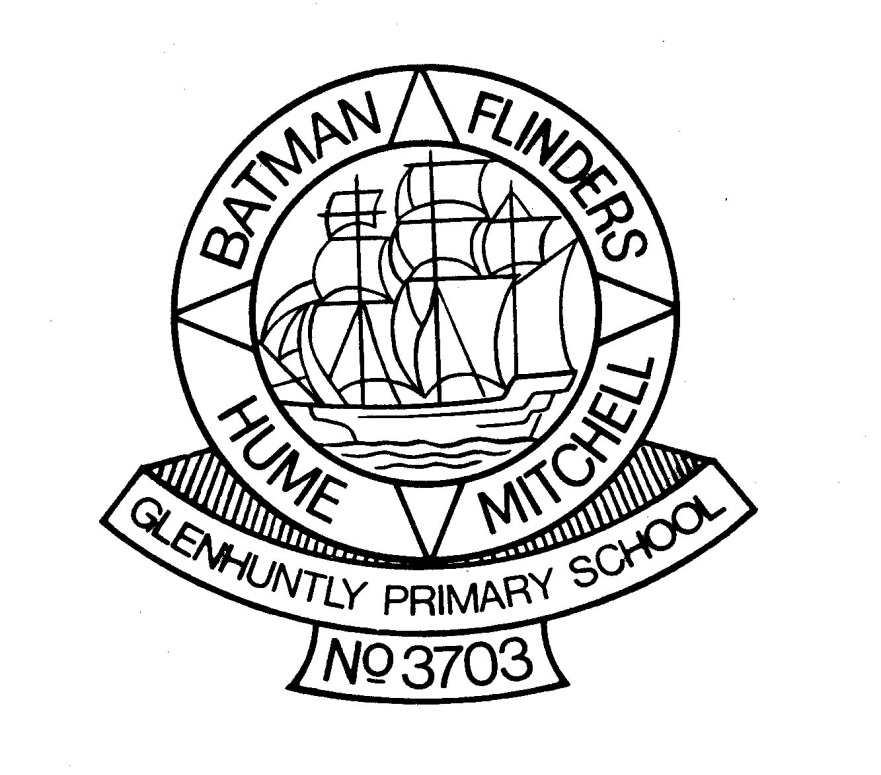
**GLEN HUNTLY PRIMARY SCHOOL**

**NO. 3703**

**STUDENT ENGAGEMENT and INCLUSION POLICY**



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1. **School profile:**

Glen Huntly Primary School is a school that was opened 102 years ago and is located on Grange Road, Glen Huntly. The school’s current enrolment is 308 students. The projected enrolment for 2017 is approximately 310 to 320 students. The school has a West site and an East site which are linked by an overhead footbridge across Grange Road.

The most imposing feature as one approaches the school is the multi-storey, brick building on the east side of the road. Other buildings are a mixture of styles and the major Building the Education Revolution and National School Pride projects have been completed to provide an upgraded flexible open learning spaces on the East site and an Activity centre for Visual Arts, Music, Information Sessions and Before and After School Care on the West site site. A large flexible open 21st century learning space on the West site, is nearing completion. Planning and resourcing for another new learning space on the West site is currently underway, including renovations to a staffroom and school entrances.

Glen Huntly takes pride in the cultural and social diversity of its students.

The school enthusiastically implements a Sustainability, Gardening and Cooking program across the school. Glen Huntly Primary School has two of a five star ResourceSmart school rating and is working towards the accreditation of our third and fourth stars, The school also has a Silver accreditation rating for water usage.

The school prides itself on being friendly and approachable.

The school has strong and vibrant Visual and Performing Arts programs which culminate in Art exhibitions and a high standard annual musical Cabaret performance.

The school’s SFO (Student Family Occupation) is 0.35. In addition to the current number of 298 Student Resource Package funded students, the school has one international full fee paying student. Eleven of the total students receive funding through the Program for Students with Disabilities (PSDMS).

1. **School values, philosophy and vision**

The school aims to provide a caring and challenging learning environment that assists students of all abilities to reach their full potential and become effective and productive members of the global society.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Our philosophy:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

Our vision:

*All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

Our values: *Diversity, achievement, responsibility and endeavour.* The values which form the basis of the actions of the whole Glen Huntly Primary School community are:

* Teamwork and learning together to achieve the best possible outcomes for all
* Strive for excellence through creativity, initiative and persistence
* Respect for each other and the environment
* Community support that enhances quality relationships, encouraging students and building school pride

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

1. **Guiding principles**

* 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.

1. **Engagement Strategies and Philosophies**

Glen Huntly Primary School uses Restorative Practices to encourage engagement and build pride, respect and responsibility in each individual student. The school is committed to the Real Schools program, which implements Restorative Practices across the school, to maximise student engagement and wellbeing and social justice approaches. Restorative Practices seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. This will be extended to the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues.

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 following are examples of the types the school provides to ensure Student Engagement:

* Real Schools Program and Restorative Practices Action Plans
* Student Wellbeing Committee initiatives
* Sub-school programs
* School Support Officers eg: Speech Therapist, School Psychologist
* Anti-Bullying Policy and Anti-Bullying Statement
* Student Of The Week & Principal’s Awards
* House System
* Sporting activities
* Sustainability evenings/exhibitions
* Peer Mediation
* Student Council
* Brain Food
* Cabaret and Music programs
* Literacy / Numeracy differentiated programs
* Science Program, exhibitions and expos
* Gardening and Cooking programs
* Treehouse Reading Program
* Library Program
* Art Shows and exhibitions
* Tribes
* Parent helpers supporting our Reading and Literacy programs
* Hands on & real life based Mathematics activities
* Contact and communication with the wider community

**Transition**

* Cross Age Activities
* Little Bookworms
* Grade Transition sessions
* Orientation Sessions for Prep and Year 6 Students
* Visits to and from Secondary Schools (including orientation programs) and Kindergartens

**Professional Learning**

Teachers Professional Learning is given a high priority at Glen Huntly Primary School to ensure strategies and approaches are adapted with integrity and implement current best practice, including professional learning programs (such as webinars) offered by the Real Schools Program and our Restorative Practices Action Plan.

**EAL Program**

Our current EAL program promotes student engagement, high attendance, positive behaviours and assimilation programs, where an intensive English learning program is implemented.

A necessary foundation for Student Engagement is a positive atmosphere throughout the School Community.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

1. **Identifying students in need of extra support**

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

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

1. **Behaviour expectations**

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

1. **School actions**

**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 Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

**Behaviour Management**

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. A Restorative approach is designed to maximise student engagement and wellbeing and social justice approaches and aims to repair relationships with individuals and groups. Restorative Practices seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward.)
* 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 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>

1. **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 Glen Huntly 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 home learning activities 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 outlined at 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

1. **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
* School Level/Summary Report
* Parent Opinion survey
* Staff Opinion survey
* Years 3 and 4 student survey data
* Behaviour observation reports
* Student Wellbeing/behaviour observation data
* data from case management work with students
* Attendance data
* SOCS (Students Online Case System) information

**Review of this policy**

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

1. **Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Shared Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

Appendix 6: How we support positive behaviour and realtionships

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Mandatory Reporting and Other Obligations:

<http://www.education.vic.gov.au/childhood/professionals/profdev/Pages/mandatoryreporting.aspx>

Child Safe Standards:

<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards.aspx>

**Related policies:**

* Anti - Bullying Policy
* Anti - Bullying Statement
* Mandatory Reporting and Child Protection Reporting Policy and Procedures
* Child Safe Standards
* Internet Use (ICT Acceptable Use) Policy
* School Philosophy Policy
* Supervision and Duty of Care Policy and Procedures
* Working With Children Checks Policy for Parents and Volunteers

**Appendix 1**

**STATEMENT OF RIGHTS AND RESPONSIBILITIES**

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying Policy and Statement and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

**Guiding Principles**

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.

**Mandatory Reporting and Child Safe standards - *Ministerial Order No. 870 requirements Minimum Child Safety standards (2016)***

**Equal Opportunity**

Glen Huntly Primary School aims to promote practices that are in line with the following Legislation:

-Equal Opportunity Act, 1995

-The Charter of Human Rights & Responsibilities Act (2006).

-Disability Discrimination Act 1992

-Disability Standards for Education 2005.

The following rights and responsibilities will ensure that our school guarantees freedom, respect, equality and dignity for all.

|  |  |  |
| --- | --- | --- |
| ***All Members of the Glen Huntly Primary School community have a right to:*** | | |
| * fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion * be treated with respect and dignity * feel valued, safe and supported in an environment that encourages freedom of thought and expression * fully participate in various representative and consultative groups that exist in the school’s decision making processes eg. School Council, Student Council, various School Council sub-committees | | |
| ***All Members of the Glen Huntly Primary School community have a responsibility to:*** | | |
| acknowledge their obligations under the *Equal Opportunity Act 1995*, the *Charter of Human Rights and Responsibilities Act 2006* and the ***Ministerial Order No. 870 requirements Minimum Child Safety standards (2016)***   * and communicate these obligations to all members of the school community * participate and contribute to a learning environment that supports the learning of self and others * ensure their actions and views do not impact on the health and wellbeing of other members of the School community | | |
| ***All students have the right to:*** | ***All staff have the right to:*** | ***All parents have the right to:*** |
| * Learn and socialise without interference or intimidation in a safe and secure environment * Be treated with respect and fairness as individuals * Expect a learning program that meets their individual needs | * Work in an atmosphere of order and cooperation * Use discretion and restorative practices in the application of rules and consequences * Receive respect and support from the school community | * Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. * Expect a positive and supportive approach to their child’s learning * Expect communication and participation in their child’s education and learning |
| ***All students have a responsibility to:*** | ***All staff have a responsibility to:*** | ***All parents have a responsibility to:*** |
| * be prepared to learn * explore their full potential * respect the rights of others * follow the Student Code of Conduct * maintain their required learning resources and equipment | * Build positive relationships with students as basis for engagement and learning * use and manage the resources of the school to create stimulating, safe and meaningful learning * Treat all members of the school community with respect, fairness and dignity * Foster and develop a positive school culture | * Contribute to positive relationships with members of the school community * Ensure students attend school and have the appropriate learning materials * Promote respectful relationships |

**Student Engagement Strategies Appendix 2**

|  |  |  |
| --- | --- | --- |
| **Universal strategies** | **Targeted strategies** | **Individual strategies** |
| * 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 Restorative Practices Action Plan, the Resilience Project and Mindfulness * Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. | * All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment * Visiting School nurse and welfare staff (SSSO) will undertake health promotion and social skill development for students, in response to needs identified by classroom teachers or other school staff during the school year. * Relevant teaching staff will apply a trauma-informed approach (using [*Calmer Classrooms: A Guide to Working with Traumatised Children*,](http://www.ccyp.vic.gov.au/childsafetycommissioner/publications/orgs_resources.htm#mainContent)and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care. | * Strategies to support attendance and engagement of individual students include:   + 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 Behaviour 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 ChildFirst, Local Government Youth Services, Community Agencies, as recommended and specified by the SAFEMinds program and strategies |

**Shared Behaviour Expectations Appendix 3**

Glen Huntly 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 excepted 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. All members of the school community are expected to participate in the educational environment with enthusiasm and mutual respect.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Students** | **Parents/Carers** | **Principals/Teachers and Staff** |
| **Engagement (participation in the classroom and other school activities)** | Demonstrate:   * ***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 * *Teamwork* and learning together to achieve the best possible outcomes for all * *Strive for excellence* through creativity, initiative and persistence * *Respect* for each other and the environment * *Community support* that enhances quality relationships, encouraging students and building school pride   ***PRIDE***   * The classroom is a place where we actively participate and strive for personal best * The way we behave shows we are proud of our school, ourselves and our family * We strive for excellence and try our personal best in everything we do   ***RESPECT***   * We treat others as we would like to be treated * We work, learn and play in an environment of mutual respect * We value individual and collective diversity * We play and work safely at all times   ***RESPONSIBILITY***   * We take responsibility for our own behaviour and understand the logical consequences that follow * We are responsible for our learning and the learning of others * We will endeavour to be self-motivated and life-long learners * We take care of our own and others personal property and space | * 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   **Engagement**   * Parents/carers are expected to support the school’s efforts to educate their children to live in a diverse world, by promoting an understanding and appreciation of diversity in our society * Parents/carers are expected to actively participate in supporting their child’s learning by building a positive relationship with the school through attendance at student- parent-teacher meetings, three-way discussions, student activities, school celebrations, student support groups and responding to communications in a proactive and prompt manner. | * The school will comply with its duty of care obligations to provide an educational environment that can effectively engage *all* students * The school will provide an engaging and challenging curriculum that gives students the opportunity to have input into their learning and experience success   **Engagement**  The School leadership team will:   * Uphold the right of every student to receive an education * Ensure the school complies with its duty of care obligations to each student, as well as its obligations under the Equal Opportunity, Human Rights, Mandatory Reporting and Child Safe standards legislation * collaborate with the Glen Huntly Primary School community to develop policies and procedures consistent with its values and aspirations and the Department of Education and Training (DET) Guidelines. * Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, which are inclusive and responsive to student needs * Formulate in conjunction with Adam Voigt, a Real Schools and Restorative Practices Action Plan * Current Student Engagement and wellbeing initiatives will be communicated and supported at sub-school *and Student Wellbeing* committee meetings   That teachers:   * develop flexible pedagogical styles to engage different learners * deliver curriculum and assessment that challenges and extends students’ learning * develop positive and meaningful relationships with students that promote engagement, wellbeing, learning, independence and resilience * provide opportunities for the promotion of *student voice*, developing a positive school culture in and outside the classroom |
| **Attendance** | All students are expected to:   * 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:   * 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 in writing, via email or a phone call * 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 current DET procedures the school will:   * Proactively promote regular attendance * mark rolls accurately twice a day – at 9:00am and immediately after lunch * 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 |
| **Behaviour** | Students are expected to:   * model the schools core values of teamwork, striving for excellence, respect and pride * 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   **Expectations**  All students are expected to:   * reflect on and learn from their own differences * respect, value and learn from the differences of others * have high expectations that they are able to learn * develop independence and resilience | Parents/Carers are expected to :   * have high expectations of their child’s behaviour and an understanding of the school’s 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 | Glen Huntly Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues.  The School leadership team will:   * lead and promote preventative approaches to behavioural issues eg: cyber bullying, by incorporating student wellbeing knowledge and awareness as a high priority * monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies * provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours   Teachers at Glen Huntly Primary School will:   * use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students * Implement the current Real Schools Restorative Practices Action Plan * teach students social competencies through curriculum content (derived from community Circles, Tribes, Oral Literacy and everyday experiences) and the teaching and learning approaches * employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours * build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach * involve appropriate specialist expertise where necessary eg: School Support Officers such as Speech Pathologist, Psychologist, etc. |

**Staged Response Appendix 4**

* Serious incidents will require a more formal restorative session that involves Student Wellbeing Coordinator and/or Principal; all persons affected in the incident and be documented as per current Department of Education and Training (DET) template
* There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be embedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected.
* The process for ongoing inappropriate behaviour, where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community.

**Staged response checklist for student behaviour issues**

|  |  |
| --- | --- |
| **Stage 1: Promoting positive behaviour and preventing behavioural issues** | |
| **Suggested strategies** | **School actions** |
| 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** | |
| **Suggested strategies** | **School actions** |
| 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 Behaviour 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) |  |

**Process for responding to breaches of Behaviour Expectations Appendix 5**

|  |  |  |
| --- | --- | --- |
| ***Rules*** | ***Classroom Teacher Responsibility*** | ***Subschool Managers*** |
| **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. | *Follow the “5 Steps to Classroom Control”:*   1. *Remain calm* 2. *Warn with rights based warning “Your behaviour is disturbing others, please stop”.* 3. *Reassert “I understand and we can discuss this later. Right now please…”* 4. *Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, after school.” etc* 5. *Follow through with graded consequences:* 6. *Move student to another seat / isolated area of the classroom* 7. *Remove to another classroom for time out* 8. *Organise conference/restorative chat to include Sub-school Leader/Assistant Principal Continued misbehaviour warrants:* 9. *Behaviour Observation Report to Sub-School Leader, Student Wellbeing Coordinator, or Assistant Principal/Principal* 10. *Contact with parent after consultation with Sub-school Manager* | *Implement a staged response:*   * *Speak with the student prior to actioning* * *Student to ring and inform parent of misbehaviour in presence of Sub-school Leader* * *Behaviour sheet* * *Attendance sheet* * *Restorative chat with affected parties* * *Behaviour Plans* * *Student Contract* * *Parent contact* * *Student support conference* * *In house suspension* * *Recommendation to externally suspend and referral to AP/Principal* |
| **Attendance and punctuality**   * Students must be on time to all classes * Students who are late to the beginning of the school day, must report to the general office to get a late pass. * Students who leave school early must have a note from home signed by their sub school manager prior to signing out at the office. * Students absent from school must ensure reasons for the absence have been communicated with the school. * Notification from home (ie: signed note or medical certificate) must accompany all absences. * Students must not leave the school grounds without permission. |  | *Speak to student about lateness issues.* |
| **Uniform**   * Students must adhere to the school   uniform requirements.   * It is compulsory for all students to   wear appropriate footwear at all times. |  |  |
| **Bullying** Students must not bully, intimidate,   exclude or harass others. This includes   any verbal, cyberbullying, physical or   sexual conduct which is uninvited,   unwelcome or offensive to a person. | *Report to Sub-school Leader/Assistant Principal* | *Contact parents and involve Student Wellbeing Coordinator.*  *Refer to schools Acceptable Use Agreement.  Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.  Refer to our school’s Bullying Prevention Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.*  *Some cases may warrant immediate suspension. This decision must be made by the Principal.*  *Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.* |
| **Property and security**   * Students are to respect all school   property. * Students must not enter staff room, offices   or lifts unless supervised. * Students must bin all rubbish * Students must not have the following at   school: Liquid paper and chewing gum * Students must return borrowed school   material on time. * Students must leave school bags in   lockers. * Electronic devices must not be used   without permission. * Classrooms must be left neat and tidy. * Graffiti of any kind will not be tolerated. | *Correctly relocate the bag.*  *Confiscate iPod or mobile phone and take to the General office*  *Organise for students to remain behind and tidy the room or area. Retain any evidence of graffiti and report to Principal Class.* | *Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.*  *For repeat offenders, place in the Friday after school detention class.*  *Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.* |

**How we support positive behaviour and relationships Appendix 6**

The school requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through reports, parent-teacher interviews, three way discussions, phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair relationships with individuals and groups. Where appropriate the school will inform and involve parents in these processes through a Student Support Group (teacher/s, involved ESO staff, Assistant Principal/Principal and parent/s)

**An example restorative question or scripted approach:**

|  |  |
| --- | --- |
| **When things go wrong** | **When someone has been hurt** |
| * **What happened?** * **What were you thinking at the time?** * **What have you thought about since?** * **Who has been affected by what you have done? In what way?** * **What do you think you need to do to make things right?** | * **What did you think when you realized what had happened?** * **What impact has this incident had on you and others?** * **What has been the hardest thing for you?** * **What do you think needs to happen to make things right?** |