



# WOODVILLE PRIMARY SCHOOL

## Student Engagement and Inclusion Policy

This policy reflects the DEECD *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

August, 2015

**Principal:** Lyn Vincent  
**School Council President:** Rebecca Scott

**To be read in conjunction with:**

*Student Engagement and Inclusion Guidelines*

## This policy should be read in conjunction with the following Woodville Primary School Policies and Documents

- Discipline Policy
- Anti-Bullying Policy
- After-school Detention Policy
- Student Code of Conduct
- Uniform Policy
- Student Dress Code
- Student Absences Procedure
- CyberSafety/eSmart Policy
- Extreme behaviour and Consequences

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This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

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



# STUDENT ENGAGEMENT & INCLUSION

## POLICY

### SCHOOL PROFILE

Woodville Primary School began operations in February 1973. It is situated 30 kilometres west of Melbourne. Our current enrolment is 360 students. Woodville Primary School is proud of its buildings, grounds and amenities. Our school is well utilised outside of regular school hours by many diverse community groups. Woodville Primary School is an active participant of the Wyndham network of schools.

Approximately 22% of students at Woodville are from a non-English speaking background – of these the largest group is Karen. Around 7% of students are funded through PSDMS and another 8% have identified disabilities but are not funded. These students are supported by Education Support staff, regular SSGs and Individual Learning Plans which recognise and build on individual strengths. Around 15% of students (other than Prep and Grade 6) move in and out of the school each year.

Teachers at Woodville Primary School provide rich teaching and learning programs for all students. Student learning in Literacy and Numeracy is based on on-going formative assessments. Teachers plan and work together to deliver targeted teaching to ensure student learning needs are met. Any student 6 months or more below or above the expected level in the key areas of Reading, Writing and Number have individual learning goals and plans.

Other important programs include Woodville Kids are Friendly Kids - a social skills program, Visual Arts, Physical Education, Music and LOTE. Information, communication and technology tools and programs are used across the school. We currently have a 1:2 iPad program from Prep to Grade 6 and a bank of netbooks available for use across the school.

### SCHOOL VALUES, PHILOSOPHY AND VISION

Every member of our community has the right to, and is expected to demonstrate:

- Courtesy
- Respect
- Cooperation
- Responsibility, which form our agreed School values.

In addition Woodville is a School-Wide Positive Behaviour School. Along with our values we have three agreed expectations:

- Together we are Safe
- Together we are Respectful
- Together we Achieve.

Our values and expectations support and underpin our Student, Parent and Staff Codes of Conduct and form the basis of our interactions and approach to student and staff welfare.

At Woodville we believe that social and emotional well-being is a precursor to academic and physical growth. Through the provision of a safe and engaging environment and the establishment of strong relationships with parents students are able to learn and grow to their full potential.

We are committed to preventing and addressing bullying, including cyber-bullying.

Woodville Primary School's philosophy:

At Woodville Primary School we believe children learn best in a safe, secure and welcoming environment where respect underpins all relationships and learning is targeted to individual learning needs

Our vision is that all children will be confident, curious learners in a safe and respectful environment thus enabling them to reach their full potential and become effective, productive members of society.

See **Appendix 1** for *Rights and Responsibilities & Shared Expectations*

## GUIDING PRINCIPLES

- Woodville Primary School is a School-Wide Positive Behaviour School - there is a strong clarity and consistency among staff in their approach to student management within the school.
- Students are acknowledged and rewarded for appropriate behaviour.
- All teachers maintain calm and orderly classrooms through the use of SWPBS principles and protocols. SWPBS establishes the climate in which appropriate behaviour is the norm for all students. There is a focus and recognition of positive behaviour exhibited by students. Teachers follow the SWPBS protocol of 6:1 – that is, six positives statements to any one negative.
- Woodville Primary School regularly acknowledges students' positive behaviours and celebrates successes in a variety of ways.
- Management of student behaviour is supported through the implementation of various whole school based strategies and students whose behaviour is deemed at risk will be referred, via school procedures, to the Student Wellbeing Coordinator.
- Consequences for inappropriate behaviour are sequential and appropriate to the misbehaviour. Actions, consequences and restitution for serious misbehaviour are clearly outlined in the school's 'Extreme Behaviour and Consequences' document developed in consultation with the school community. At all times the aim is to foster positive relationships and retain the dignity of the students whilst respecting everyone's rights.
- The school has developed clear and consistent actions and consequences for inappropriate behaviours. These have an educational role and aim to foster positive relationships and retain the dignity of the students.
- The school's curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, valued diversity and build a culture of learning, community and engagement
- Woodville Kids are Friendly Kids awards acknowledge consistent upholding of school values
- Communication with parents and carers is vital in building partnerships between home and school and supporting children to develop and sustain positive behaviours and attitudes
- The school works with other educational agencies, local agencies, SSSOs and community organisations to build the capacity of the school and staff to respond to the needs of our students
- Students are given multiple opportunities to participate in programs which build social and leadership competence. Examples include School Captains, Student Representative Council, Peer Mediators, Literacy Buddies and Buddy program both at school and in the wider community
- Processes to identify and respond to individual students who require additional assistance and support are in place. Students, staff and parents/carers know who to approach.
- Staff, students and parents have had input into related documents including the Discipline, Anti-bullying and Detention Policies and the Extreme Behaviour and Consequences form.

## ENGAGEMENT STRATEGIES

Woodville Primary School is committed to providing all children with a comprehensive and challenging curriculum in a safe, secure environment. We recognise that for children to learn they need to feel safe and happy and this can only be achieved when the environment is calm and engaging.

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.

We expect to see:

- All students becoming life-long learners and responsible citizens
- All staff having high expectations of all students and pursuing the best possible outcomes for all
- All members of the school community embracing the school values
- All staff committing to, and being supported to implement ongoing professional learning
- A positive environment which nurtures an atmosphere of peace, safety and enjoyment.

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

## IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Woodville Primary School will utilise the following information and tools to identify students in need of extra support

- Personal information gathered upon enrolment
- With Parental permission, information gathered from previous educational institution (e.g. kindergarten, childcare centre, previous school)
- Academic performance, particularly from Literacy and Numeracy assessments
- Engagement with student families
- Behaviour observed by school staff
- Assessments by allied health professionals e.g. Speech, Cognitive
- Information supplied, with permission, from Early Intervention Services
- Referrals from agencies such as Child First

Parents may make referrals in addition to any staff member.

## BEHAVIOURAL EXPECTATIONS

Shared behaviour expectations for student, parents/carers and school staff are detailed in **Appendix 3**

## SCHOOL ACTIONS

### Responding to challenging behaviour

Where a student acts in breach of behaviour standards of our school community we will instigate a staged response, as outlined in the Department of Education and Training *Student Engagement and Inclusion Guidance* (see **Appendix 4**)

## Discipline

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

Woodville Primary School regularly acknowledges students' positive behaviours and celebrates successes in a variety of ways. Minor incidents of inappropriate behaviour are dealt with by class / yard-duty teachers and follow SWPBS guidelines.

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

Examples include:

Positive Behaviour	Inappropriate Behaviour - Minor
Positive behaviour will be recognised by: <ul style="list-style-type: none"><li>• Celebrations at whole school and area assemblies</li><li>• Purple slips</li><li>• Woodville Kids are Friendly Kids Awards</li><li>• Student of the Term</li><li>• Showcasing of student work publicly</li><li>• Acknowledgement in newsletters</li><li>• Leadership opportunities</li><li>• Positive feedback</li><li>• The right to represent the school</li><li>• Awards night</li><li>• Graduation</li><li>• Attendance certificates.</li></ul>	<ul style="list-style-type: none"><li>• Calm down time</li><li>• Talking to student with referral to agreed school expectations</li><li>• Discussing appropriate behaviour for the given environment</li><li>• Agreed restitution e.g. apology</li><li>• Walk with Yard-duty teacher for part of the break</li><li>• Use of Colour chart</li><li>• Time out in the room</li><li>• Time out in a buddy classroom</li><li>• Lunchtime Reflection</li><li>• Withdrawal of privileges.</li></ul>

### Extreme/Ongoing Behaviour Issues

Where students exhibit extreme or ongoing inappropriate behaviour patterns, a range of strategies will be used.

These may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour. This could include a behaviour contract
- Explicit Teaching of appropriate behaviours.
- Monitoring and providing feedback (student behaviour contract)
- Time Out: allowing students a "Cooling Off" period
- Withdrawal: a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- Counselling for individuals in order to modify inappropriate behaviour
- Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DET support staff or outside agencies to assist with modifying behaviour.

In addition the school has developed an "*Extreme Behaviour and Consequence*" document (ratified by School Council) which outlines consequences and restitution for extreme and/or on-going behaviour. Consequences include After-school detention and/or internal and external suspensions.

### **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>

See **Appendix 5 SWPBS charts and process**

See **Appendix 6 for Extreme Behaviours and Consequences**

## **ENGAGING WITH FAMILIES**

Woodville Primary School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

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

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

Parents responsibilities for supporting their child's attendance and engagement are 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

## **EVALUATION**

### **Data collection and analysis**

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

Some of sources of data used are:

- the Attitudes to School Survey data
- PoLT in Years 1-4
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

## **REVIEW OF THIS POLICY**

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

## **APPENDICES AND RELATED POLICIES**

Appendix 1: Statement of Rights and Responsibilities and School Expectations

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: SWPBS Chart

## Appendix 6: Extreme behaviours and consequences

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

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



## **Appendix 1:**

### **RIGHTS AND RESPONSIBILITIES & SHARED EXPECTATIONS**

At Woodville Primary School 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. As a school community we are familiar with and adhere to the following Acts and Legislation.

#### **Equal Opportunity Act, 2010**

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The main purposes of this Act are:

- (a) to re-enact and extend the law relating to equal opportunity and protection against discrimination, sexual harassment and victimisation; and
- (b) to amend the Racial and Religious Tolerance Act 2001 in relation to dispute resolution; and
- (c) to make consequential amendments to the Racial and Religious Tolerance Act 2001, the Victorian Civil and Administrative Tribunal Act 1998 and other Acts.

#### **The Charter of Human Rights and Responsibilities Act 2006**

The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

#### **Students with Disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation. As an education provider we make 'reasonable adjustments' to accommodate our students with the nature of the student's disability.

### **BULLYING AND HARASSMENT**

#### **Definitions**

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**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).

## RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• learn in a safe environment without intimidation, bullying (including cyberbullying) or harassment</li> <li>• be treated respectfully by all members of the community</li> <li>• participate fully in the school's programs.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• participate fully in the school's educational program and to attend school regularly</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li> <li>• demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students</li> <li>• progress through school and be encouraged and supported to take greater responsibility for their own learning and to participate as members of the whole school community</li> <li>• participate fully in the school's educational program and to attend school regularly</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul>

## RIGHTS AND RESPONSIBILITIES OF PARENTS/CARERS

Rights	Responsibilities
<p>Parents/Carers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li> </ul>	<p>Parents/Carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours</li> <li>• ensure their child's regular attendance</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning</li> <li>• support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

## RIGHTS AND RESPONSIBILITIES OF TEACHERS

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and co-operative environment</li> <li>• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</li> </ul>	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the engagement policy</li> <li>• know how students learn and how to teach them effectively</li> <li>• know the content they teach</li> <li>• know their students</li> <li>• plan and assess for effective learning</li> <li>• create and maintain safe and challenging learning environments</li> <li>• use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>

## SHARED EXPECTATIONS

Woodville Primary School actively promotes and encourages positive interaction and shared expectations with the whole school community. The School Wide Positive Behaviour Support promotes the proactive approach of teaching behavioural expectations and rewarding students for following them as a proactive approach rather than waiting for misbehaviour to occur before responding. Our school has developed in consultation with parents, students and staff, three shared expectations:

- Together we are safe
- Together we are respectful
- Together we achieve

<b>Expectations of Students</b>	<b>Expectations of Staff</b>	<b>Expectations of Parents/Carers</b>
<ul style="list-style-type: none"> <li>• Respect the rights and values of others</li> <li>• Have high expectation of their learning</li> <li>• Attend school regularly, arriving punctually.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights and values of others</li> <li>• Have high expectation of their students' learning</li> <li>• Promote regular attendance and punctuality</li> <li>• Support the school's Wellbeing policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights and values of others</li> <li>• Have high expectation of their child's learning</li> <li>• Promote regular attendance and punctuality of their child, advising school if their child is absent.</li> </ul>

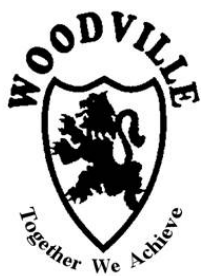
To promote the understanding of our three core Expectations staff and students work together to develop matrices which outline expected behaviours. In addition lesson plans have been developed to specifically teach/reinforce skills needed to achieve our Expectations.

Woodville Primary School provides 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. As a school we believe in and practise:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- 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.

## Appendix 2: STUDENT ENGAGEMENT STRATEGIES

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum based on AusVELS.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Behavioural expectations and codes of conduct have been developed for students, staff and parents</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• Students and their families will have access to the services provided by the School Chaplain</li> <li>• Parents and staff may request additional support for their child through the Student Welfare coordinator. Requests will be assessed and, if deemed suitable referred to the appropriate agency</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Koorie Students and students in Out of Home care will have Individual Learning Plans (KELP or IEP)</li> <li>• Refugee and Asylum Seeker students and families will be supported by the EAL teacher and MEA</li> <li>• All students six months or more above or below expected level in any of Literacy or Numeracy will have an Individual Learning Plan</li> <li>• 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</li> <li>• The Student Welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatized Children</a>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services</li> <li>○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies such as The Smith Family, Foundation House etc.</li> </ul> </li> </ul>



## STUDENT CODE OF CONDUCT

### Our Students:

#### Together we ACHIEVE

- ✚ Acknowledge that we are at school to learn and grow as individuals
- ✚ Fully participate and cooperate with others to achieve common goals
- ✚ Always try their best, take risks with their learning and show persistence
- ✚ Take responsibility and are ready to learn
- ✚ Have high expectations of themselves and others
- ✚ Celebrate the educational successes of others

#### Together we are RESPECTFUL

- ✚ Respect all members of the school community
- ✚ Accept and value the diversity of others
- ✚ Accept that others may have different views, opinions and values
- ✚ Model appropriate language and behaviour
- ✚ Ensure regular and punctual attendance at school
- ✚ Take pride in themselves, their uniform and the school grounds
- ✚ Respect the spaces at school by keeping areas clean and tidy
- ✚ Respect their own, others and school equipment

#### Together we are SAFE

- ✚ Act to ensure the safety of themselves and others
- ✚ Model appropriate language and behaviour
- ✚ Are proactive in finding solutions to problems in the yard, classroom and school community
- ✚ Accept consequences for inappropriate behaviour



# PARENT/CARER CODE OF CONDUCT

## Our Parents/Carers:

Together we **ACHIEVE**

- ✚ Acknowledge that we are all here for the benefit of their children
- ✚ Have high expectations of their children and the Woodville community
- ✚ Accept that they are their child's first and most important educator and work with staff to build strong learning partnerships
- ✚ Celebrate the educational successes of their children
- ✚ Work with school staff and their children to implement additional programs/homework/ILPs to support their child's learning
- ✚ Ensure regular and punctual attendance at school for their children
- ✚ Engage in school-based forums, activities and programs where relevant
- ✚ Are an active part of the school community by volunteering in classrooms, attending parent-teacher nights/interviews, providing time and support for school fund-raising and major events

Together we are **RESPECTFUL**

- ✚ Respect all members of the school community
- ✚ Accept and value the diversity of families, students and staff
- ✚ Provide their opinion through appropriate consultation processes and support the final decisions
- ✚ Accept that others may have different views, opinions and values
- ✚ Are reasonable and respectful when dealing with staff, students and other members of our community
- ✚ Respect the environment and encourage their children to do likewise

Together we are **SAFE**

- ✚ Model appropriate language and behaviour
- ✚ Work with school staff to implement programs to engage and support their children when behaviour compromises their own child's or others learning or safety
- ✚ Ensure their children practise good personal hygiene.



# STAFF CODE OF CONDUCT

## Staff:

### Together we ACHIEVE

- + Have high expectations of themselves and others
- + Actively work to support whole school policies, procedures and initiatives
- + Are active members of the school community and attend school events where appropriate
- + Actively contribute to school and DEECD policies, initiatives and programs
- + Work collegiately; share knowledge and provide feedback, expertise and resources with each other actively and regularly
- + Recognise their own strengths and weaknesses and are responsible for seeking professional learning
- + Celebrate the achievements of the school and its individuals

### Together we are RESPECTFUL

- + Respect all members of the school community
- + Accept and value the diversity of families, students and staff
- + Value the opinions of others and seek to include these opinions in decision-making processes
- + Welcome parents/volunteers in classrooms to support and enhance learning
- + Respect the spaces and equipment at the school and display pride in the way they are presented

### Together we are SAFE

- + Meet all obligations as members of Department of Education Early Childhood Development (DEECD)
- + Model appropriate behaviour and conduct themselves professionally at all times
- + Implement DEECD and school student engagement and behaviour policies consistently and fairly
- + Work with students and their families to implement programs to engage and support students whose behaviour compromises their own or others safety
- + Work with students, their families and outside agencies to support safety in the community

## Appendix 4: **STAGED RESPONSE FOR STUDENT BEHAVIOUR ISSUES**

### **A. Primary Prevention:**

- Professional development for staff relating to SWPBS, appropriate behaviours, bullying, harassment and proven counter measures.
- Visibility- Signs placed around the school: Zero Tolerance for Bullying and No Put Down Zone
- Community awareness and input relating to appropriate behaviours, and the school's programs and responses.

School-Wide Positive Behaviour implemented across the school

- Matrices in relation to our school expectations of
  - Together we are Safe
  - Together we are Respectful
  - Together we Achieve
- The curriculum to include strategies that promote resilience, life and social skills, assertiveness, conflict resolution, problem solving and anti-bullying messages
- Formal and informal programs such as: Better Buddies, FiST, Revved Up, MPower, Peer Mediation, Social stories, Transition program
- A bullying survey and yard survey will be administered and acted upon twice annually.
- Each classroom teacher to clarify School Expectations and Discipline and Anti-bullying policies at the start of each term
- Structured activities available to students at recess and lunch breaks.

### **B. Early Intervention:**

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school immediately they become aware of a problem.
- Well-being Room – a designated safe and quiet place for children to access at second lunch
- Public recognition and reward for positive behaviour and resolution of problems.
  - 6:1 Six positives to one negative
  - Purple slips – exemplary behaviour
  - Gold Slips – outstanding work
- Monitoring of, and responding to, protracted student absences
- Protocol for Mandatory Reporting including staff training (online unit –DEECD) annually
- Student Support Groups for children on PSD
- Welfare support
- Referral Protocols to educational specialists
- Anti-Bullying posters
- Cyber bullying posters and information to parents.
- Conduct two parent/student and teacher interviews each year.  
Individual Learning Plans for students as required.

### **C. Intervention:**

- All involved in incidents of inappropriate behaviour will be spoken to to determine what occurred and why. Discussions will be documented.
- Instigators of such behaviour will be involved in a debriefing session to attempt to identify what went wrong and what alternative action they could have taken
- Students, staff and parents identified by others as instigators of bullying or inappropriate behaviour will be informed of allegations and provided with opportunities to explain
- Instigators and/or victims will be offered counselling and support.
- If inappropriate behaviour persists parents will be contacted and consequences implemented



- If inappropriate staff behaviour persists the principal will commence formal disciplinary action.
- If inappropriate parent behaviour persists the principal will follow DET advice and procedures.

#### **D. Post Violation:**


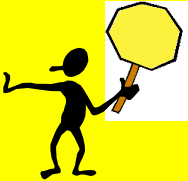

- Consequences for students will be individually based and may involve:-
  - exclusion from class
  - exclusion from yard
  - school suspension (internal or external or a combination of both)
  - withdrawal of privileges.
  - after-school detention
  - Behaviour Management Plan
  - ongoing counselling from appropriate agency for both victim and bully
  - establishment of a student support group.
- Reinforcement of positive behaviours
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour
- Consequences for staff will be individually based and may involve:-
  - counselling
  - a period of monitoring
  - a formal support group
  - disciplinary actions.



*At any stage the school may access outside services to provide intervention and support for students, families and/or staff. These may include, but are not limited to the following:*

- |  |   |
|--|---|
| • Psychologist for psychological and academic assessments, counselling, social skills, etc | • Relevant Departmental support staff such as Psychologist, Social Worker |
| • Speech Pathologist   | • School Nurse  |
| • Visiting Teachers  | • State Schools' Relief   |
| • Child First case workers   |   |
| • DHS Case managers and support workers  |   |
| • Local parent support groups  |   |

The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

<p><i>Outstanding</i></p>		<p>Consistent exemplary behaviour and/or a behaviour which is far beyond what would be expected of a child of the age. Child given a 'Purple Slip' to take and share with PCT. Name on chart outside office.</p>
<p><i>Role Model</i></p>		<p>Child leads by example; consistently well behaved and encourages others (through behaviours exhibited and corrective comments) to do the same.</p>
<p><i>We are proud</i></p>		<p>Child consistently exhibits expected behaviours.</p>

<p><i>Ready to Achieve</i></p>		<p>Everyone starts at this level every day. Expectation that all are ready to learn and follow school and class expectations</p>
<p><i>A reminder</i></p>		<p>Warning given to child that behaviour is in breach of expectation(s). Corrective comment.</p>
<p><i>Time to</i></p>		<p>Behaviour continues. Corrective comment. Child moves to designated area of room to reflect for 5 minutes only.</p>

<i>Think</i>		
<i>Time out</i>		<p>Behaviour continues or escalates. 10 minutes time out in buddy classroom to calm down and reflect. Teacher in classroom provides a space and sends child back to base room when calm but does not reprimand or intervene in issue</p>
<i>Time to Leave</i>		<p>Chld not calming and/or cooperating despite having been through steps outlined above OR Behaviour so extreme it is compromising the safety and wellbeing of self or others</p>

**Appendix 5 – SWPBS CHART**



**Appendix 6:**

**EXTREME BEHAVIOURS AND CONSEQUENCES**

**PRIORITY – HEALTH AND SAFETY (both physical and psychological) OF STAFF, STUDENTS and VISITORS/VOLUNTEERS IN THE SCHOOL**

**Exceptions will be at the discretion of the PCT, SWO and affected staff.**

Exceptions may be made in the following cases:

- provocation by other students
- student disability
- extenuating circumstances

BEHAVIOUR	CONSEQUENCE	RESTITUTION
<p><b><u>Physical Harm to another person</u></b> Deliberate, aggressive punch/kick/bite/hit with an object , or a shove causing harm or injury to a staff member or student</p>	<p>Immediate removal from environment. Investigation by PCT/SWO. <u>Reflection and/or Internal suspension</u> and/or depending on severity: Parent called to collect child from school and <u>Immediate external suspension of 1-5 days</u></p>	<p><u>Written apology</u> (signed by parents) delivered to person with a <u>Verbal apology</u></p>
<p><b><u>Obscenities/Offensive language/Verbal Harassment</u></b></p> <ol style="list-style-type: none"> <li>1. Deliberate use of offensive language directed at or about a staff member</li> <li>2. Offensive language screamed/yelled in class/public area in front of other children and staff with the express purpose of shocking and/or gaining attention of those around</li> <li>3. Deliberate use of offensive language directed at another student with the express purpose of shocking/ intimidating/humiliating that student</li> <li>4. Ongoing and sustained use of offensive language which, whilst not directed or yelled at anyone in particular, causes embarrassment, distress and offence to those around</li> </ol>	<p><b><i>First instance of any of these behaviours:</i></b></p> <ul style="list-style-type: none"> <li>• <u>Immediate removal</u> from environment where this is occurring</li> <li>• <u>Phone call</u> to parents; child explains behaviour</li> <li>• <u>After-School Detention</u></li> <li>• Explanation of consequences should this behaviour reoccur and letter home to parents explaining this</li> </ul> <p><b><i>Second instance</i></b></p> <ul style="list-style-type: none"> <li>• <u>Immediate removal</u> from environment</li> <li>• <u>Phone call to parents</u></li> <li>• <u>Internal Suspension</u> – 1 day (or remainder of day and 1 additional days if after recess)</li> <li>• <u>After-school detention</u></li> </ul>	<p><u>Written apology</u> to those to whom this behaviour occurred signed by parent/ guardian and delivered to that person with a <u>Verbal apology</u></p>

<p><b><u>Provocation/Harassment</u></b>  Examples include: flicking another student on the head; poking; sweeping items off tables; elbowing as passing; deliberate tripping; spitting at another person  Encouraging others to provoke or harass</p>	<p><b><i>First instance of any of these behaviours:</i></b></p> <ul style="list-style-type: none"> <li>• <u>Reminder of School Expectations</u>; referral to matrices</li> </ul> <p><b><i>Second instance</i></b></p> <ul style="list-style-type: none"> <li>• <u>Removal</u> from classroom/yard for remainder of day; parent/carer notified</li> <li>• <u>After school detention</u></li> </ul> <p><b><i>Third instance:</i></b></p> <ul style="list-style-type: none"> <li>• <u>External suspension (1-5 days)</u></li> </ul>	<p><u>Verbal apology</u></p> <p><u>Written apology</u> (signed by parents) delivered to person with a <u>Verbal apology</u></p>
<p><b><u>Threats</u></b></p> <ol style="list-style-type: none"> <li>1. Threatening behaviours such as thrusting fists, kicks and/or picking up of objects and waving/thrusting towards another person with the intent of intimidation and/or physical harm</li> <li>2. Aggressive, violent verbal threats of physical harm directed at a staff member or student regardless of whether the person at whom the threat is aimed is present</li> <li>3. A combination of verbal and physical threats</li> </ol>	<p><b><i>First instance of any of these behaviours:</i></b></p> <ul style="list-style-type: none"> <li>• <u>Immediate removal</u> from environment</li> <li>• <u>Opportunity to calm</u></li> <li>• <u>Phone call to parents</u> – child explains behaviour</li> <li>• <u>Lunchtime reflection</u></li> <li>• <u>After-school detention</u></li> <li>• Depending on Severity of threat: <u>May include a combination of both internal and external suspension for a period up to 5 days</u></li> </ul>	<p><u>Written apology</u> to those to whom this behaviour occurred signed by parent/guardian and delivered to that person with a <u>Verbal apology</u></p>
<p><b><u>Behaviour which endangers others</u></b>  e.g. throwing chairs, upending tables, throwing random objects – may or may not be directed at anyone in particular</p>	<p><b><i>First instance:</i></b></p> <ul style="list-style-type: none"> <li>• <u>Immediate removal</u> from environment</li> <li>• <u>Phone call to parents</u></li> <li>• <u>After-school Detention</u></li> </ul> <p><b><i>Second and subsequent instances</i></b></p> <ul style="list-style-type: none"> <li>• <u>Immediate removal</u> from environment</li> <li>• <u>Phone call to parents</u> – child explains</li> <li>• <u>External suspension</u> – minimum of 1 day (or remainder of day and 1 additional day if after recess) up to 5 days depending on severity of behaviour and previous occurrences</li> </ul>	<p><u>Clean up</u> the area. Return objects to correct places.  <u>Apology</u> to those affected by actions</p>
<p><b><u>Absconding</u></b></p> <ol style="list-style-type: none"> <li>1. Leaving classroom or failing to return to classroom after a break/specialist class but: <ol style="list-style-type: none"> <li>a. returning within 5 minutes</li> <li>b. remaining in sight of a staff member and returning within 10 minutes</li> </ol> </li> </ol>	<p>Make up lost time at recess/lunch either in classroom or office  2<sup>nd</sup> event in a day -  <u>Internal suspension</u> for remainder of day</p> <hr/> <p><u>Loss of recess and lunch</u> for the day (or following day if at lunchtime).  If on return from a specialist class, <u>no specialist sessions for a week</u> (time spent in another classroom)</p>	<p><u>Complete any missed work and complete all work set during suspensions</u></p>

	<p><u>Internal suspension</u> for second incident in one day for remainder of the day and all the following day</p> <p>More than 2 incidents in one day – Parent called; <u>Immediate home</u> and <u>External suspension</u></p>	
c. refusing to return and hiding from staff	<p>Phone call to parents after 10 minutes. Call to Emergency Management if child cannot be located.</p> <p><u>External suspension</u> – 1-5 days</p>	
2. Leaving school grounds	<p><u>Crisis plan enacted</u> – includes calls to Emergency Management and parents. May also include calling Police</p> <p><u>External suspension</u> 1-5 days (should this occur after recess, immediate home and additional days as per suspension)</p>	

<p><b><u>Intentional Damage to property</u></b></p> <ol style="list-style-type: none"> <li>1. Graffiti – general</li> <li>2. Graffiti – obscene, offensive or defamatory</li> <li>3. Damaging own property</li> <li>4. Damaging other students’ property</li> <li>5. Damaging school property</li> </ol>	<p>Dependent on what was done and the level of damage</p> <ul style="list-style-type: none"> <li>• Will include parent notification and <u>After-school detention</u> and/or some level of <u>suspension</u> either internal or external depending on severity of damage</li> </ul>	<p><u>Clean up graffiti</u></p> <p><u>Apology</u> if warranted to people defamed</p> <p><u>Payment or replacement</u> of damaged goods</p> <p><u>Payment for repairs</u></p>
<p><b><u>Theft</u></b></p> <ol style="list-style-type: none"> <li>1. Minor pilfering</li> <li>2. Of another student’s property from student’s bag/locker</li> <li>3. Of teacher/adult property <ol style="list-style-type: none"> <li>a. from open desk</li> <li>b. from drawers</li> <li>c. from a bag/purse</li> </ol> </li> <li>4. Of school property</li> <li>5. From canteen</li> </ol>	<p>Dependent on what was stolen from where and the frequency of theft</p> <ul style="list-style-type: none"> <li>• Minor opportunistic ‘pilfering’ (e.g. taking pencils/textas from another student’s or teacher’s table) – <u>letter home</u></li> <li>• Theft of another student’s item(s)/money from a closed bag or locker; Theft of money or valuables from teacher’s desk or workspace – <u>letter home</u>; <u>After-school Detention</u> and/or <u>Suspension</u> depending on what was stolen and how quickly theft was admitted and item returned</li> <li>• Theft from a bag/purse belonging to an adult- <u>External suspension – 1-5 days</u></li> <li>• Theft of school property with a value greater than \$50; letter home – <u>External suspension – 1-5 days</u></li> </ul>	<p><u>Return or replacement of goods taken</u></p>
<p><b><u>Extortion</u></b></p> <p>Threatening/blackmailing with the express purpose of gaining goods/money from other children</p>	<p><b><i>First instance</i></b></p> <ul style="list-style-type: none"> <li>• <u>Letter Home</u></li> <li>• <u>After-school detention</u></li> </ul>	<p><u>Return or replace money/goods taken</u></p>

	<p><b><i>Second and subsequent instances</i></b></p> <ul style="list-style-type: none"><li>• <u>Suspension</u> – either internal or external of 1-5 days depending on the level of threat and what was demanded/taken</li></ul>	
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**In addition to set consequences the student may also be excluded from extra-curricular events such as incursions, excursions, interschool sports events and camps.**