



EAST BENTLEIGH PRIMARY SCHOOL

No 4837

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STUDENT ENGAGEMENT AND WELLBEING POLICY

1. SCHOOL PROFILE STATEMENT

East Bentleigh Primary School strives to meet the individual learning needs of all students by offering a mainstream and Steiner education. Both educational streams aim to develop children academically, socially, physically and emotionally. Through rich and engaging curriculum programs, students are encouraged to develop a passion for learning, to make connections to the world through real life experiences and to build a sense of respect for themselves, others and their natural environment.

East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment with abundant grassed and treed areas, open spaces and views of the Yarra Yarra Golf Course. Through regular working bees, a small, dedicated group of school community members continue to develop and maintain the school grounds.

In 2014, the enrolment of 322 students includes 16 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 5. Although most children are from English speaking background, the mix of cultural backgrounds of students is quite diverse. The school's SFO for 2014 is 0.3767.

Currently students are organised into nine Steiner classes and five main stream classes. Class numbers in both streams are low and the school offers a range of specialist and support programs to promote learning of all students.

The school's demographic data suggests an increase in numbers over the past 3 years and data indicates a number of students travel long distances to attend the school. The staffing profile consists of 19 full time teaching and administration staff, and 26 part time staff who serve a range of teaching, support and administrative roles. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy (PEARLS Program), in the Stephanie Alexander Kitchen Garden Program, Hands on Wood Program and in a multitude of other roles.

There is a strong school wide focus on improving student learning outcomes. A teaching and learning coach supports classroom teachers to improve curriculum planning and develop targeted literacy and numeracy programs in line with the Australian Essential Learning Standards (AUSVELS). Based on the results of the 2010 Student Attitudes to School Survey, Teacher Effectiveness, Student Motivation and Learning Confidence were identified as areas for future focus. The school will also continue to focus on supporting regular school

attendance The 2014 Annual Implementation Plan outlines actions to be taken to develop these areas in order to improve teaching, learning and student engagement.

2. WHOLE SCHOOL PREVENTION STATEMENT

East Bentleigh Primary School is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students. Our aim is that students from the East Bentleigh Primary School will make positive choices and be self disciplined, resilient, confident, creative, passionate and compassionate individuals who care for each other.

Social and emotional wellbeing underpins effective student learning and positive behaviour management. Student Wellbeing is everyone's responsibility and a shared concern. A positive school culture and classroom environment ensures that students feel valued and cared for, and can effectively engage with their learning. The school aims to develop social competencies through pedagogy, curriculum, behaviour management, shared expectations and values.

Effective schools engage students, are inclusive, recognise and respond to individual student learning and engagement needs. East Bentleigh Primary School aims to support the different learning needs of students, build learning confidence and engagement. The teachers are committed to developing sound teaching practices and delivering a range of learning opportunities and co- curricula programs, including the Stephanie Alexander Garden Project, to engage students and to promote learning.

Student engagement can be defined as three inter related components:

- Behavioural engagement refers to students' participation in education, including the academic, social and extra curricula activities of the school.
- Emotional engagement encompasses students' emotional reactions within the classroom and in the school. It can be defined as the students' sense of belonging and sense of connectedness to the school.
- Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self regulation.

East Bentleigh Primary School is developing processes to identify and intervene early when individual students are at risk of disengagement from learning or from school. Teachers have a responsibility to respond when students experience difficulty with their learning. The school aims to develop a planned, sequential, whole school approach to support students and to provide ongoing professional learning to assist with the implementation.

East Bentleigh Primary School Student Engagement Policy focusses on:

- Creating a positive school culture that is respectful, supportive and fair
- Promoting interpersonal development
- Developing learning confidence, motivation, connectedness to school
- Promoting pro-social values and behaviours
- Encouraging student participation and student voice

- Proactively engaging with parents / guardians
- Implementing preventative and early intervention approaches
- Responding to individual student needs.

Inclusion, Wellbeing and Transitions

Our students with special learning needs are supported through regular SSG's and their individual learning is monitored through ILP's. We have access to a Regional SSSO (educational psychologist and speech therapist) every week for half a day for psychology and a half day fortnightly for speech and all students who have been referred by parents and teachers are assessed and supported with the appropriate interventions, treatments or recommendations.

East Bentleigh places a strong emphasis on the importance of supporting students in developing healthy self-esteem, feeling safe and connected at school, and developing strong relationships with others. A range of programs and activities are in place:

- *Buddies program*
- *Peer Support*
- *Peer Mediation*
- *Junior School Council*
- *Class meetings/Circle Time*
- *Restorative Practices*
- *Drug Education/Life Education*
- *Student Leadership roles*
- *Young Leaders program*

Extra support is available from:

- *Class teachers*
- *Wellbeing teachers*
- *Integration Aides*
- *Assistant Principal*
- *Principal*
- *School Guidance Officer*
- *Speech Pathologist*
- *Outside services*

We aim to maintain a positive parent-teacher relationship, where communication links are strong and students are supported in their learning and in their relationships with others.

Communication

We hold regular weekly whole school assemblies that promote student achievement and are well attended by our parents and school community.

Channels of communication exist between parents, staff and students through the school newsletter and the school's website, information evenings, parent teacher interviews, showcasing of student work, Prep transition sessions and Education Week and Open Day

Good communication and consultation between members of staff is highly valued, our staff and their teams are very supportive of each other

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Programs and Strategies to Promote Student Engagement, Regular Attendance and Positive Behaviours

Behaviour Management Plan

A school wide behaviour management plan, based on consistency and clarity has been developed and implemented in each classroom. The plan will focus on promoting a positive classroom environment and a consistent approach to behaviour management. The plan will clearly articulate consequences for misbehaviour and a staged response.

Attendance

At East Bentleigh Primary School it is recognised that regular school attendance impacts on student engagement, connectedness to school and peers, as well as the student's ability to maximise learning opportunities. Students are supported and encouraged to attend school regularly using strategies from the "Every Day Counts". Class teachers monitor student attendance and contact parents/guardians to discuss absences of two or more days, or ongoing concerns regarding school attendance. In 2014, a comprehensive plan will be developed and implemented to support regular school attendance.

Restorative Practices

Restorative Practices were introduced in the school to develop respectful communication, responsibility, positive relationships, empathy and engagement in every classroom and in the school ground. Through negotiation and active listening, students resolve conflicts. Teachers lead discussions involving issues of a more serious nature, encourage active listening, compromise, and support the children to arrive at a mutually agreeable solution.

Community Circles

The involvement of all students daily in classroom community circles aims to enhance relationships between students, to improve social competency and emotional intelligence. Through community circles, children are encouraged to positively manage their own behaviour, develop a resilient and optimistic response to a variety of challenges and be caring and considerate of others.

Junior School Council

Students from Year 4-6 are elected to the Junior School Council. The Junior School Council organises a number of school events and activities that aim to engage students, improve the school environment and raise funds for special projects.

Intensive Literacy and Numeracy

Students learn best when they are engaged and teaching is focused on their learning needs. As part of the school's improvement plan, East Bentleigh Primary School is working towards providing classroom literacy and numeracy programs that target individual student needs. Teachers are working towards effectively using a range of assessment data to monitor student learning, plan targeted classroom programs and implement timely interventions in response to individual student learning needs.

Curriculum

The holistic approach to education in the Steiner and Mainstream, where students are engaged in inquiry based units of work, hands on activities and a wide range of enrichment activities, caters for the varying learning styles of students as well as promotes authentic learning experiences.

Professional Learning

The school aims to provide all staff with a range of professional learning opportunities to support their work in the classroom and to develop their knowledge and professional practice. Teachers develop an annual professional learning plan that identifies a focus for professional learning that will support them to successfully contribute to the attainment of the school's engagement and learning goals, as outlined in the Annual Implementation Plan.

At East Bentleigh Primary School there are a number of programs that focus on supporting student wellbeing and transition:

- Class 6 / Prep Buddy Program
- Leadership program for senior students – House Captains, School Captains, Peer Mediators and an Environmental team
- Active after Schools Program – run by Kelly Sports(when we have the numbers) and Camp Australia.
- Lunchtime programs – Organised games through House captains and Board Games and art classes in the library
- Transition Program with Bentleigh Secondary College
- Prep orientation program – Information night in Education week each year
- Extension Orchestra – Wednesday Night
- Hands On Wood Program

Supporting Positive Behaviour and Relationships

Students learn best when the school and family work in partnership to promote positive behaviour and relationships. The school promotes the active involvement of parents in the learning and wellbeing of each child through a range of opportunities to communicate with the classroom teacher via parent/teacher meetings, student reports, telephone contact, student support group meetings, information sessions, school events, the use of communication books and diaries.

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.

Legislation underpins the Rights and Responsibilities of all students, teachers, and parents / guardians. These are

- 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, 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
 - gender
 - sexual orientation
 - personal association (with a person who is identified by reference to any of the above attributes).
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- 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 equality for all, it also emphasizes the value of difference.

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 Department of Education and Early Childhood Development (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

- The Disability Standards for Education 2006. The standards clarify and make more explicit the obligation on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, harassment and victimisation.

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act (DDA) 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.

- Education and Training Reform Act 2006.

All Department of Education and Early Childhood Development (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 by the Principal.

Bullying and harassment

Definitions

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

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

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can potentially act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Bullying and Cyber Bullying

Children have the right to learn and staff has the right to work in a supportive, caring, safe environment without fear of being bullied. Bullying is unacceptable, anti-social behaviour and will not be tolerated by any member of the school community.

The four main types of bullying are:

- Physical (hitting, kicking, theft)

- Verbal (Name calling and racist remarks)
- Indirect (Spreading rumours and excluding someone from social groups)
- Cyber bullying (Spreading rumours through E mails, chat rooms, etc)

Every member of the community, students, staff, parents/guardians, has the responsibility to ensure that they do not hurt, threaten, frighten, humiliate or make anyone in the school community feel unsafe or uncomfortable. Students are strongly encouraged to report any incidence of bullying. Staff must promptly and firmly address any reported incidences of bullying.

We aim to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. Alternatively, if their friend is harassing another person they should let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering
- Unwanted comments about physical appearance and sexual preference
- Racist or smutty comments or jokes
- Persistent comments about a person's private life or family
- Physical contact e.g. purposely brushing up against another's body
- Offensive name calling

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing
- Offensive gestures, jokes, comments, letters, phone calls or e-mail
- Sexually and/or racially provocative remarks
- Displays of sexually graphic material– pornography

Extreme forms of sexual harassment will lead to criminal prosecution

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- tell the person you don't like what they are doing and you want them to stop
 - discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with
- Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the East Bentleigh School Community

Students' behaviour can contribute to the educational, social, emotional and physical development of themselves and those around them. Positive behaviour has a positive influence on others. East Bentleigh Primary School actively promotes the importance of positive behavioural expectations in a supportive, caring environment.

All students have the right to-	All staff have the right to-	All parents/ guardians have the right to-
<ul style="list-style-type: none"> • Learn and socialise without interference or intimidation, in a positive, safe environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual learning needs • Expect a high standard of education 	<ul style="list-style-type: none"> • Work in a safe, orderly, co-operative environment • Receive respect and support from students, other staff, parents/guardians and community • To be valued and free to express opinions without prejudice or fear of reprisal • Access professional development opportunities at all stages of their career 	<ul style="list-style-type: none"> • Know that their child is in a safe, happy, learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning. • Expect open communication and participation in their child's education and learning. • Expect a high standard of education.
<p>All students have the responsibility to-</p>	<p>All teachers have the responsibility to-</p>	<p>All parents/guardians have the responsibility to-</p>

<ul style="list-style-type: none"> • To attend school every day and be on time • Be prepared to learn and behave in a way that allows others to learn • Follow instructions of teachers and other staff • To treat others with respect and resolve differences in a peaceful manner • To take care of their own property as well as the property of the school and of others 	<ul style="list-style-type: none"> • Provide a safe and positive learning environment • Use and manage the resources of the school to promote student learning • Effectively plan, and provide meaningful, engaging learning experiences to cater for the abilities, learning styles and interests of all students • Support initiatives that promote improves student learning • Act in an ethical, professional manner and follow the expectations and policies of the school and the DEECD • Build positive relationships and treat all members of the community with respect, fairness and dignity 	<ul style="list-style-type: none"> • Ensure that their child attends school every day and is on time • Build and promote respectful relationships with teachers, other staff, students, and parents/guardians • Work in partnership with the school to improve student learning and behaviour • Support the child's learning at home, including the provision of a health diet, adequate sleep and exercise • Support the school's values, policies and processes • Provide up to date information and contact details
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4. SHARED EXPECTATIONS

Shared expectations are common understandings of appropriate behaviours, goals and operating guidelines developed with and accepted by the East Bentleigh Primary School community. Shared expectations ensure that the learning, safety and rights of all are respected.

Expectations of Staff-

The School Leadership Team

- Will develop policies and processes that will promote the effective use of teachers, support staff, school facilities, funding, resources to maximise student learning at East Bentleigh Primary School

The Student Engagement Policy 2014

- Will ensure compliance with DEECD regulations and guidelines, and State and Federal Legislation.
- Promote positive partnerships and linkages with other key stakeholders and build social capital

- Develop positive relationships with other service providers
- Provide appropriate professional development opportunities for all staff to assist them to engage students and to deliver quality learning outcomes

Teachers – Engagement

- Flexible pedagogical styles will be used to engage different learners
- All staff will support the development and delivery of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning. This includes developing Individual Education Plans for students with special needs, both behaviour and academic
- A wide range of resources will be used to engage students and make learning enjoyable and relevant
- A range of assessments to monitor student learning and to cater for individual needs will be utilised
- Positive and meaningful relationships with students that promote engagement, wellbeing and learning will be developed
- Staff will provide opportunities for Student Voice, developing a positive school culture both in and outside the classroom

Attendance

East Bentleigh Primary School places a high value on regular attendance. Regular attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

The Education and Training Reform Act 2006 sets out the basic legal requirements for attendance. In Victoria, young people between 6 and 16 years of age inclusive must be enrolled in a registered school or registered for home schooling in accordance with the Act and the Education and Training Reform Regulations 2007. There is a legal requirement for schools to keep records of student attendance. All students are expected to attend on all designated school days unless reasonable and valid grounds exist for them to be absent.

At East Bentleigh Primary School there are agreed processes for managing student absences. Parents / guardians, students and staff are encouraged to work together to support regular school attendance.

Behaviour

Staff at East Bentleigh Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations. A whole school response and approach to behavioural management will be developed and implemented. An effective behaviour management plan is dependent on the collaboration and support of students, teachers and parents/guardians.

The Leadership Team will:

- Lead and promote preventative approaches to behavioural issues by focusing on student engagement, wellbeing, effective teaching and learning
- Monitor the profile of behaviour issues and regularly review the effectiveness of behaviour management strategies that are in place

- Provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours

Teachers will:

- Negotiate and implement consistent class expectations of behaviour with students
- Teach students social competencies through curriculum content and pedagogical approach
- Develop and maintain a positive classroom environment and employ behaviour management strategies that reflect the positive behaviour expected of students
- Build supportive collegiate relationships to share strategies and develop consistent student management practices across the school
- Involve specialist expertise where necessary

Expectations of Students

At East Bentleigh Primary School students are expected to:

- Do their best to achieve
- Participate fully in the school's educational programs
- Take responsibility for their own learning
- Treat all teachers, support staff and classmates with respect
- Adhere to the school rules and actively contribute to the development of a positive school environment

Attendance- Responsibility of students

- Students are expected to attend school daily and be punctual for classes
- Students must sign in at the Administration Office if they arrive late and take a late pass to the class teacher.
- Students leaving the school early must be signed out by a parent / guardian at the Administration Office

Behaviour- Expectations of Students

- Demonstrate behaviour and attitudes that support the wellbeing and learning of all, and contribute to a positive school environment that is safe and inclusive
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of others is unacceptable
- Adhere to the school rules, classroom expectations and school policies

Expectations of Parents/Guardians

Engagement

- Parents/guardians are an integral part of a child's life. When parents and schools work together, better educational outcomes can be achieved
- Parents/guardians are expected to support the school's efforts to educate their children
- Parents/guardians should provide relevant information that will assist the school to look after the social, educational, physical and wellbeing needs of each child
- Parents/guardians are expected to actively support their child's learning by building a positive relationship with the school through attendance at parent/teacher meetings, student activities, celebrations, student support groups, and responding to communications in a timely manner
- Parents/guardians are expected to support school policies, processes and expectations

Attendance

- Parents/guardians have a responsibility to ensure that their children attend school regularly and are punctual
- Parents/guardians of absent children are required to provide an explanation of each absence
- Where necessary, parents/guardians will work with the school to develop a plan to support regular attendance
- Parent/guardians should assist the school by ensuring that their child's enrolment and contact details are accurate and up to date

Behaviour

- Parents/guardians should be aware of the school's behavioural expectations and be familiar with the policies and procedures that are in place
- Parents/guardians are expected to support the school's behaviour management processes that aim to promote a positive school environment that supports every child's learning engagement, health and wellbeing.

5. SCHOOL ACTIONS AND CONSEQUENCES

At East Bentleigh PS we value and support the right for all students to feel safe and happy in the school setting. No child has the right to disrupt the learning of others and disrupt the ability of teachers to teach. Community expectations highlighting appropriate, positive behaviours are paramount in ensuring a safe and happy learning environment for all students.

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
- develop students as independent learners through inquiry learning, goal setting, reflection and student voice
- providing physical environments conducive to positive behaviours and effective engagement in learning
- providing parent/care givers information sessions on policy and processes

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
- having regular communication with parents and teachers
- accessing outside professionals to support families

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the Assistant Principal, the student wellbeing coordinator and members of the wellbeing team
- 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 – class meetings, restorative practices
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, camps/outdoor education and creative arts
- communicating with parents to ensure behavioural issues are addressed and a consistent approach by both home and school is taken and 'or support is provided to the family
- involving community support agencies e.g. CAMHS, Child First

Discipline procedures – suspension and expulsion

Inappropriate, unacceptable and dangerous behaviour will not be tolerated. Negative behaviour will be dealt with on a case by case basis.

When considering suspension or expulsion, schools are required to follow the procedures listed in the DEECD **Student Engagement and Inclusion Guidelines Ministerial Order 625**.

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.

Convening of a support group (See Student Engagement and Inclusion Guidelines Ministerial Order 625 for process required).

Appropriate Behaviour

East Bentleigh Primary School promotes positive behaviour and acknowledges students who meet the shared expectations outlined in this policy document through a range of strategies.

Inappropriate Behaviour

When students do not meet these agreed expectations, a consistent response is implemented throughout the school.

Appropriate Behaviour	Inappropriate Behaviour
<p><i>Appropriate behaviour will be recognised by:</i></p> <ul style="list-style-type: none"> • Awards • Celebration at assembly • Newsletters • Positive feedback • Special privileges • Leadership opportunities • Negotiated individual and whole class rewards • Communication with parents 	<p><i>Inappropriate behaviour will be followed up by:</i></p> <ul style="list-style-type: none"> • Working through the Classroom Behaviour Management Plan • Discussing appropriate behaviours and values through daily Circle Time • Addressing student behavioural issues and building resilience and relationships through Restorative Practices • Adjusting a student’s learning program to support them to more effectively engage and behave positively in the classroom and the school grounds • Teaching pro social competencies through the classroom teaching program • Developing an individual behaviour support plan • Communicating with and working collaboratively with parents to support positive behaviours • Withdrawal from class/ of privileges • Engaging student support services where necessary • Suspension or expulsion in cases of extreme misbehaviour

Ongoing Behavioural Issues

Where students exhibit ongoing behaviour issues, as part of a staged response, a range of strategies will be used. These may include:

- Discussing the problem behaviour and reaching an agreement for future behaviour with the student, teacher and parents/guardians
- Developing and implementing individual behaviour support plans
- Explicit teaching and modelling of appropriate behaviours
- Monitoring the student's behaviour and providing regular feedback to parents/guardians through a communication book
- Time out allowing students a 'cooling off' period
- Withdrawal from class activity, playground, camp or excursion
- Counselling for individuals in order to modify inappropriate behaviour
- Detention for serious or continual misconduct. Parents/guardians to be contacted of the detention.
- Intervention from student support services.

Suspension and expulsion: for serious disciplinary measures the school will follow DEECD Student Engagement and Inclusion Guidelines Ministerial Order 625.

- **Parents/Guardians**

Parents/guardians promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Co-operation with the school, including regular and constructive communication with staff, regarding their child's learning and wellbeing, will actively support student engagement. Parents/guardians should support the school in maintaining a safe and respectful learning environment for all students. Together we do better.

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

References

Student Engagement and Inclusion Guidelines Ministerial Order 625.	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm

Education	
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf