relating to bullying, its characteristics and the school's programs and response
- Promotion of the Bully Stoppers Program and positive bystander behaviour
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and Problem solving, such as PATHS (see also Section 1 Prevention Programs)
- Attitude to School Survey implemented in Years 5 and 6 annually
- Kids Matter Surveys implemented from Foundation to Year 6 annually
- To educate students of the expectations about appropriate behaviour in relation to cyber safety
- e Safety Commission of Victoria for expert advice

#### **2. Early Intervention**

- Promote children reporting bullying incidents involving themselves or others
- Teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing
- Parents encouraged to contact school if they become aware of a problem
- Recognition and reward for positive behaviour and resolution of problems

### **3. Intervention**

- All incidents or allegations of bullying will be fully investigated and documented
- Both bully and victim offered counselling and support
- If bullying continues, parents will be contacted and consequences implemented as necessary
- Students identified will be counselled

### **4. Post Violation:**

Counselling for victim and bully

Consequences may involve:

- Exclusion from class
- Exclusion from yard
- Withdrawal of privileges
- Ongoing monitoring
- School suspension

### **3: Shared Expectations**

Findon Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

### **Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

### **Findon Primary School's rights:**

- The right to learn
- The right to be safe
- The right to be respected

### **School expectations include:**

- Inclusive teaching practices
- Accessible educational provision for all students
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

### **Codes of Conduct**

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

### **Student Code of Conduct**

The student code of conduct is based on our school rights:

- The right to learn
- The right to be safe
- The right to be treated with respect

Students are expected to:

- Behave in a respectful and responsible manner
- Cooperate with teachers and staff
- Allow other students to learn without interference
- Be punctual for class
- Participate in all relevant learning programs

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We support students to achieve these by:

- Rewarding effort and positive behaviour
- Modelling appropriate behaviour
- Differentiating learning programs for all students

## **Attendance**

Students are expected to be at school so that they can fully participate in the school learning programs.

Students are expected to be at school to commence lessons at 9am.

## **Parent Code of Conduct**

Findon Primary School values a strong and constructive parent and community connection. Our learning community includes students, staff, parents and care givers.

Parents are expected to:

- Display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- Support school procedures and make appointments where there is a concern to be discussed
- Support the implementation of Student Expectations by:
  - Following attendance and punctuality procedures
  - Supporting home learning
  - Supporting school expectations around student behaviour
  - Observing confidentiality when participating in school programs and communication
- Support staff in their educational expectations of children by:
  - Providing the school with any relevant information which will assist their child's education and well being
  - Attending parent teacher meetings and conferences
  - Reading school newsletters and information notices
  - Attendance at relevant school information sessions

## **Staff Code of Conduct**

Teachers are expected:

- To lead students and colleagues by modelling preparedness, respect, learning dispositions and by making positive contributions to the learning community
- To be conversant with DET policies, theory of learning and curriculum, and to translate these into teaching practices, relationships and interactions which promote positive learning outcomes and foster a positive learning environment
- To deliver a curriculum of inclusion, rigour, and accountability, with differentiated learning opportunities to develop students' skills, knowledge and independence
- To adhere to the Victorian Institute of Teaching principles outlined in the Victorian Teaching Profession Code of Conduct

## **4: School actions and consequences**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs, where appropriate, for individual students
- Empowering students by creating opportunities for them to take responsibility and be involved in decision making
- Providing an environment that fosters positive behaviours and effective engagement in learning
- Recognising and highlighting achievement and appropriate behaviour in various ways, such as assemblies, student reports, newsletter articles, and leadership opportunities

**Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:**

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- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program

#### **Broader support strategies will include:**

- Involving and supporting the parents/caregivers
- Involving the student wellbeing leader
- Counselling
- Convening SSG meetings (the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour)
- Developing individualised flexible learning, behaviour or attendance plans
- Involving community support agencies

#### **Findon Primary School Behaviour Process**

The student's rights and responsibilities poster is displayed in every learning area including specialist classrooms and is incorporated into each teacher's classroom behaviour management approach. Each learning area operates within the rules and responsibilities as established by the teachers and students. Classroom behaviour plans are developed and a copy provided to students and parents through the beginning school process in the first few weeks of school each year. The process through which these rights and responsibilities are followed is consistent throughout the school and follows these steps:

**Step 1: First Reminder** Students are given a chance to stop what they are doing, behave safely and sensibly so that they and the class can learn. Verbal reminder of expectation. (*Unambiguous strong nonverbal cues are recommended*)

#### **Step 2: Warning**

Student is given a warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop now.

1. Identify the student
2. Describe the behaviour
3. Indicate which rights are being denied
4. Demand responsible behaviour

Calmly repeat the demand. For example, say 'I hear you' or 'I understand' and then repeat the original demand. This 'broken record' routine is essential to show that the immediate aim is to stop the inappropriate behaviour. The routine can be used a number of times if necessary. **It is important to note that at no time should teachers sound angry.** The repetition of the demand should be done calmly.

#### **Step 3: Time out in the classroom**

Students are told that their behaviour is affecting others and because they have not stopped after a chance and a warning, they are to move away from the group for five minutes.

If calm repetition does not work, offer the student a choice. The choice is straightforward – either stop the unacceptable behaviour or accept a logical consequence such as being moved to another seat or area of the room.

#### **Exiting Process**

#### **Step 4: Time out in another classroom for 15 minutes**

Students are sent to another classroom for 15 minutes where they complete a reflection sheet. After 15 minutes they return to their own classroom and resume their work. At the end of the session the class teacher will discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation. (This is the relationship building part of the behaviour management program)

## **The following steps are to be taken if the student is unable or unwilling to cooperate**

### **Step 5: Exiting Process – Principal or Assistant Principal's Office**

Ring through to Principal or Assistant Principal to outline behaviour (formal recording in written form and parent contacted). Escort student or send an escort with student to the office.

### **Step 6: When student returns to learning area, discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation.**

*This is the critical relationship building part of the behaviour management program.*

In the case of steps 3, 4 & 5, teachers have the right to use their discretion in detaining students at recess or lunchtime to complete any unfinished class work as a result of being exited from the classroom.

### **Outside (Playground) Behaviour**

At Findon Primary School there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement such as house points. The following is an explanation of the consequences outlined Outside Behaviour Code of Conduct.

### **Managing Outside (Playground) Behaviour- a staged response**

#### First Chance – Warning

Student returns to the activity or game if the yard duty staff member believes that the student has been cooperative, reflected and can be trusted not to adversely affect the safety and wellbeing of other students in the yard.

#### Time out from the Yard

Teacher completes Time Out slip which is taken to the rostered Time Out teacher. Slips are located in yard duty bags. Student behaviour is affecting the safety and wellbeing of others around them. The student is taken to the designated time out room for the designated time. A reflection sheet is completed and the Time Out teacher conducts a restorative conversation with the student. The reflection sheet is given to the classroom teacher to sign and then sent home for the parent/caregiver to sign and return to school. Reflection sheets are then placed in the student's file.

#### Time out – serious behaviour

Student behaviour is serious and warrants immediate exclusion from the yard, (e.g. high level: physical fighting). The student is asked to go inside to the office by the yard duty staff member. If the student does not cooperate, a request is made to the office for assistance, e.g. student is paged over the PA to come to the office, or a staff member assists by bringing student inside. Either the yard duty staff member, the Principal or the Assistant Principal discuss the incident and ways to restore the situation and improve behaviour. Notes are taken as evidence. Consequences for the behaviour are set.

### **Student Support Meeting**

A Student Support Meeting may be convened to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents/caregivers. These meetings are to be held at a time suitable both to the school and to the parents. The purpose of procedures for such meetings will vary depending on the needs of the individuals, but they promote positive behaviours through a staged response. A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem solving processes at the school. The statement should be verified by the parents/caregivers and student and remain confidential.

### **Discipline Procedures – Detention, Suspension and Expulsion**

#### **Detention**

The Principal and Assistant Principal may give an after school detention for serious misbehaviour and with consultation with the student's parents/caregivers. Parents are informed at least 24 hours prior to

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the detention. Family circumstances will be taken into consideration and negotiation with parents/caregivers will occur where appropriate. Students who have received four Time Outs within the one term are referred to the Principal or Assistant Principal and given an after school detention.

### **In School Suspension**

In school suspension would apply to students who:

- Fail to comply with any reasonable and clearly communicated instruction by a teacher or principal
- Behave in a way that threatens the good order of the school's program or facility
- Consistently behave in a manner that interferes with educational opportunities of any other student or students

In school suspension will take place near the Assistant Principal's office with the child receiving a different recess and lunchtime from the rest of the school. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an in school suspension is to separate children from contact with peers and adults.

### **Suspensions - General information**

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the Principal's decision whether to expel a student.

### **Procedures Prior to Suspension**

With the exception of situations which require an immediate response, a range of options (and in particular those to accommodate the needs of students with a disability or impairment) will be considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the Principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student's behaviour warrants suspension, the Principal will ensure that every reasonable step is taken to arrange a meeting with the parent/caregiver and the student to discuss:

- The student's behaviour and performance
- The strategies being developed within the school to meet the educational needs of the student
- The possibility of suspension, should that behaviour continue
- the responsibilities of the parents, should suspension be considered necessary

### **Grounds for suspension**

A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- Behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
- Commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or
- Possesses, uses, or assists another person to use prohibited drugs and substances; or
- Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or
- Engages in behaviour that vilifies, defames, degrades or humiliates another person

### **Procedures for suspension**

If the strategies outlined in the DET Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- The Principal must provide the parents/caregivers of the student with a copy of the 'Procedures for Suspension' brochure and a notice of suspension on the day on which the suspension commences or within twenty four hours thereof.
- The Principal shall also provide the president of the school council with a copy of the notice of suspension.
- At any time during the suspension of a student the parent/caregiver can request a suspension conference. The Principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.
- The suspension conference will involve a formal meeting convened by the Principal or Principal's nominee. The participants will involve the Principal, parents/caregivers, student and other key professionals. At the request of the parent/caregiver, a person who is not acting for fee or reward may accompany the parent/caregiver. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.
- A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter.
- The period of suspension shall not be extended due to delays in holding a suspension conference.
- A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the student and will consider other options for meeting the student's educational needs.

### **Period of Suspension**

The maximum continuous period of time a student can be suspended at any one time is five school days. A student cannot be suspended for more than fifteen school days in a school year. The school shall provide appropriate and meaningful school work to the suspended student that is in line with classroom coursework.

### **Expulsion – General Information**

The Principal has the authority to permanently exclude a student from the school according to the procedures set out below. This power cannot be delegated to any other person at the school level. Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the DET student engagement guidelines have been exhausted.

#### Grounds for Expulsion

A Principal may expel a student if:

- The student does anything for which they can be suspended
- The student's behaviour is of such magnitude that it affects the health, safety and wellbeing of staff and students at the school

#### Procedures Prior to Expulsion

Prior to an expulsion the Principal must ensure that:

- A comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- Despite these strategies, the student's inappropriate behaviour persists; and
- The student and parents/caregivers are informed that expulsion is being considered and must be given the opportunity to be heard
- Contact the External Support Person for Suspensions and Expulsions

#### Procedures for Expulsion

The Principal is responsible for a students' expulsion. The Principal must notify the DET regional director that a student support group is being convened to discuss expulsion.

The Principal must convene a student support group meeting to:

- Provide the student and their parents/caregivers with a Notice of Expulsion (DET guidelines) before the day on which the expulsion commences

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- Provide a copy of the procedures for expulsion, to the student and their parents/caregivers

The Principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the DET Regional Director with a written expulsion report.

#### Transition Arrangements

Once a student is expelled, the school will schedule a meeting with the destination school.

#### Expulsion Appeal Process

A Principal's decision to expel a student can be appealed by the student or the student's parents/caregivers. The Principal will provide the student and parent/caregivers with an Expulsion Appeal proforma at the final student support group meeting. The appeal must be lodged with the Principal within ten school days of receiving the Notice of Expulsion and the Principal must provide the DET Regional Director with a copy of the Expulsion Appeal with twenty four hours.

### **References**

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

Kids Matter Framework

<https://www.kidsmatter.edu.au/primary/resources-schools>

Bully Stoppers Program

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

Better Buddies Framework

<https://www.amf.org.au/betterbuddies/>

PATHS Program

<http://www.channing-bete.com/prevention-programs/paths/paths.html>

Restorative Practices - Kristy Elliot

<http://www.restorativepathways.com.au/kristy-elliott/>

Associate Professor Ramon Lewis – Developmental Approach to Behaviour Management

Equal Opportunity Act 1995

Charter of Human Rights and Responsibilities Act 2006

Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)

Education and Training Reform Act 2006

Education Act 1958

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/governance/Pages/aiframework.aspx>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/participation/segpolicy.pdf>

Disability Standards for Education

DET

<http://www.education.vic.gov.au/school/Pages/default.aspx>

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/lorescybersafety.aspx>

<http://www.cybersmart.gov.au/>

[http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing\\_with\\_bullying\\_and\\_harrasment.html](http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing_with_bullying_and_harrasment.html)

<http://www.valueseducation.edu.au/values/>

Charter of Human Rights

<http://www.education.vic.gov.au/school/principals/governance/Pages/multirightchart.aspx>

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrra2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/)

Equal Opportunity Act

[http://www.education.vic.gov.au/hrweb/divequity/Pages/default\\_eeo.aspx](http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx)

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006faq.aspx>

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VIT Teacher Code of Conduct

[http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543\\_Code-of-Conduct-June-2008.pdf](http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf)

Melbourne Declaration on Educational Goals for Young Australians

[http://www.mceecdya.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

AITSL

<http://www.aitsl.edu.au/>

eSmart Schools

<https://www.esmartschools.org.au/Pages/default.aspx>

Australian eSafety Commission

<http://global2.vic.edu.au/2015/09/03/cybersafety-webinars-for-teachers-and-students-from-the-new-australian-esafety-commission%E2%80%8B/>

Ministerial Order 625 – Procedures for Suspension and Expulsion

Attitudes to School Survey

Parent Opinion Survey

Staff Opinion Survey

### **APPENDIX:**

Attendance Policy

PSD Policy

Cyber safety Policy

Anti bullying Policy

Behaviour Management Policy

Behaviour Management Process in the Classroom

Outside Behaviour Code of Conduct

Time Out Procedure

Rights and Responsibilities Posters

PATHS posters

Kids Matter Framework

DET suspension and expulsion forms

**EVALUATION:** This policy shall be reviewed as part of the ongoing policy and process review