

Student Engagement and Inclusion Policy

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Woodville Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING WOODVILLE PRIMARY SCHOOL POLICIES AND DOCUMENTS

- Discipline Policy
- Bullying Policy
- Bullying & Harassment Policy
- After-school Detention Policy
- Student Code of Conduct
- Uniform Policy
- Student Dress Code
- Student Absences Procedure
- Cyber Safety/eSmart Policy
- Extreme behaviour and Consequences

POLICY

1. School profile

Woodville Primary School began operations in February 1973. It is situated 30 kilometres west of Melbourne. Our current enrolment is 436 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 49% of students at Woodville are from a non-English speaking background – of these the largest group is Karen. 36.45% of students speak a language other than English at home. Around 4% of students are funded through PSDMS and another 8% have identified disabilities but are not funded. 7.97% students have a disability, and 5.92% have an impairment. Education Support staff, regular SSGs and Individual Education Plans, which recognise and build on individual strengths, support these students. Around 20% of students (other than Prep and Grade 6) move in and out of the school each year. The school also has strong representation from the Koori community. We are proud of our diversity and inclusive school community.

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 six 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, RRRR Curriculum (Rights, Resilience and Respectful Relationships), 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.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

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

- Respect
- Responsibility
- Resilience
- Inclusion, 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 committed to providing a safe, inclusive and engaging learning environment, which maximises outcomes, promotes personal growth and inspires life-long learning.

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

3. 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 below.

Woodville Primary School promotes positive behaviour and inclusion through:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Woodville use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- teachers at Woodville adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Education Support staff, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Team leaders, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Better Buddies
 - You Can Sit With Me
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Universal

- 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, positive behaviour and effort.
- 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, and the Better 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, Bullying and Detention Policies and the Extreme Behaviour and Consequences form.

Targeted

- Each year group has a Team Leader, a senior teacher responsible for their year level, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Connect all Koori students with a KESO (Koori Engagement Support Officer)
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma (Berry Street model)

Individual

Woodville Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan and Safety Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to Child First, Headspace, Drummond Street
- Lookout / Berry Street services
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Child First

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Woodville Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Woodville Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- self-referrals or referrals from peers
- 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 Childhood Intervention Services
- Referrals from agencies such as Child First

Parents may make referrals in addition to any staff member.

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

5. Student behavioural expectations

Woodville Primary School has developed a student code of conduct to outlining your school's approach to behaviour management in a clear and simple way that can be understood by students.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Example School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Team Leader
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Shared behaviour expectations for student, parents/carers and school staff can be found in more detail in **Appendix 3**

6. Engaging with families

Woodville Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

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 Community Working Group (Sub Committee of School Council) 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

7. Evaluation

Woodville Primary School will collect data each year to understand the frequency and types of wellbeing issues experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs. Data will be collected regarding frequency and types of wellbeing issues, to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- Attitudes to School Survey data
- School level report data
- Kids Matter survey
- Parent survey data
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS

FURTHER INFORMATION AND RESOURCES

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>

REVIEW CYCLE

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances. This policy was updated on 26th November 2018 and is scheduled for review in 2019.

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"> • learn in a safe environment without intimidation, bullying (including cyberbullying) or harassment • be treated respectfully by all members of the community • participate fully in the school's programs. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend school regularly • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • 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 • 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 • participate fully in the school's educational program and to attend school regularly • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

RIGHTS AND RESPONSIBILITIES OF PARENTS/CARERS

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

RIGHTS AND RESPONSIBILITIES OF TEACHERS

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

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

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

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"> • Our school will deliver a broad curriculum based on AusVELS. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Behavioural expectations and codes of conduct have been developed for students, staff and parents • 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. • Students and their families will have access to the services provided by the School Chaplain • 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 • 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. 	<ul style="list-style-type: none"> • Koorie Students and students in Out of Home care will have Individual Learning Plans (KELP or IEP) • Refugee and Asylum Seeker students and families will be supported by the EAL teacher and MEA • All students six months or more above or below expected level in any of Literacy or Numeracy will have an Individual Learning Plan • 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 • 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. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies such as The Smith Family, Foundation House etc.

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

Our Staff:

Together we **ACHIEVE**

- ✚ *Have high expectations of themselves and others*
- ✚ *Actively work to support and implement whole school policies, procedures and initiatives*
- ✚ *Are active members of the school community and attend school events where appropriate*
- ✚ *Actively contribute to school and DE&T policies, initiatives and programs*
- ✚ *Work collegiately; share knowledge and provide feedback, expertise and resources with each other actively and regularly*
- ✚ *Give and receive feedback with the express purpose of improving our practice and profession*
- ✚ *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*
- ✚ *Show respect through non-verbal communication – body language, facial expressions and gestures*
- ✚ *Avoid language which belittles or intimidates (such as sarcasm, in-jokes, threats)*
- ✚ *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*
- ✚ *Maintain confidentiality*
Raise issues of concern with the appropriate person and seek support from leadership if the issue cannot be resolved

Together we are **SAFE**

- ✚ *Meet all legal obligations as members of Department of Education and Training (DE&T)*
- ✚ *Complete and implement all OHS and other mandated professional learning in a timely manner*
- ✚ *Model appropriate behaviour and conduct themselves professionally at all times*
- ✚ *Implement DE&T 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
- Speech Pathologist
- Visiting Teachers
- Child First case workers
- DHS Case managers and support workers
- Local parent support groups
- Relevant Departmental support staff such as Psychologist, Social Worker
- School Nurse
- State Schools' Relief

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

APPENDIX 5:

SWPBS CHART

<p>Outstanding</p>		<p>Consistent exemplary behaviour and/or a behaviour that 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>Role Model</p>		<p>Child leads by example; consistently well behaved and encourages others (through behaviours exhibited and corrective comments) to do the same.</p>
<p>We are proud</p>		<p>Child consistently exhibits expected behaviours.</p>
<p>Ready to Achieve</p>		<p>Everyone starts at this level every day. Expectation that all are ready to learn and follow school and class expectations</p>
<p>A reminder</p>		<p>Warning given to child that behaviour is in breach of expectation(s). Corrective comment.</p>
<p>Time to Think</p>		<p>Behaviour continues. Corrective comment. Child moves to designated area of room to reflect for 5 minutes only.</p>
<p>Time out</p>		<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>
<p>Time to Leave</p>		<p>Child 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>

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><u>Physical Harm to another person</u> 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><u>Obscenities/Offensive language/Verbal Harassment</u></p> <ol style="list-style-type: none"> 1. Deliberate use of offensive language directed at or about a staff member 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 3. Deliberate use of offensive language directed at another student with the express purpose of shocking/ intimidating/humiliating that student 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 	<p><i>First instance of any of these behaviours:</i></p> <ul style="list-style-type: none"> • <u>Immediate removal</u> from environment where this is occurring • <u>Phone call</u> to parents; child explains behaviour • <u>After-School Detention</u> • Explanation of consequences should this behaviour reoccur and letter home to parents explaining this <p><i>Second instance</i></p> <ul style="list-style-type: none"> • <u>Immediate removal</u> from environment • <u>Phone call to parents</u> • <u>Internal Suspension</u> – 1 day (or remainder of day and 1 additional days if after recess) • <u>After-school detention</u> 	<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><u>Provocation/Harassment</u> 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><i>First instance of any of these behaviours:</i></p> <ul style="list-style-type: none"> • Reminder of School Expectations; referral to matrices <p><i>Second instance</i></p> <ul style="list-style-type: none"> • <u>Removal</u> from classroom/yard for remainder of day; parent/carer notified • <u>After school detention</u> <p><i>Third instance:</i></p> <ul style="list-style-type: none"> • <u>External suspension (1-5 days)</u> 	<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><u>Threats</u></p> <ol style="list-style-type: none"> 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 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 3. A combination of verbal and physical threats 	<p><i>First instance of any of these behaviours:</i></p> <ul style="list-style-type: none"> • <u>Immediate removal</u> from environment • <u>Opportunity to calm</u> • <u>Phone call to parents</u> – child explains behaviour • <u>Lunchtime reflection</u> • <u>After-school detention</u> • Depending on Severity of threat: <u>May include a combination of both internal and external suspension for a period up to 5 days</u> 	<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><u>Behaviour which endangers others</u> e.g. throwing chairs, upending tables, throwing random objects – may or may not be directed at anyone in particular</p>	<p><i>First instance:</i></p> <ul style="list-style-type: none"> • <u>Immediate removal</u> from environment • <u>Phone call to parents</u> • <u>After-school Detention</u> <p><i>Second and subsequent instances</i></p> <ul style="list-style-type: none"> • <u>Immediate removal</u> from environment • <u>Phone call to parents</u> – child explains • <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 	<p><u>Clean up</u> the area. Return objects to correct places. <u>Apology</u> to those affected by actions</p>
<p><u>Absconding</u></p> <ol style="list-style-type: none"> 1. Leaving classroom or failing to return to classroom after a break/specialist class but: <ol style="list-style-type: none"> a. returning within 5 minutes b. remaining in sight of a staff member and returning within 10 minutes 	<p>Make up lost time at recess/lunch either in classroom or office 2nd 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.</p>	<p><u>Complete any missed work and complete all work set during suspensions</u></p>

	If on return from a specialist class, <u>no specialist sessions for a week</u> (time spent in another classroom) <u>Internal suspension</u> for second incident in one day for remainder of the day and all the following day More than 2 incidents in one day – Parent called; <u>Immediate home</u> and <u>External suspension</u>	
c. refusing to return and hiding from staff	<u>Phone call to parents</u> after 10 minutes. Call to Emergency Management if child cannot be located. <u>External suspension</u> – 1-5 days	
2. Leaving school grounds	<u>Crisis plan enacted</u> – includes calls to Emergency Management and parents. May also include calling Police <u>External suspension</u> 1-5 days (should this occur after recess, immediate home and additional days as per suspension)	

<u>Intentional Damage to property</u> 1. Graffiti – general 2. Graffiti – obscene, offensive or defamatory 3. Damaging own property 4. Damaging other students’ property 5. Damaging school property	Dependent on what was done and the level of damage <ul style="list-style-type: none"> 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 	<u>Clean up graffiti</u> <u>Apology</u> if warranted to people defamed <u>Payment or replacement</u> of damaged goods <u>Payment for repairs</u>
<u>Theft</u> 1. Minor pilfering 2. Of another student’s property from student’s bag/locker 3. Of teacher/adult property <ol style="list-style-type: none"> from open desk from drawers from a bag/purse 4. Of school property 5. From canteen	Dependent on what was stolen from where and the frequency of theft <ul style="list-style-type: none"> Minor opportunistic ‘pilfering’ (e.g. taking pencils/textas from another student’s or teacher’s table) – <u>letter home</u> 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 Theft from a bag/purse belonging to an adult- <u>External suspension – 1-5 days</u> Theft of school property with a value greater than \$50; letter home – <u>External suspension – 1-5 days</u> 	<u>Return or replacement of goods taken</u>
<u>Extortion</u>	<i>First instance</i>	

<p>Threatening/blackmailing with the express purpose of gaining goods/money from other children</p>	<ul style="list-style-type: none"> • <u>Letter Home</u> • <u>After-school detention</u> <p><i>Second and subsequent instances</i></p> <ul style="list-style-type: none"> • <u>Suspension</u> – either internal or external of 1-5 days depending on the level of threat and what was demanded/taken 	<p><u>Return or replace money/goods taken</u></p>
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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.