Olinda Primary School

Student Behaviour Management, Engagement and Well-Being

To be read in conjunction with
policies and advice to schools in the
School Policy and Advisory Guide

Principal: Cornelia Sheeran

School Council President: Sharryn Veto

August 2017

Table of contents

1.   School Statement

Vision/Purpose

Olinda Primary School, working closely with parents and the local community, is committed to building a stimulating and challenging learning environment. Student learning, engagement and wellbeing are strengthened with varied and rich learning programs.

Learning Environment

Olinda Primary School aims to strengthen and enrich student learning, engagement and social and emotional well-being through a challenging and inspiring learning environment. The school's beliefs are based on its core values of respect, responsibility, resilience, curiosity and persistence.

Olinda Primary School recognises its role in connecting students, teachers and the community to the wealth of knowledge that exists in the world. It strives to provide learning opportunities that cater for different learning styles, engage and extend students, develop independence, resilience and collaborative learning.

Teachers are seen as 'coaches of learning' providing a challenging and success-oriented educational programs for all children. They work with students to 'turn information into knowledge, and knowledge into wisdom'. Development towards individual excellence and collective pride in the school and their work is encouraged. The curriculum is planned to incorporate learning experiences which identify and skill the students in Essential 21st Century Skills and the e5 Model.

Values

Our beliefs as a school are based on the core values:

Value	Definition	Students demonstrate this value by:	Adults demonstrate this value by:
Creativity	Creativity is the ability to be expressive, energetic, humorous, imaginative, unconventional and more likely to see things from a different angle.	Seeking to understand the world as broadly and deeply as possible through using a creative and inquiring mind.	Providing a safe and stimulating environment that supports the development of creativity.
Responsibility	Responsibility means taking ownership of our actions and making wise choices.	Taking ownership of their actions. Following the Yellow Rule. Following the Blue Rule.	Providing a safe, friendly and challenging environment. Supporting the school's endeavours to provide the

			best education outcomes for each child.
Respect	Respect means being accepting and considerate of yourself, others' feelings and differences. It means using good manners and caring for the environment.	Accepting differences and using good manners. Following the Golden Rule.	Modelling respectful behaviours at all times. Treating all members of the school community in a polite and respectful manner.
Resilience	Resilience means staying positive even after facing setbacks and challenges.	Bouncing back! Following the Green Rule.	Allowing students to make mistakes and be responsible for their actions. Accepting that things will sometimes go wrong.
Persistence	Persistence means to keep going despite the difficulty of the task.	Completing their work. Following the Red Rule.	Encouraging students to complete what they set out to do.

A spirit of mutual respect, co-operation and support is embraced throughout the school. The school's mantra 'Discover, Learn, Create Together' recognises components of children's development required in the preparation for a full life as tomorrow's adults. The school has a strong, positive reputation in the community. School Council is a productive, harmonious group with a real interest in education. Strong parent and community interest encourages active support of school programs, opportunities to maintain and enhance school grounds and facilities and fund raise. Links also continue to be made with pre-schools, child care organisations, local businesses and school user groups.

A differentiated and inclusive curriculum is offered, providing a child-centred, developmentally appropriate learning environment that recognises, fosters and promotes the intellectual, social, emotional and physical development of each child. The curriculum aims to engage and extend students catering for different learning styles and developing collaborative learning and independence.

Through Professional Learning opportunities, staff are kept informed and are cognizant of current best practices in education, promoting commitment to continuous improvement of student achievements. Olinda Primary School has a strong commitment to encouraging all students to strive for excellence in a supportive, stimulating, dynamic learning environment.

2. Whole-school Prevention Statement

'Student Wellbeing is the cornerstone of school policies, programs and activities. It addresses the health, safety, wellbeing and learning for students. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others and are well placed to develop into well-balanced and successful young adults'.

The staff at Olinda Primary School implement a range of wellbeing programs and policies to promote student engagement, attendance and positive behaviours. Each child is given the opportunity to reach their own degree of success in a supported, stimulating school environment.

An important school expectation is to embed the whole school engagement and wellbeing plan. The plan includes pro-active strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement to learning.

Guiding principles

The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The school will:
- collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach
- promote active student participation and provide students with a sense of ownership of their environment
- support families to engage in their child's learning and build their capacity as active learners
- promote active 'student participation' as an avenue for improving student outcomes and facilitating school change
- establish social/emotional and educational support for vulnerable students and monitor and evaluate progress
- have processes in place to identify and respond to individual students who require additional assistance and support
- build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students

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.

Identifying students in need of extra support

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

- Personal information gathered upon enrolment
- Pre-school Transition Statements
- School Entry Health Questionnaire
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

3. Rights and Responsibilities

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. The Charter of Human Rights and Responsibilities Act 2006 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 quality for all, it also emphasises the value of difference.

The Charter requires public authorities, including government schools and including their employees to act compatibly with Human Rights and to consider Human Rights when making decisions and delivering services.

Students are better prepared for learning when they are healthy, safe and happy.
Olinda Primary School aims to have a safe, supportive and stimulating school environment where

- Everyone has the right to feel safe
- Everyone has the right to learn
- Teachers have the right to teach
- Parents, the school and the broader community work together to enhance student wellbeing

Student Rights and Responsibilities

- To be provided with the opportunities to reach their full potential
- To work in a healthy, safe and non-discriminatory environment
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance
- To learn in a supportive and stimulating environment free from harassment including bullying, Cyberbullying, racial and religious vilification
- To have individual needs addressed
- To model Olinda Primary School Values
- To respect teacher's and peer's privacy
- To be responsible learners and assist in the creation of a safe learning environment
- To be positive and enthusiastic members of the school community
- To follow Class Norms and Expectations,
- To value and respect the opinions of others
- To treat all members of the school community with respect

Staff Rights and Responsibilities

- To be valued and treated with respect, dignity and fairness free from harassment and bullying including Cyberbullying
- To work in a healthy, safe and non-discriminatory environment
- To work effectively in a supportive, safe and stimulating environment
- To pursue professional development
- To respond when students experience difficulty with any aspect of school life
- To treat all students, staff and parents with respect, courtesy, dignity and fairness
- To teach appropriate curriculum, content and to follow school and department policies and procedures

- To be positive role models at school and in the community
- To model the Olinda Primary School Values
- To respect privacy and confidentiality in relation to all community members
- To work collaboratively with colleagues and share expertise and knowledge in a variety of collaborative contexts.
- To work in partnership with parents, carers and member of the wider school community and maintain a professional relationship at all times.
- To behave and dress in appropriate and professional manner
- It is the responsibility of teachers to uphold the values and principles of VIT Code of Conduct and Code of Ethics Teaching Standards of Professional Practice. www.vit.vic.edu.au

Parent/Carers Rights and Responsibilities

- Have the right to expect that their children will be educated in a safe and secure environment
- To be active 'partners' in the learning and development of their children
- To positively support class/school behaviour expectations
- To ensure that their children are punctual and attend school regularly
- To support the school's uniform code
- To promote a positive image of the school in the community
- To be valued and treated with respect, dignity fairness free from harassment and bullying (including Cyberbullying) within the school community
- Promote co-operation with the school by regularly and constructively communicating with staff
- To respect privacy and confidentiality

Students with Disabilities

At Olinda Primary School students with a disability will have access to the curriculum, be treated with dignity and enjoy the benefits of education in a supportive environment that values and encourages inclusiveness.

All students enrolled under the Program for Students with Disabilities (PSD)

- Have access to an engaging, age appropriate curriculum
- Are supported by an Individual Learning Plan and Student Support Group Meetings (SSG's)
- Have skilled professional teachers and Education Support staff who plan and implement curriculum arrangements catering to the needs of the student with disabilities

Bullying and Cyberbullying

The Student Engagement Policy encourages the school community (staff, students, parents) to have a sense of courtesy and respect for each other. We all have a right to feel and be safe at all times. Olinda Primary School has a 'Zero Tolerance' policy to bullying, Cyberbullying, harassment and physical aggression.

Definitions-
 Bullying *is when someone or a group of people who are more powerful deliberately and repeatedly hurt or upset another person, their property, reputation or social acceptance.*
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/Intranet service such as email, chat rooms, discussion group, online social networking, instant messages or web pages. It can also include bullying through mobile phone technologies such as SMS.*

Olinda Primary School has a range of programs that support the rights and responsibilities of the staff, students, parents and the school community to learn in safe environment. The essential components of our Student Wellbeing programs are:

- Promoting the School Values and rewarding appropriate behaviours
- Class Norms and Expectations which empower students to take pro-active approaches to conflict situations
- Implementing Restorative Practices strategies
- 'Play Is the Way' – program and resources
- The Yard Code promotes a 'Zero Tolerance' approach to swearing, physical aggression and excluding behaviours
- Olinda promotes a 'No Put Down Zone'
- The Cyberbullying and Bullying Policies provide the school community with guidelines that support the DET strategy *Safe Schools are Effective Schools*.
- Students and parents sign an Internet Agreement Contract
- Access the Cybersafety internet site
- eSmart
- Staff promote the safe and responsible use of ICT
- Health and Drug Education programs

4. Shared Expectations

Effective schools share high expectations for the whole-school community.

At Olinda PS we strive to provide and educational environment that ensures all students are values and cared for and are engaged effectively in their learning and can experience success

Student Expectations

- Display a positive and enthusiastic attitude to learning
- Promote School Values
- Respect individual differences in others
- Respect their own property, the property of others and the property of the school
- Participate fully in the school's educational program and to attend regularly
- To display positive behaviours that demonstrates respect for themselves, their peers, their teachers and all other members of the school community
- To promote themselves and Olinda PS in a positive way in the wider community
- To do their personal best at all times
- To be trustworthy and maintain confidentiality
- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community

Teacher Expectations

- Develop flexible pedagogical styles that incorporate the e5 model
- Deliver curriculum and assessment that caters for individual differences
- Maintain high expectations of every student, recognising and developing each students abilities, skills and talents
- Maintain a safe and challenging learning environment within their own classroom and across the school
- Promote School Values
- Develop positive and meaningful relationships with and between students that promote engagement, wellbeing and learning
- Maintain a commitment to pursue professional learning and be lifelong learners
- Provide collegiate support and work as a team
- Communicate and consult with parents, students and each other in a timely, understandable and sensitive manner; to provide feedback about their child's progress
- Maintain professional standards of behaviour in accordance with the VIT Code of Conduct, Code of Ethics and Standards of Professional Practice
- To work in partnership with parents to support the learning and development of their child / children, respecting cultural diversity
- To be consistent, caring and well prepared
- To provide opportunities for students to take responsibility for their own learning and actions
- To be trustworthy and maintain confidentiality
- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community

Education Support (ES) Staff Expectations

- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community
- Promote School Values
- To be flexible and reliable
- To be trustworthy and maintain confidentiality with teachers, parents, external support personnel
- To work in partnership with parents and the classroom teacher to support the learning and development of their child / children
- To attend SSG's as required
- To participate in professional development opportunities
- To be approachable and caring
- To have an understanding of the required class activities, integrating the student with peers as much as possible
- To have an awareness and understanding of each child's background, disability, abilities and specific needs
- To display respect and dignity towards the student

Principal Expectations

- To respect the rights and responsibilities of our school community
- To promote School Values
- Be positive, supportive, approachable and promote all aspects of the school in the wider community
- Make decisions in the best interests of the students and school as a whole
- Be informed of DET initiatives, trends, goals, programs and share these with staff
- Communicate effectively with staff, students, parents and the wider community
- To lead and promote positive approaches to Student Wellbeing by ensuring it has a significant focus in the school community.
- Work to promote an environment that values mutual respect.
- Provide access to professional development opportunities for staff.

Parents/Community Expectations

- Promote positive educational outcomes for their children
- Be a positive and active member of the school community
- Promote School Values
- Work with teachers and support staff to achieve best possible learning outcomes for their child / children
- To respond to communications from the school both written and verbal (notices; newsletters; phone calls)
- To inform the school of any medical, emotional or specific situations that may impact on their child's learning / behaviour at school
- To show respect towards all members of the school community
- To be trustworthy and maintain confidentiality
- To support their student's learning through ensuring their child's regular attendance and punctuality

5. Engaging with families

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

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

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

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

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values

5. School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

When developing actions and consequences, schools must ensure that they are developed in consultation with and agreed on by representatives from the whole-school community, including students. This will foster a cohesive and consistent response to poor attendance and inappropriate behaviour. These actions and consequences should be incremental (a staged response) and should be applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained. Greater emphasis should be placed on issuing positive consequences for meeting high expectations, than on applying negative consequences.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning should be avoided where possible.

The school actions and consequences section of the School Engagement Policy should be framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. It is important that schools view exclusions only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:
- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- tutoring/peer tutoring
- mentoring and/or counselling
- 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
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Appropriate Behaviours will be acknowledged and recognised through:
- Verbal praise, positive feedback
- Recognition of students in the School Newsletter
- Leadership opportunities
- Classroom merit awards, Stickers,
- Special Class Rewards – ie. Lucky Dip prizes, game time, art/craft time, computer privileges, celebratory parties, working in the School Vegie Patch.

Responding to challenging behaviour
Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance

Discipline
Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.
Disciplinary measures that may be applied include:
- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion
Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:
http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

Consequences for Inappropriate Behaviours

Students are encouraged to accept responsibility for their actions and to participate fully and positively in the outcomes.

• Developing individualised learning / behaviour/ attendance plans with teachers / students / parents working in a 'partnership. Plans are agreed to by all parties

• The students are given the opportunity to discuss the inappropriate behaviour and the impact it has had on the victim during a 'Circle Chat 'time. The teacher 'guides' the students to use a range of problem solving skills to come up with logical consequences

• Restorative Chat card used with students to discuss their inappropriate behaviour/attitude

• Time Out procedures. Monitoring and keeping records of misbehaviour.

• Withdrawal of privileges

• Withdrawing student from class eg Teacher buddy support

• Counselling: SSSO

• Formal in-school suspension

• Referral to community agencies – ie. CAMHS.

• Negotiate alternative pathways or other educational settings for the student

• A student should only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension/expulsion is the only appropriate course of action in response to the student behaviour or where the wellbeing or safety of another student or staff being is at risk.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in the DET guidelines. 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.

• Convening of a support group.

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

Review of this policy

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

8. References:

Safe Schools are Effective Schools https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/safeschoolsstrategy.pdf
Effective Schools are Engaging Schools http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Human Rights and Anti-Discrimination Requirements http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx
Education and Training Reform Act 2006 http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx
Professional Code of Conduct http://www.education.vic.gov.au/school/principals/health/Pages/lolsocialmediacodes.aspx