



Student Engagement Policy

Section 1 - School Profile Statement

Our aim is to create a safe, harmonious and industrious atmosphere at Montrose Primary School. The school, which has been part of Montrose since 1880, is oriented towards the family and works to promote the growth of its members. The school aims to instil within its members a strong sense of community at both a local and global level.

The program of learning and the relationships within the school are designed to develop the intellectual, social, emotional and physical wellbeing of each child. In order to achieve these aims, the school provides frequent opportunities for children to experience success and to increase their self-confidence and self-esteem.

- We feel strongly that school is not simply a place where knowledge is transmitted and skills are taught. Whilst the pursuit of excellence in the academic subjects is emphasised, individual students are encouraged to work, play and grow together at their own pace.
- Montrose PS works to develop the whole child by providing a rich, broad educational experience. This is provided through a vibrant classroom program, an exemplary specialist program and a range of extra-curricular offerings.

An indication of the success or otherwise of a school is the sense of purpose and zest for life that it instils in its students. We anticipate that when it is time for Montrose Primary students to leave this school and launch themselves in post-primary education the children will approach this new challenge with verve, confidence and a good feeling about themselves and what the future has to offer them.

We acknowledge and celebrate individual differences with high expectations that all members of our school community feel safe, valued and connected with learning. Our School Family Occupation Index is approximately 0.4 similar to nearby schools, with approximately 30% of families receiving the Educational Maintenance Allowance. We currently have less than 2%(8) of our students with an Aboriginal or Torres Strait Islander background. We have 2.8%(13) students with a Language Background Other Than English (LBOTE). Our school has 3.2%(15) students who are funded on the Program for Students with Disabilities(PSD). We have 8 students across 6 families where the child/ren fall into the category of Out of Home Care.

The staff consists of a balanced mix of both highly and less experienced staff. We have a high ratio of male staff members compared to other primary settings with approximately a quarter of our classrooms settings with male teachers. Our strong emphasis on literacy and numeracy is supported by a broad spectrum of specialist subjects that encourage and nurture personal growth. Drama, Music, Physical Education, Art and Chinese along with many extra-curricular activities provide a rich educational experience.

The school has high levels of active parental engagement. This is evident through parental involvement in roles such as classroom helper programs, excursions, camps, sporting events, canteen helpers, library assistants, school working bees, Parents' Club and School Council.

Corporal punishment is not permitted at Montrose Primary School.

Section 2 - Whole School Prevention Statement

Montrose Primary School has a strong understanding of and commitment to the importance of student engagement and wellbeing in the development of success for all children in all areas of their development. We value and continually build upon establishing positive and respectful relationships between staff, parents/carers, students and the wider community.

Student engagement (behavioural, emotional & cognitive) and wellbeing are paramount to providing a sound basis for learning. The school takes a pro-active and planned approach to develop student engagement, school connectedness and student well-being.

A Student Wellbeing Professional Learning Team continually review and build upon our approaches to student wellbeing and engagement, which are responsive to the needs of our school community.

Start of Year – Establishing a basis for student engagement and wellbeing

Our targeted “Effective and Engaging Classrooms Program” across the school at the commencement of each year is the foundation of this approach. The program is underpinned by the school’s You Can Do It program. The main focus areas are:

1. The YCDI (You Can Do It) program
2. Developing Ownership
 - Looks at what makes an effective teacher, productive student and the type of classroom students would like, this then leads to the development of agreed upon student and teacher contracts and the sharing of these at meetings where both the Principal and Assistant Principal attend.
 - Class Meetings through which our two class Well-being leaders facilitate the reinforcement of expectations and contracts.
3. Getting to know you and Creating Team activities
 - Cooperative group work, needing to work as a team, finding out about individuals and valuing differences
4. Social Skills: Keeping cool - anger management, bullying, buddies, social problem solving, cyber safety
5. Leadership:
 - Who is a leader and what qualities do leaders have? Appointment of school leadership roles and class roles.
6. Student Health
 - First aid procedures, anaphylaxis/diabetes/asthma awareness, hydration, brain food, sun-smart, and school safety.

Throughout the Year - Supporting student engagement and wellbeing

Cognitive Engagement

- Our school has an underlying belief in the capacity of all students to make progress, given sufficient time and support.
- Individual tracking of student learning enables teachers to cater for the needs of all students and identify those at risk.
- Transitional Teacher Handover sessions take place prior to the commencement of every school year so understanding of the needs of each child is not lost between teachers.
- Teachers differentiate their curriculum to allow for different learning styles and stages of development.
- Support programs are on offer to assist students at risk such as Literacy Support, STA (Speech Therapy Assistance) program, EYKLN(P(Early Years Koori and Literacy and Numeracy Program) Interventions and Integration aide support
- Through the DEECD Student Support Services the school has access to a range of services such as Psychological assessments, Speech Therapy support and assessments, Visiting Teacher service to better understand and support the learning needs of children at risk.
- Students are provided opportunities to be challenged through a range of offerings such as: Australian Math's Competition, Math's Talent Quest, Chess Club, Computer Club, Speech Competitions
- Individual Learning Plans combined with Student Support Group (SSG) meetings are used to cater for:
 - students with academic needs well below or well above those catered for through our differentiation approaches
 - Indigenous/Torres Strait Islander students
 - Out of Home Care Students
 - Students with a disability diagnosis which have not been funded under the Program for Students with Disabilities (PSD).
- Students with a disability who are funded under the PSD have integration aide support with term based SSG and ILPs in line with DEECD PSD expectations.

Behavioural & Emotional Engagement

An extensive range of Student Well-being Programs and supports are on offer:

- DEECD - Student Support Services
Through working closely with our Student Support Services Officer we are able to provide the following services to our students on a needs basis:
 - Guidance Officer/Psychologist
 - Speech Pathologist
 - Social Worker
 - Visiting Teacher service
 - DEECD Indigenous Support Worker

- External Agencies we liaise with regularly to support families/children at risk:
 - DHS(Child Protection) & Police
 - CYMHS (Child Youth Mental Health Services)
 - Child First, Anglicare
 - EMR Options - Student alternative placement settings,
 - Pediatricians, Royal Children's Hospital, Private Psychologists

- School Chaplaincy Program
 - Support is available for all students, following parental consent
 - Chaplaincy is also available for the school community -parents, families and staff and is available 2 days a week.

- School Based well-being programs are arranged through the School Chaplain and Assistant Principal based on the needs of our students. Programs on offer are reviewed annually based on student needs. An example of offerings include:
 - Revved Up – boys anger management program
 - Angel light link – a prevention and education program tailored for our upper primary girls
 - Seasons – Grief and Loss program

- Outsourced well-being programs are used for individual student needs such as:
 - Calm Girls through Connections
 - Kids with Courage through Discovery Church
 - Go For Gold camp programs

- OK Kids Club – a lunchtime program available twice a week to support students from Foundation- Grade 6 who benefit from a guided play program supervised by Integration Aides in a dedicated indoor/outdoor space.

- M&M's Gross Motor program – run twice a week by Integration Aides to support students who experience difficulty with their gross motor skills and their ability to become involved in sport based games in the yard. The program is based on the Perceptual Motor Program with a junior and senior group once a week.

- Puberty Education Program run by Senior School teachers

- Camp Australia - Out of School Hours program for the care of children with extended days

- Student Leadership

The school empowers students through our leadership offerings and our programs reflect our commitment to developing student ownership and voice.

Grade 6 Leaders

 - School Captains – Leaders of the school and school leadership group, they must represent School Values and Leadership qualities.
 - M.A.D Team – Leaders who work to undertake activities throughout the year to support the school values and to Make A Difference at both a school and wider community level. e.g. Montrose Church of Christ Morning Tea & sing-along sessions
 - House Captains – Leaders of each of the House teams. Represent the house teams at assemblies and assist in any house activities in the school.

- YCDI Leaders– Promotion of the YCDI pillars of success
- Bin Monitors

Grade 4, 5 & 6 - Buddy Program Leaders

- Students are buddied by class teachers to set up a supportive mentoring/buddy system. Prep & Grade 5, Grade 1 and Grade 6 students are paired - this allows a 2 year program of support with familiar faces.
- A selection of Grade 4 students begin to work with Kinder students in preparation of the upcoming buddy program.

Whole School Leadership Opportunities

- Well-being leaders – 2 students from every class are responsible for running class meetings weekly and recording in their class meeting booklet notes. The classes have an anonymous compliments and worry box which provide discussion points for the meetings. At Level class meetings the Wellbeing leaders have a forum to share. The Principal/Assistant Principal also liaise with the Wellbeing leaders throughout the year.
 - Inspirations - Environmental monitors to represent each grade within the school. Involved in Sustainability activities in the school and leading their own class to be environmentally aware while at school (monitoring rubbish in lunch boxes, compost, recycling)
 - JSC: Junior School Council – 2 representatives to represent the voice of their class at JSC meetings. Leaders in initiating change within the school. Need to be able to hold class meetings, communicate information effectively to the Junior School Council and to their own class. Nominated within the classroom by their peers.
 - Classroom Based Leadership Roles
- Enrichment and extension opportunity programmes
 - Chess Club
 - Swimming Carnival and Athletics Carnival (annual events)
 - Sporting programs – swimming, VELS level sport/recreation sessions
 - Choir
 - Whole School Production (bi-annual)
 - Whole School Student Art Show (bi-annual)
 - Maths Talent Quest
 - Australian Maths Competition
 - Attendance
 - Student absences are followed up by phoning families on the day of absence where possible.
 - Parents are reminded of notifying the school about any planned absences through use of a range of communications: email, phone message, note
 - Absences are followed up promptly so families take a greater responsibility for communicating with the school.
 - Teachers make comment on reports regarding the detrimental effect that absence and late arrivals have on a child's learning.
 - Teachers make arrangements to meet with the families of children who have poor attendance and put supports, strategies in place to improve attendance.

Through the attitudes to school survey, staff survey and parent opinion survey Montrose Primary School has direct feedback on expectations and understandings of all members of the community and uses this feedback to fine tune policy and process on an ongoing basis.

Section 3 - Rights and Responsibilities

Montrose Primary School is proud of the strategies in place to provide a safe and inclusive school. The school community is well connected with numerous opportunities for all members to feel welcome, supported and involved. The school community works collaboratively to build a 'culture' where human rights and relationships are respected, and in doing so, the diversity of staff and students are respected. Every student and staff member of the school is encouraged to achieve their potential.

The school sees student, staff and family wellbeing as paramount to success. Programs, policies and management strategies all reflect this direction. It is evident in the following approaches:

Whole-school Approach

Students' and teachers' expectations of each other and the learning environment are developed collaboratively into teacher and student class contracts. These are shared across levels and with the Principal and Assistant Principal at the culmination of our Effective and Engaging Classroom Program. These contracts along with the YCDI program form the basis of expectations for the year. Contracts are regularly referred to through Class Meeting opportunities and re-visited as part of social problem solving situations.

Effective Behaviour Management

Behaviour management in the school is pro-active with a focus on prevention and early intervention strategies alongside informed understandings of each child and their needs. Behavioural incidents are managed with consideration of the student's individual needs, family setting and current supports/strategies in place. Where a child has ongoing behavioural difficulties a Student Management Plan is developed outlining both school based and external agency involvement.

Timely, consistent and staged warning systems/consequences are used to assist children to re-direct their behavior back in-line with agreed upon expectations.

The school and home partnership is paramount in supporting children who are experiencing behavioural challenges, with the school working closely with families to understand a child's needs and developing a united and consistent approach to supporting the child. A range of strategies, supports and behaviour/learning plans are utilised to support the monitoring of children at risk. Positive incentives are used at an individual and class level, linked in with our class contracts and our whole school YCDI culture. The teaching of social skills is embedded in our daily programs and our weekly Class Meetings. Our Effective and Engaging Classrooms program promotes a collective response to values, classroom behaviour and positive peer relationships.

Teachers are actively involved in playground supervision, interacting with the children in the yard. Teachers are easily identified through the wearing of fluorescent vests and children are reminded and encouraged to access yard duty staff when support is needed in the yard. A range of supervised and scaffolded lunch time programs are on offer to support students who experience difficulty with the extended break. Students funded for behavioural purposes have integration aide support in the yard on a needs basis. Discussions between yard duty teachers and a student's class teacher/Principal class staff member take place following playground incidents. Regular staff briefings

provide awareness of students who are needing support or close monitoring in the yard. The emphasis is always on positive student communication and providing prevention rather than intervention strategies. A social skills program supports targeted students in play.

Positive Approach to Diversity

Montrose Primary School has students with a range of diverse needs and backgrounds. Inclusiveness and acceptance of differences is an expectation of all students. Our You Can Do It keys and habits of the mind Getting Along – Being tolerant of others and Confidence – accepting myself are key to these expectations.

Positive Student–Student Relationships

Montrose Primary school is a medium sized school providing our students with many opportunities to engage with other students and their families. Students from different year levels mix at school, on weekends and holidays. Peer interaction and support opportunities occur regularly and are a valued part of the whole school culture. Examples of this include: our Buddy Programs, Student leadership opportunities, House Based multi-age sporting events, choir, multi-age whole school special events such as cultural day and literacy week celebrations. Students look after each other as a matter of course, and older students care for younger students. Students work in cooperative groups that are constantly re-organised to maximise every child's connections with other students.

Guiding Principles

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

Equal Opportunity

The Equal Opportunity Act 1995 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.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race

- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

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.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

The Disability Standards for Education 2005

The standards 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.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

What is Bullying?

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Types of bullying behaviour

- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination including racial discrimination** - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

What is Cyberbullying?

Cyberbullying is bullying that is carried out through the internet or mobile phones. Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools.

Types of cyberbullying

- **pranking** - repeated hang ups, anonymous, mocking or threatening phone calls.
- **image sharing** - forwarding or sharing unflattering or private images without permission.
- **sexually explicit images** - people of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
- **text and email** - sending insulting or threatening text messages or emails.
- **personal online information** - publishing online someone's private, personal or embarrassing information without permission, or spreading rumors online.
- **identity theft** - assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
- **hate sites** - creating hate sites or implementing social exclusion campaigns on social networking sites.

Other types of cyberbullying

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

Bullying Roles

It is important to recognise bullying behaviours and make it clear they are unacceptable, but it is also important to try not to label students as 'a bully'.

Bullying is NOT acceptable

Most students don't want bullying to occur but often don't know what to do about it. It's important that all forms of bullying are taken seriously and that schools, parents and students work together to ensure that everyone understands that bullying is not acceptable - ever.

Note: Further information about Bullying and Cyberbullying can be sourced from the school's "**Bullying and Harassment Prevention Policy**".

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition• participate fully in the school's educational program	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• participate fully in the school's educational program and to attend regularly.• actively engage in the development of class contracts and commit to the agreed upon expectations• use regular class meetings as a tool for social problem solving and raising any worries.• 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• will contribute to an engaging educational experience for themselves and other students.• as students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.• report any incident of bullying, cyberbullying or harassment to a teacher immediately.• use taught strategies for managing playground difficulties and being pro-active to resolve problems.• own their behaviours and understand and take responsibility for the positive and negative consequences of their actions.

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 safe 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 modeling positive behaviours.• ensure their child's regular attendance• engage in regular and constructive communication with school staff regarding their child's learning and wellbeing.• notify the school of any change to family setting or other matters that have a direct impact on the child's wellbeing and learning.• provide the school in a timely fashion the most current legal documents that are relevant to the school's responsibility for your child, such as Intervention Orders and Court orders.• support the school in maintaining a safe and respectful learning environment for all students.• promote positive behaviours that are in line with the Student Engagement Policy and Bullying & Harassment Prevention Policy• support and promote the Schools YCDI keys to success of Resilience, Getting Along, Organisation, Confidence and Persistence.• engage in the parent/teacher information gathering and reporting opportunities to better support their child's progress.• report any incident of bullying, cyberbullying or harassment, that comes to their attention, which occurred during the school day or on the way to/from school. This should be done in a timely period and reported to a member of the school leadership team.• report incidents directly to a member of the school leadership team in a confidential manner and not approach or engage other children directly.• report cyberbullying which occurs outside of school to a member of the School Leadership Team.

Rights and Responsibilities of Teachers/School Staff

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 cooperative 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">• behave inline with the Australian Institute of Teaching and School Leadership (AITSL) - Professional Standards for Teachers/Principals commensurate with level of expertise.• fairly, reasonably and consistently, implement the Student Engagement policy• be aware of the Bullying and Harassment Prevention Policy and behave/act in a manner which supports this responding professionally to any incidents that present.• ensure that any incidents of bullying, cyberbullying and harassment are treated seriously inline with the Bullying and Harassment Prevention Policy• undertake professional development periodically to keep informed of current issues/strategies for dealing with bullying/cyberbullying/harassment• be aware of all school policies that outline elements such as: duty of care, camp/excursion/incursion policies and first aid policies.

Section 4 - Shared Expectations – School, Parents/Carers & Students

The school's values are based around the YCDI program with keys to success of Getting Along, Confidence, Organisation and Persistence underpinned by Resilience. The habits of the mind that support these keys are taught to students and become part of their daily focus.

Montrose Primary School has shared high expectations for the whole school community which are developed through elements such as the:

- School vision statement
- Roles and Responsibilities outlined in Section 3 of this Student Engagement Policy
- School policies which are shared with the school community through a number of avenues and have community input as required. All school policies are approved through a community elected School Council.
- YCDI student and staff leaders who regularly promote the basis of our school expectations through assembly presentations, Effective and Engaging Classrooms program and Whole School recognition systems for students who display the YCDI keys to success in their daily school practices.
- Jointly negotiated, owned and implemented class contracts which are shared across the school.
- Class Meetings and the use of wellbeing leaders in each class setting allow for the regular re-visiting of expectations.

Montrose Primary School has a developed sense of community by valuing and encouraging the contributions of the whole school community. Community encompasses the students and their families and staff. We are committed to maintaining a strong home/school partnerships.

Community events and involvement is extensive and through these shared expectations are displayed, promoted and part of community based interactions. Examples of events and community involvement include:

- School Council, Parents Club, Canteen, Uniform Shop, Head lice monitoring team,
- Classroom helpers, excursion and camp assistance
- Sport events - Interschool sport, Hooptime with roles in coaching, umpiring etc.
- Major school events: Twilight Fair, Christmas Carols, Swimming/Athletics Carnivals

The foundations of our school are based on the development of positive relationships between all members of the learning community. We provide a learning environment that is safe, supportive, caring and sets high expectations. An environment that empowers students to take responsibility for their behaviour and learning.

The Principal Class is responsible to:

- Provide positive leadership throughout the whole community
- Ensure, wherever possible, the school community has the necessary resources and equipment to assist them in the process of learning and teaching
- Ensure all teaching practices are inclusive
- Make accessible educational provision for all students
- Create opportunities for real partnerships between parents/carers and school staff
- Ensure that all members of the community understand their roles and expectations

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Section 5 - School Actions and Consequences

School procedures for responding to inappropriate student behavior including mutual conflict, disagreement, bullying, cyber bullying and harassment are set out below. In catering for diversity, equal opportunity, disability and human rights in order to provide an inclusive and safe environment, the school takes time to consider each incident in light of a range of individual student factors.

All instances involving inappropriate student behaviour will take into consideration a range of factors:

- understanding of the student and family background
- understanding of the student's needs
- awareness of any disability that the student has
- current supports and strategies in place for the student
- student/family involvement with any external agencies,

these factors are important when stepping through the staged responses below.

Timeliness of Consequences

Consequences for inappropriate behavior are to be undertaken as close in time to the incident as possible. This allows for the child's reflection of the behavior to be timely, providing opportunity for the child to take responsibility for their actions and allowing the child to move on with correcting their behavior as soon as possible. As a result parents may find out about medium level inappropriate behaviours after the consequence. High level inappropriate behaviours will have consequences occur after feedback to families.

Level 1- Low level inappropriate behavior

In the classroom:

Teachers have class contracts and class meetings to manage and re-direct misbehavior.

Teachers make use of a **3-staged classroom warning system** (represented in numerous forms such as traffic lights, apples, strike systems (X) providing a visual and verbal method for students to monitor and correct behavior, which looks like:

Warning	Represented by:	Action & Consequence
1st	Student name on green apple Student name on green traffic light 1st Strike - Name on board	Verbal warning with explanation of expected behavior in line with class contract.
2nd	Student name on orange apple/traffic light 2nd strike – X next to name on board	Reminder of expected behavior Student may be moved to a different location in the room where appropriate to lesson
3rd	Student name on RED apple/traffic light 3rd strike – X next to name on board	Student removed to another classroom for 10 minutes time out.

Also includes bullying or harassment incidents that are minor or a first time occurrence, where teachers may elect to use one or more anti-bullying practices (particularly suited to younger students where behaviours are still being developed):

- private conference with student/s involved
- notification to parent/carer of behaviour and working collectively to re-direct students behaviour in line with expectations
- stopping the bullying/re-statement of class contract/anti-bullying expectations and seriousness of behaviour to student/group
- use of staged warning system
- use of class meeting times to revisit expectations and undertake social problem solving activities

In the playground:

Students are educated and regularly reminded to direct any playground matters to teachers on yard duty, who are easily sighted in fluorescent vests and in a central location within the yard duty area.

Inappropriate behaviour is reported to the yard duty teacher by a student, or the yard duty teacher observes the inappropriate behavior themselves approaching the student/s involved

The expected behavior is explained by the yard duty teacher. The problem is discussed with the yard duty teacher and deemed as a mutual conflict or minor/initial case of bullying. The teacher works

with the students to come up with a solution to the problem without removal from yard. The student/s may be asked to sit out of play for some time out and/or may require the students to make other play arrangement for the remainder of the break with different students and/or activity. The teacher is able to manage the correction of behaviour without further follow up required.

At Level 1 no report is needed in the e-Smart Behaviour Tracking System.

Level 2 - Medium level inappropriate behaviour

In the classroom:

Continuing on from the 3-staged classroom warning system the final stage after return from TIME OUT in another classroom would look like this if behavior does not change and then becomes a Level 2 status:

Failure to change behavior following Time Out in another classroom.	Verbal instruction from teacher for student to be accompanied by another student / integration-aide to the office.	Student sent to office to see Principal/Assistant Principal with accompanying note or phone call across explaining situation. <i>Report required in the e-Smart Behaviour Tracking System.</i>
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Inappropriate behavior in the classroom, which steps immediately outside the **3-staged classroom warning system** parameters, for example (not an exhaustive list):

- physical harm to another child
- damage to classroom property or deliberately using classroom furniture/equipment in a manner that is dangerous
- refusal to follow the instruction of a teacher resulting in the group/individual or teacher being placed in an unsafe situation
- bullying, cyberbullying, harassment behaviour toward another student/s or teacher that is not of a minor level and is not a 1st time event.

In the playground:

Students are educated and regularly reminded to direct any playground matters to teachers on yard duty, who are easily sighted in fluorescent vests and in a central location within the yard duty area.

Inappropriate behaviour is reported to the yard duty teacher by a student, or the yard duty teacher observes the inappropriate behavior themselves approaching the student/s involved

The expected behavior is explained by the yard duty teacher; with explanation of why the student/s' behaviour is not appropriate. The problem is discussed and the yard duty teacher identifies the students involved and sends them to the office for the incident to be followed up with by the Principal/Assistant Principal.

Examples of medium-level playground inappropriate behaviour presents like (not an exhaustive list):

- physical conflict between students
- significant bullying, cyberbullying harassment behaviour toward another student/s such as:
 - physical altercations where an imbalance of power is evident
 - filming, photographing another student while they are at play
 - emotional abuse, defamation of another's character
- misusing equipment or school property in an inappropriate and/or unsafe manner such as:
 - climbing on toilet seats and throwing toilet paper around the toilets
 - in frustration deliberately throwing a cricket bat/wickets at a student
 - using a skipping rope to tie up another student against their will
 - climbing on the top of cricket nets

At Level 2 all incidents are reported in the e-Smart Behaviour Tracking System.

All Level 2 incidents are referred to one or more of the following staff members: Principal, Assistant Principal, Leading Teacher or Chaplain, depending on the matter and timing. The follow up of the incident involves:

- discussion with a number of students involved, from a range of roles (bystander, victim, bully) to ascertain as close to as possible an accurate account of the incident.
- conducting a conferencing session with the students involved outlining the summary of the incident from all perspectives
- consequences are then put in place relative to each students involvement.
- Supported conferencing between the victim, bully
- supports and strategies perpetrator and "target"
- providing discussion/mentoring of different social and emotional learning competencies including structured learning activities
- are also put in place as needed, such as:
- meeting with the student/class teacher to develop a behaviour contract

Consequences for Level 1 & Level 2 will be inline with the severity of the inappropriate behaviour and may include:

- picking up rubbish at lunch time
- supervised play
- time out from a preferred activity
- writing a letter to parents (requiring a signature and return) about the incident and having to present it at home that night for family discussion
- detention (notified to parents via phone where incident is more significant and requiring follow up at home in addition to the school consequence)
- supports in place around social/emotional needs where required

Level 3 – High level inappropriate behaviour

For ‘at risk’ students (many risk factors, few protective factors) whose bullying, cyber bullying or harassing behaviour is of high levels and for other non-at risk students whose bullying, cyber bullying or harassing and other aggressive behaviour is resistant to change. Some of the students in this category may be funded under the Program for Students with disability under categories such as Severe Behaviour and Autism, with term based Student Support Group meetings, external professionals/groups involved and Individualised Learning & Behaviour plans in place.

These students generally have ongoing interventions and parental involvement. Strategies include but are not limited to:

- involving and supporting the parents/carers,
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- individual behaviour plans developed by the class teacher/Assistant Principal in consultation with the student and parents/carers
- playground supports and plans
- Chaplaincy support
- school based support programs provided through the Integration Program: Social Skills program, OK Kids Club, STA, M&Ms (Gross Motor Program)
- ILP and Learning Plans, academic support such as STA and Literacy support
- support programs both school based e.g Revved Up Boys Program
- support programs sourced externally e.g. Connections Calm Girls group
- mentors within the school setting e.g a staff member, Kids Hope Mentor
- external agencies to support student and family e.g. Child First, Anglicare
- develop the student’s inner social and emotional strengths

At Level 3 all incidents are reported in the e-Smart Behaviour Tracking System.

Level 4 - Severe level inappropriate behaviour

These students have ongoing interventions and often have involvement from external agencies to support the child and in many instances the family unit. Some of the students in this category may be funded under the Program for Students with disability under categories such as Severe Behaviour and Autism, with term based Student Support Group meetings, external professionals/groups involved and Individualised Learning & Behaviour plans in place.

Many strategies from the High level inappropriate behaviour category have been trialed and may continue to be in place. Interventions and consequences for this level are responsive to often dynamically changing student/family needs.

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing are referred to outside agencies for evaluation. A combination of the school Principal/ Assistant Principal/ Chaplain/Class teacher liaise closely with

the community agencies and organisations that can offer more intensive services to the student and student's family.

Redirection of aide support for difficult periods of time is undertaken to provide a safer setting for all students.

At Level 4 all incidents are reported in the e-Smart Behaviour Tracking System.

Note: The school may choose, if bullying, cyber-bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the 'Student Engagement Policy Guidelines' (DEECD) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.

Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
(Where appropriate, parents/carers should be informed of such withdrawals.)
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Attendance Problems

Irregular attendance will be responded to through a the use of a range of strategies involving:

- promotion of the importance of attendance for a child's learning and wellbeing
- ensuring parents are accountable for notifying the school with reasons for their child's absence
- noting a student's attendance in the reports twice a year, with positive feedback for families providing high level attendance and for families where attendance is problematic providing warnings of the detrimental effect late arrivals and non-attendance have on a child's learning and wellbeing
- meetings with families to explore reasons for late attendance and absences and development of an Attendance Plan
- use of a range of strategies to support families with successful attendance such as reward charts, morning routines, visual morning timetables, regular contact with family
- referral to external agencies, when all school based efforts do not change habits, such as Child First, DEECD Koori Support worker

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
School Accountability and Improvement Framework	https://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/aifguidelines3.pdf
AITSL - Australian Institute for Teaching and School Leadership	www.aitsl.edu.au
Bullying	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx (Bullying definitions) http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/roles.aspx (Bullying Roles) http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/impact.aspx (Impact of Bullying)
Cyberbullying	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberbullying.aspx
Charter of Human Rights	http://www.education.vic.gov.au/school/principals/management/Pages/multirightchar t.aspx http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/
Equal Opportunity Act	http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/legislativerequirements.aspx
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/department/legislation/pages/act2006.aspx
Victorian Institute of Teaching	http://www.vit.vic.edu.au/Pages/default.aspx

Responsibility: Principal, Assistant Principal, Student Well-being PLT

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