

Exford Primary School

Student Engagement and Inclusion Policy



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

October 2019

Principal:

Ms Lisa Campo

School Council President:

Mrs Jackie Mc Donald

Ratified at School Council on

Table of Contents

1. School Profile	3
2. School Values, Philosophy and Purpose	3
3. Guiding Principles	4
4. Engagement Strategies	5
5. Attendance Strategy	6
6. Identifying Students In Needs Of Extra Support	7
7. Engaging With Families	7
8. Statement of Responsibilities and Behaviours (including Consequences)	8
9. Evaluation	9
10. Appendices and Related Policies	10
<u>Appendix 1:</u> Statement of Rights and Responsibilities	11
<u>Appendix 2:</u> Student Engagement Strategies	12
<u>Appendix 3:</u> Behaviour expectations	13
<u>Appendix 4:</u> Staged response to behaviour issues	14
<u>Appendix 5:</u> Process for responding to breaches of Behaviour Expectations	15
<u>Appendix 6:</u> Exford PS - Actions and Consequences	17
<u>Appendix 6:</u> Exford PS - Behaviour sheets - Prep - Year 6	21

1. Exford Primary School - School Profile

Established in 1902, Exford Primary School has always been a small school in a semi-rural setting. Exford PS is very well known for its academic standards and its protective practices for nurturing students' personal development. Since 2012, the enrolments have increased rapidly, with the school numbers more than tripling: 2008 enrolments were 93 students compared with the 2019 enrolments at 464 students. We have strong community involvement, with students, parents and staff alike being very committed to being at Exford. Some of our students travel from the wider Melton area: the majority of our families come from the local Exford, Eynesbury, Weir Views and Strathtulloh areas. Since May 2013, our school can accept enrolments only from our local neighbourhood area.

Our school setting is very attractive and we practise environmental sustainability daily: our gardens are planted and cared for by our students and with strong community commitment to caring for our school environment. We are totally dependent on rain tank water and we operate our own treatment plants, the by-products are then recycled into the gardens, keeping us green all year round and providing a lovely setting for our children and our community.

When asked, our parent community identify the strong emphasis on not only academic achievement, but also on courtesy, values, student resilience and personal / interpersonal learning fostered by our programs as being important reasons for selecting Exford as the school for their children.

In October 2014, we have 327 students and 37 staff, including a Speech Pathologist who attends one day per week.

2. School Values, Philosophy And Purpose

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

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

Our Philosophy:

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

Our Purpose:

At Exford PS, students are supported to achieve their personal best academically, socially and emotionally. Students are encouraged to become courteous, self-managing, resilient and independent young people who have a sense of social responsibility and who are effectively prepared for life in an ever-changing world.

Our Values and Qualities:

These values are at the core of the Exford community - for our students, staff and our parents and families.

We place great emphasis on **everyone** at Exford, students, staff and our community, treating everyone else with courtesy and respect and we have high expectations in relation to behaviour and how we respond to different situations. We help the children to develop social and communication skills which help them to deal with a range of situations they will encounter. We, as the adults in our community (staff and parents), need to set the best example possible for our students in all our daily interactions.

Our school values are clearly articulated and used in our conversations with our children in all contexts. Our Student of the Week certificates are awarded for one of these values and the 'Budsies' were designed by students in a school-wide competition to design our Values Super-heroes. We award 'Gotchas' to students in connection to the Values and the children can trade their Gotchas for a prize or experience (e.g. lunch with the staff member of their choice).



Our community works together to support our students to demonstrate these values in their daily interactions:

1. **Respect - To earn respect we must show it to others.**

You can help others to respect you by:

- Being fair, honest, caring, empathic and co-operative
- Treating all people with respect (students, staff and parents)
- Supporting your friends
- Not accepting or being involved in bullying behaviour - tell an adult if you see unacceptable behaviour

2. **Kindness- Kindness means sharing care and empathy towards all members of the school community**

When people practise being kind, they:

- Listen.
- Encourage.
- Are Helpful.
- Use Manners.
- Are Mindful.

3. **Personal Best - To always do the best that you can do - in your learning, your friendships, your manners and your behaviour.**

You must always strive to be the best you can be:

- Strive to do your best learning
- Always treat others using your best manners and behaviour
 - Be the best you can be all the time.
 - Always display a positive attitude
 - We strive to be better than yesterday

Exford Primary **TEACHES POSITIVE BEHAVIOUR**

- We explicitly teach positive behaviours
- We recognise that learning social skills and positive behaviours is a process that everyone moves through at a different pace
- Inappropriate behaviours are seen as social learning errors and learning opportunities are provided to help teach the expected behaviours

Exford Primary is **POSITIVE**

- We acknowledge positive behaviour wherever we see it
- We use a variety of praise methods
- We aim for 6:1 positive : corrective interactions with students

Exford Primary is **CONSISTENT**

- We have a clear set of behaviour expectations built around our values
- Expected behaviours are known and understood by all of the school community
- We have a common language
- We have a consistent message across the whole school

3. **Guiding Principles:**

- The school collaboratively develops and implements a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum includes pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and to build a culture of learning, community and engagement.
- The school promotes active student participation and provide students with a sense of ownership of their environment.
- The school supports families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school establishes social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school has processes in place to identify and respond to individual students who require additional assistance and support.
- The school builds strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

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

4. Engagement Strategies

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.

Exford Primary School has a commitment to providing the smallest class sizes as possible, as a nurturing factor for our children's development - in their learning and with their personal growth and wellbeing. Our use of staff addresses student learning and also means that we have many 'significant adults' in place for our students from a wellbeing perspective. We have a commitment to a documented whole school approach to how we relate to each other, the courtesies we use and how we monitor the wellbeing of our students. We actively promote treating each other with kindness and respect and students are recognised for their behaviour.

Our purpose, as identified in our **School Strategic Plan (2017-2020)**, is: our focus is on supporting the complete development of our children: their academic success and the development of positive interpersonal and relationship skills, with a real emphasis on displaying manners and courtesies.

At Exford PS, we are united in our expectations that we all display our school values - we have a saying, 'In everything we SAY and everything we DO, we need to show Kindness, Respect and to always do our Personal Best. A matrix of behaviours and school contexts has been developed and displayed around the school to inform and remind all community members of our expectations of each other.

To support our school purpose the school has recently implemented the School Wide Positive Behaviour Program (SWPB). The aim of SWPBS at Exford Primary is to implement a consistent, evidence-based framework for preventing and responding to student behaviour. This is a whole school approach that will further strengthen our positive, calm and safe learning environment so that all students are able to maximise their academic and social growth.

All staff members share in the 'Primary Welfare Officer' role, and we work together to monitor students' learning, attendance, social and interpersonal development. In addition to our attentive staff, the school hires a private Speech Pathologist and we also have access to the DEECD provided Psychologist. Close communication with parents is achieved through formal and informal methods. Our school aims to promote feelings of engagement and connectedness through involving the students and their families in a range of activities; such as weekly 'Sharing Assemblies', and whole school projects, such as tree planting. Students are involved in Junior School Council activities and fundraisers. We have regular special events days - 'Funky Feet' Walkathon, 'Loud Shirt Day', whole school excursions, our annual Exford Family Picnic, Easter Bonnet and other dress-up parades, family visits to school (e.g. Grandparents' Day and open classroom days) and twice yearly Book Fairs. Parents also help in our classrooms, the Library, the Canteen and many do jobs around the school which demonstrates our community's pride in our school's appearance.

We have identified that students moving into our school, as well as those moving into secondary settings require a strong Transition program, in order to make students and their families feel comfortable within and connected to our school. We offer a four-visit program through Term 4 to support the students enrolled for the beginning of the following year. Students transferring in during the year are invited to come and spend some time in their new classroom prior to beginning at Exford.

These composite and inclusive activities support our school to have a real community feel; it is a protective and caring environment which our staff, our students and their families value strongly.

Our School Strategic Plan lists our goal in the area of Student Engagement and Wellbeing:

To improve student and family engagement throughout Prep to Year 6 as the school community continues to grow.

The implementation strategies for achieving this very important goal are to:

- Embed authentic and purposeful content across relevant Victorian Curriculum domains to encourage student motivation
- Support student engagement and connectedness through increased school attendance and consistent behaviour management practices
- School Values program supports students in their development of personal and interpersonal skills and strengths
- Buddy classes supports students to make friendships across the classes and year levels
- Adopt innovative use of ICTs to support and drive learning by strengthening teaching and learning practices in ICT and to enhance student motivation and engagement and as a tool for learning.

5. Attendance Strategy

Schooling is compulsory for children and young people aged from 6 - 17 years unless an exemption from attendance has been granted. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

At Exford, we encourage our students to attend school daily and strive to provide strong pastoral care of our students, supporting their academic growth and their social and emotional resilience and wellbeing.

- Our students are encouraged to enter the classroom at 8:50 am every morning as a settling and organisational routine.
 - Late arrivals are unsettling not only for the child, but also for the other children.
- Morning routines are welcoming and support our students to feel connected and valued
- Opportunities to share events, experiences, pets and birthdays are an important way to connect the students to their classmates and their teacher / staff.
- Teachers need to formally mark the students' attendance twice daily, using eCases.
 - Teachers are expected to monitor students' presence in the classroom throughout the day
 - Specialist teaching staff are expected to monitor student attendance also
- On the first day of any absence (if no contact has been made by parents), the classroom teacher is expected to make contact with the family to ascertain the child's health and expected return date.
 - Any ongoing or long term health issues should be communicated to the Principal class staff
- Parents are asked to ensure students attend school daily and arrive punctually every day
 - If students are unwell, home is the best place for them
 - School staff can support the administering of medicines (e.g. antibiotics, ongoing Asthma or Hayfever conditions) at school
 - Parents are asked to notify the school on the day of absence about any absence for their child using our school app, 'FlexiBuzz', including signing the absence note. Parents may be asked to provide a medical certificate.
 - Students should not exceed 5 full days of absence in a school year (not including illness days or days with a certificate).
- Parents are asked not to make medical or other appointments in school hours, wherever possible.

- Parents are asked to support their students to attend the full day of school - 8:50 am - 3:30 pm
 - Students should not be withdrawn early from school for other activities (e.g. swimming lessons)
- Parents are asked to book holidays in school holiday times wherever possible
 - Please see your child's teacher at least 2-3 weeks prior to any prolonged absence from school to arrange for a learning plan to be developed for your child and activities to complete while they are away.
 - Students may be asked to present their learning tasks, particularly travel journals, to their classmates.
- Students with more than 5 days unapproved (by the Principal) absence will require a learning plan to be developed together by the family and the school to prevent further absences.
 - These are not valid reasons for an absence - students staying home on their birthdays or to go shopping etc
 - Continued absences may be referred to a School Attendance Office for further action.
- Focus on attendance in the school report
 - The students' number of days absent are listed at both Semester 1 and 2
 - The following table is included in the report:

THE IMPORTANCE OF STUDENT ATTENDANCE

- **If your child has missed 5 days or less this semester**
- This will support your child to achieve their best at school – academically and personally.
- **If your child has missed more than 10 days this semester**
- The amount of time your child is missing will impact on their learning and their friendships.
- **If your child has missed more than 15 days this semester**
- Your child is missing so much time from school that it will be extremely difficult for them to keep up with their learning and their friendships.

6. Identifying Students In Need Of Extra Support

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers (in their Primary Welfare role)
- Student Mapping Tool
- Engagement with student families
- Student Progress Analysis tool and other like assessment tools (Fountas and Pinnell, Essential assessments)- to identify and analyse student learning needs
- Student Support Group meetings for students who receive funding under the Program Students with Disabilities or who are in the care of Department of Human Services.
- Reports given by School Nursing Service.
- Develop an Individual Learning Plan to support the student's needs (academic or wellbeing)
- Regular contact between the school and home to support the student's needs
- Provide additional school supports (e.g. Reading Recovery program)
- Further assess the learning needs of the student (e.g. referral to Student Service Support Officers - cognitive and language assessments)

7. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school 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.

Exford Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

8. Statement of Responsibilities and Expected Behaviours

As Principals and School Leaders, we will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As Teachers and All Non-Teaching Staff, we will:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

As Parents, we will:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

As Students, we will:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

As Community Members, we will:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

The Department Of Education and Early Childhood Development will:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

Consequences For Not Supporting the Statement Of Responsibilities and Expected Behaviours

Unreasonable Behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- Is rude, aggressive or harasses others
- Sends rude, confronting or threatening letters, emails or text messages
- Is manipulative or threatening
- Speaks in an aggressive tone, either in person or over the telephone
- Makes sexist, racist or derogatory comments
- Inappropriately uses social media as a forum to raise concerns/make complaints against the school
- Is physically intimidating, e.g. standing very close.

Consequences

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- Utilising mediation and counselling services
- Alternative communication strategies being applied
- Formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- An intervention order being sought
- Informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

9. Evaluation

Data collection and analysis

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

Some of sources of data used are:

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

Review of this policy

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

10. Appendices

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

Appendix 6: Exford PS - Actions and Consequences

Appendix 7: Exford PS - Behaviour Reflection sheets

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

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

Appendix 1:

STATEMENT OF RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

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

Appendix 2:

Student Engagement Strategies

Universal strategies - which support all students

- Our school will deliver a broad curriculum.
- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
- Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.
- All students will have the opportunity to participate in a social and emotional learning curriculum program which focuses on our school values and fosters interpersonal development.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council.

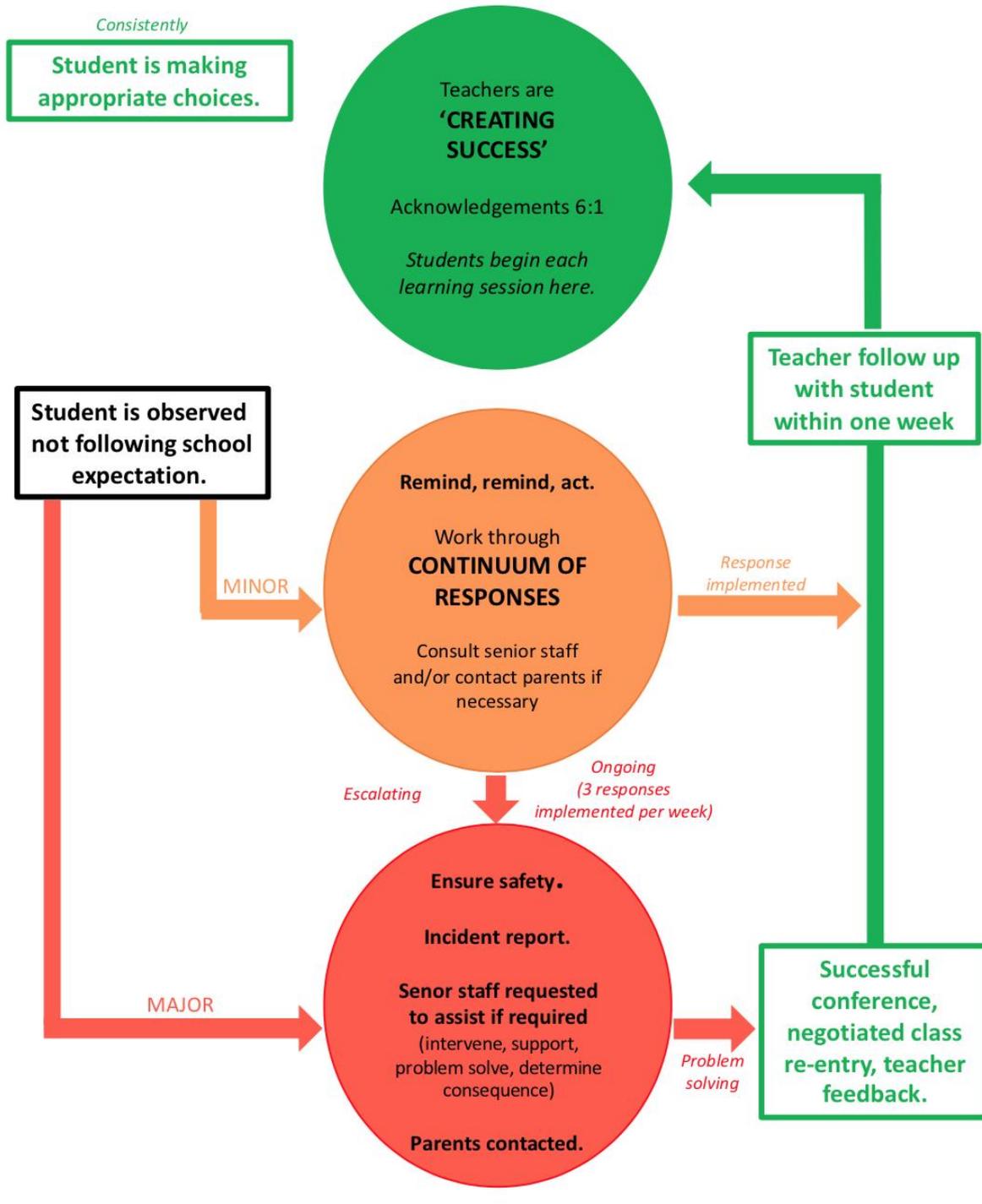
Targeted strategies - which support targeted needs

- 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.
- School nurse and 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 to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.

Individual strategies

- Strategies to support attendance and engagement of individual students include:
 - Meet with student and their parent/carer to talk about how best to help the student engage with school
 - Establish a Student Support Group.
 - Seek extra resources under the Program for Students with Disabilities for eligible students
 - Develop a Behaviour Support Plan and/or Individual Education Plan.
 - Consider if any environmental changes need to be made, for example changing the classroom set up.
 - Refer to internal support services e.g. Student Welfare Co-ordinator or Student Support Services
 - Refer to external support services including Child First, Local Government Youth Services, Community Agencies

Behaviour Expectations at Exford PS





CREATING SUCCESS

Are students experiencing success?

- Engaging, relevant content appropriate to level (students are experiencing success 75% of the time)
- Appropriate teaching and learning strategies.

Is there a positive environment?

- 4:1 positive to corrective interactions
- Gotchas as positive reinforcement

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (matrix)
- Social and emotional skills explicitly taught
- Teach, model, acknowledge, correct, practice, practice, practice.

MINOR BEHAVIOURS

- Property:** Reversible low level damage of property (eg. Drawing on table/climbing goal posts etc); Use of an item not for its intended purpose, causing harm
- Truancy:** Leaving classroom without permission; consistent lateness from breaks
- Swearing:** Non-targeted or non-confrontational swearing out of frustration
- Stealing:** Stealing an item of low value either belonging to teacher, school or student (eg. pencil, ruler)
- Physical:** Non-serious playful but inappropriate contact
- Teasing/threat:** Verbal teasing, low level; Excluding other children from play or activities; Verbal challenge to student without intent to cause harm
- Defiance:** Not following instructions, talking back
- Disruption:** Consistently causing interruption to instruction
- Disrespect:** Argumentative, Lying or cheating not greatly affecting others; socially rude

CONTINUUM OF RESPONSES

- 'Creating Success'
- Gotchas
- Behaviour Matrix
- Remind, remind, reteach, relocate
- Time in/proximity
- Time out in class
- Calm down break
- Conference
- Recess/lunch walk with YD teacher
- Mediation or restorative conference
- Parent contact
- Referral to senior staff
- Behaviour sheet
- Meeting with parents
- Behaviour management or support plan
- Internal or external suspension



MAJOR BEHAVIOURS

- Property:** Deliberate damage of property or graffiti; possession of drugs, weapons, illicit item
- Property:** Inappropriate items from home
- Truancy:** Leaving classroom/school grounds without permission
- Swearing:** Targeted swearing at adults or children
- Stealing:** Stealing items of value from teachers/other students/school
- Physical:** Aggressive behavior or serious contact with intent to harm others or self
- Teasing/Threatening behavior:** Serious threat with intent to harm: group threats; harassment; intimidation
- Defiance:** Failure to follow instructions from adults in the school
- Disruption:** Continuous disruption of classroom or specialist, including dangerous behaviours; consistent yelling
- Disrespect:** Lying or cheating (inc. accusing someone else of an action)
- Cyber safety breach:** Misuse/inappropriate use of internet/social networking
- Misuse of toilets**
- Repeated minor behavior (x3)**
- Other**

Staged Response Checklist For Student Behaviour Issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a Student Support Group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	

Process For Responding To Breaches Of Behaviour Expectations



Remind

Remind student of expected behaviour.

'This is your first reminder.'

Remind

Remind student again of expected behaviour.

'This is your second reminder.'

Reteach

Sit with student and explicitly teach expected behaviour.

'You are at the reteach stage which means an incident report will be filled out'.

Relocate/ Reflect/ Cool Down

Student relocated within the classroom.

'You are going to work here and reflect on your actions.'

Remove

'You have continued to disregard the school value of (name it). You are going to have some time with (leadership). We look forward to you joining us again.'

**INCIDENT
TO BE
LOGGED**

**LEADER SHIP
TO LOG
INCIDENT**

11. Guiding Principles:

- The school collaboratively develops and implements a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum includes pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and to build a culture of learning, community and engagement.
- The school promotes active student participation and provide students with a sense of ownership of their environment.
- The school supports families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school establishes social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school has processes in place to identify and respond to individual students who require additional assistance and support.
- The school builds strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.