



Student Wellbeing & Engagement Policy

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SCHOOL COUNCIL PRESIDENT: Mr. Adam Scott

RATIONALE

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

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

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

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

SCOPE

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

RATIFIED BY SCHOOL COUNCIL: 2018

TO BE REVIEWED: 2021

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1. SCHOOL PROFILE STATEMENT

Malvern Valley Primary School was established in Malvern East in 1954 under the name Chadstone Park Primary School and is proud of the exceptional educational program provided for children in the local community over the past sixty years. The school enrolment has increased approximately 20% in the past two years, with 2018 enrolments currently 270 students.

At Malvern Valley Primary School the students enjoy modern facilities and extensive grounds and the school forms an integral part of the Phoenix Park Precinct, which includes a Library, Community Centre and Children's Centre.

Malvern Valley Primary School is a school with a strong commitment to excellence for students and staff in a highly supportive and personalised environment. The school has an outstanding reputation for effectively differentiating learning of all curriculum areas, using a transdisciplinary model to deepen the learning whilst providing critical and creative skill development. All students engage with a Japanese Language Program which involves a relationship with a Japanese Sister School relationship, a Physical Education program that involves numerous carnivals and parent involvement opportunities and an Arts program including both Visual and Performing Arts. The extensive curriculum provided is based on the Victorian Curriculum and is complemented by a well-resourced Library and a Literacy Support Program. A wide range of professional resources and Professional Learning opportunities available to staff further enhance the school's programs.

At Malvern Valley Primary School, students are encouraged to participate in a diverse range of extra-curricular activities and events, such as the Malvern Valley Brass Band, during and after school sporting activities and local and national celebrations such as the Stonnington Council Remembrance Day Service.

The school is proactive in its focus on Student Wellbeing, explicitly teaching social skills and pro-social behaviours in the Malvern Valley Way Program which is complemented and underpinned by Positive Education Principles. The Restorative Practices further complements our educative approach to wellbeing. The school's values of respect, friendliness, confidence, tolerance, cooperation and resilience form a common discourse between the school and the broader community and form the basis for behavioural expectations. Students throughout the school, and in particular in Grade 6, are provided with leadership opportunities. The school also places much emphasis on ensuring students appreciate and respect the environment, with a 'Nude Food' expectation, opportunities to assist with the kitchen garden and participation in environmental days.

An Out of School Hours Program, offering Before School Care, After School Care is well supported.

Malvern Valley Primary School benefits significantly from the experience and skills of parents and links with the local community. Parents work closely with classroom and specialist teachers to support their children's learning both within the school and at home. Parents are also involved in School Council, its sub committees and the Parents Association. Communication is a priority of the school, with teachers utilising a Parent Portal to provide Continuous Reporting and Assessment to families.

2. SCHOOL VALUES, PHILOSOPHY & VISION

Malvern Valley Primary School believes in a holistic approach to education. We strive to 'Create confident children with choices for their future', as outlined in the school's vision statement.

Our mission is to ensure Our students are empowered to develop a growth mindset and utilise their strengths to be ambitious, empathetic global citizens.

Our values of Cooperation, Respect, Confidence and Resilience underpin our actions and interactions.

Our strengths and priorities are underpinned by our four pillars, namely Positive Wellbeing, Outstanding Achievement, Capacity Building and Global Citizenship. These pillars form the foundation for a school which is proud to provide the best possible education for our students and the most outstanding career opportunities for our staff.

POSITIVE WELLBEING

We foster a strong sense of belonging through:

- Explicitly teaching and embedding habits of Positive Education (PERMA).
- Our Values: Resilience, Respect, Confidence & Cooperation are reflected in our culture (behaviours, attitudes and environment).

OUTSTANDING ACHIEVEMENT

All students achieve success by engaging in learning experiences that are:

- Rich: transdisciplinary and authentic.
- Rigorous: challenging and evidence-based.
- Relevant: personalised and transferable.

CAPACITY BUILDING

We provide the best possible learning environment by:

- Engaging in continuous learning, reflection and action.
- Fostering a culture of coaching, collaboration and support.
- Taking shared responsibility for our growth.

GLOBAL CITIZENSHIP

As a compassionate and connected school community we:

- Provide learning experiences that are locally, nationally and globally relevant.
- Facilitate opportunities to engage with and positively impact others.
- Understand and uphold our own and others' rights and responsibilities.

ENGAGEMENT STRATEGIES

Malvern Valley Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

UNIVERSAL ENGAGEMENT STRATEGIES:

Universal strategies are those which are utilised school-wide to engage students and the community. They are engagement strategies that create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing. They are described below.

Establishing a Climate for Learning

All students and staff have a responsibility to uphold the actions outlined in the Orderly Learning Environment document below (and Appendix 3). The enactment of these specific actions will ensure an orderly learning environment is provided for all members of our school.



Creating an Orderly Learning Environment: High Expectations

A school can neither be effective nor improve if it does not have an orderly learning environment. Since this is the foundation on which high quality learning is built. This in turn depends on developing the sort of teacher-student relationships that ensure each student is connected to school and feels there is an adult in the school who knows and cares about them. The starting point in developing an orderly learning environment is to seek and reach agreement about the school's overall approach and commit to consistently upholding them. Driving School Improvement: VI

	Always	Inside	Outside	Transitions
Students	<ul style="list-style-type: none"> Demonstrate school values Use kind words: <ul style="list-style-type: none"> Manners Fill others' buckets Use kind actions: <ul style="list-style-type: none"> Caring for others Hands and feet to self No tolerance for hitting / kicking Listen Actively Wear the uniform correctly and with pride Take responsibility for: <ul style="list-style-type: none"> equipment actions work 	<ul style="list-style-type: none"> Speak appropriately (volume / language) Take responsibility for the environment by: <ul style="list-style-type: none"> pushing chairs in tidying / cleaning tables keeping lockers neat keeping tubs organised clean and maintain common areas Consider others when using common spaces (library, studio, centre) Follow ICT code of conduct Use classroom equipment respectfully Walk 	<ul style="list-style-type: none"> Line up appropriately <ul style="list-style-type: none"> Toilet / drink during music, ready by time bell goes hold balls still lined up straight Rubbish goes in the bin Use toilets for their intended purpose, no play Care for others (no one left alone or harmed) Sensible pace when moving around Consider noise level when outside during class time Use spaces appropriately (eg. ball games on courts / ovals only) 	<ul style="list-style-type: none"> Minimal toilet/drinks breaks during lessons Walk quietly / sensibly in a line between sessions Walk with a partner to and from during class sessions (LEAP, music, etc) Sign in at the office if late Don't enter classes until supervised Come prepared to sessions
Teachers	<ul style="list-style-type: none"> Positive reinforcement of appropriate behaviours Develop relationships with students Ensure students know expectations Model expectations ourselves Know and implement school policies and processes (uniform, Restorative Practices, Bullying Prevention, etc.) Be consistent and prepared to act: "the behaviour you walk past is the behaviour you accept". Follow up all incidences Ensure CRTs are informed & folders are up to date Support each other and seek support when needed 	<ul style="list-style-type: none"> Class agreement: <ul style="list-style-type: none"> Co-constructed clearly displayed Addressed regularly (positive & negative) Ensure our classrooms reflect our expected standards (straight posters, clean desks, left tidy, etc.) 5 minute mindsets to start each session 	<ul style="list-style-type: none"> Communicate to other staff at duty handover time if needed. Duty teacher to follow through & resolve issues: shared responsibility Pick up rubbish Duty teacher to round up students Aides to support students in lining up on time and manage behaviours. 	<ul style="list-style-type: none"> Students in class during learning time: <ul style="list-style-type: none"> No collecting laptops/iPads No photocopying No drinks (bottles filled at break) Minimal toilet visits Be outside to bring classes in on time. Ensure students are prepared before heading to specialist (e.g. drink bottle before P.E, etc.)

Values In Action

Our Values underpin all expectations of behaviours and actions as a community. They are espoused every day by everyone. They are:

Resilience: Being able to bounce back and make the most of a situation when unexpected things happen

Respect: Having regard for yourself, other and property

Cooperation: Working together for the good of everyone

Confidence: Having faith and trust in yourself

In classrooms:

During learning experiences, Values are:

- Explicitly Taught:** Each year begins with a focus on the Values and how they look in our actions, interactions and online presence. They are the basis for behaviour redirection and praise and should be referred to constantly.

- **Visible:** Posters should be on display in each learning space as per the *Displays Non-Negotiables*
- Present in **Essential Agreements**. Essential Agreements are:
 - Reflective of our School Values, with language around what we do, not what we don't do.
 - Created at the beginning of the year in each class.
 - Revisited as necessary.
 - Referred to for praise and behaviour redirection.
- Rewarded with **House Points:** All students can be awarded House Points for the demonstration of School Values on the following scale
 - 10 Points: A value reflected in personal actions
 - 20 Points: A value reflected in actions which benefit someone else
 - 50 Points: A value reflected in actions which benefit a range of students

During Playtimes

During playtimes, Values are:

- Reflected in the language of Restorative Chats & behaviour redirection

We use the Restorative Practices approach to address incidences of conflict which is intrinsically linked and reliant upon the School's Values and culture. It provides a strong framework to address situations and repair the relationship and make things right.

The guiding principles of Restorative Practices are:

- Inclusion and respect of all people affected
- Consensus-based decision-making focused on how to repair the harm and prevent future harm
- Using inclusive, collaborative processes
- Seeking to put right the wrongs
- Addressing obligations resulting from those harms, including following up.

Online

Online, Values are:

- **Explicitly Taught:** They form the basis for learning about cyber safety as mapped out in the *Digital Technology Scope and Sequence*.
- Represented in the *Technology User Agreement*, which each child must sign and adhere to when using technology in our School.

To the Community

Our community is exposed to our Values by:

- Their visibility in shared school spaces such as the Sherwood Centre and Administration Area.
- Their presence in documentation, such as the school's letterhead, which must be used for all correspondence and the style guide
- Reference to the Values in assemblies, newsletters and other whole-school communication.
- Using the Values as a common language and model them accordingly

Positive Education Wellbeing Program

Our Wellbeing program is based on a philosophy of Positive Education. It is underpinned by our School Values, a growth mindset culture and an understanding of character strengths. We use Martin Seligman's PERMA model to provide a framework that enables whole-school focuses as well as a developmental sequence throughout the years.

- The Wellbeing Curriculum outlines clear focuses throughout the year, lessons at each year level.
- Minimum 90 minutes of explicit sessions weekly, complemented by a transdisciplinary approach (eg. golden time might directly relate to the weekly focus such as teamwork, flow, creativity, etc., guiding writing topics, character studies in books on strengths, Prep/Grade 5/6 buddies sessions). These sessions are to be reflected in individual class timetables.
- Each session (start of the day, after recess, after lunch) is begun with a Reflect, Res or Reset '5 Minute Mindset' activity. These may be linked also to the Wellbeing focus, a lead in activity to the next lesson or on an as needs-basis (eg. students are unsettled = mindfulness meditation.)
- An area of the class will be dedicated Wellbeing focuses and student work.
- All students from Grades 1-6 will use a Resilience Project Journal to record daily wellbeing activities, as well as daily reading, events, and other regular journal entries.
- The whole school focus will be highlighted at Assembly each fortnight.

Restorative Practices:

Malvern Valley Primary School uses the Restorative Practices approach to address incidences of conflict. It is intrinsically linked and reliant upon the school's values and culture. The school believes

that the most profound learning occurs when there is a healthy relationship between teacher and student; Restorative Practices foster and strengthen this relationship. The Restorative Practices approach does not seek to label wrongdoers, but provides a strong framework to address situations where a person's actions have caused harm to another. It seeks to repair the harm that has been caused and put right any wrongs. The goals of Restorative Practices at Malvern Valley Primary School are:

- Understand the harm and develop empathy
- Listen and respond to the needs of everyone
- Encourage accountability and responsibility through personal reflection
- Reintegrate the wrongdoer into the community
- Create a caring climate where we promote the school values

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. It helps build capacity of students to self-regulate behaviour and contributes to the improvement of learning outcomes. The guiding principles of Restorative Practices are:

- Inclusion of all people affected (stakeholders)
- Respect for everyone involved
- Consensus based decision-making focused on how to repair the harm and prevent future harm
- Addressing obligations resulting from those harms
- Using inclusive, collaborative processes
- Expanding the capacity of the community to create a just and fair response
- Seeking to put right the wrongs

Parental Engagement

Malvern Valley Primary School believes there are many benefits to be gained through a strong partnership between parents and the school. Parental involvement in a range of curriculum programs and activities adds benefit to all members of the school community, particularly students and their learning. Through utilising the diverse skills and knowledge in the parent community, students have increased opportunities to further develop their own understandings.

There are a variety of ways that enable parents to be involved in the school and contribute in a positive way to the school community. Some include:

- A highly active and dynamic Parent's Association who coordinate and run social activities and fundraising programs.
- School Council and its sub-committees which contribute to the decision making and successful implementation of programs within the school.
- Frequent involvement in the classroom to assist with literacy and mathematics programs, along with inquiry units.
- Opportunities for involvement in the specialist Arts and Physical Education programs.
- Working Bees.
- Attendance and participation in class exhibitions and school events.
- Assistance with excursions and class outings.
- Involvement in parent information evenings on topics of relevance.

Active Programs

Malvern Valley Primary School utilises a range of 'active' programs to engage students and the school community. It recognises the significant benefits this has to the level of engagement and achievement of its students. It promotes an active lifestyle to its community and facilitates this through the provision of:

- Active Travel 'Tag On' Program where students are encouraged to ride or walk to school. They are frequently tallied and rewarded for their efforts to do such, with the school being the first in Australia to utilise this technology.
- The maintaining of expansive grounds for students to be active during school, and the community to use outside of school hours, including basketball courts, an oval, bicycle paths and two playgrounds.
- An annual swimming program offered to all students.
- A Bicycle Education program for Grade 4 students.
- Participation in Inter-school Sports Competition and District Representation at Athletics, Swimming, Cross Country events.

- Participation in special events such as Jump Rope for Heart.

Events

The school hosts many events to engage both students and the wider community. They cover a range of focuses to cater for a diversity of skills and interests. Whole school community events include:

- A Twilight Sports competition
- Christmas Concert involving musical and dramatic performances.
- Sporting carnivals including cross country, athletics and swimming.
- Annual celebrations such as Education Week.
- Community events such as trivia nights and school discos.

Other

As well as these comprehensive approaches, the school also:

- Has high and consistent expectations of all staff, students and parents and carers
- Prioritises positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creates a culture that is inclusive, engaging and supportive
- Analyses and is responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Uses our own instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Adopts a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Monitors student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Creates opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- Encourages all students to self-refer to the their class teacher, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- Provides opportunities for student inclusion through lunchtime and after school passion clubs in a diversity of interest areas

TARGETED ENGAGEMENT STRATEGIES:

Targeted strategies are those that are population-specific and meet the varied needs of vulnerable cohorts. They include both prevention and intervention strategies. They are described below.

Additional Support

- All Koorie Students will be connected with a Koorie Engagement Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment

Student Leadership

Malvern Valley Primary School places a strong focus on developing leadership skills through providing students with a range of opportunities to do such. Grade 6 students can apply for a range of School Leadership roles including House Captains and the Junior School Council, with representatives from a range of grades, coordinate various school activities throughout the school.

Buddies

All Grade 5 and 6 students have a ‘Buddy’ student from Prep. Through a frequent and carefully planned program, they provide guidance and lead by example. It contributes to the promotion of positive peer relationships through same-age and cross-age student interactions.

Transition

Malvern Valley Primary School recognises the challenges associated with inter and intra-school transition. Ensuring a smooth and enjoyable transition for students and families into, within and out of our school through the provision of appropriate transition programs will enable them to make these progressions more efficiently. Transition programs provided by the school include:

- A Prep Transition Program named Ready, Set, Prep. This ongoing program provides transition opportunities for both parents and students over a number of weeks with various foci.
- Grade 6 student transition to secondary school is facilitated through school visits and the provision of transition sessions provided by teachers and secondary school students.
- A structured transition program at the end of the year for all students in all grades.

INDIVIDUAL ENGAGEMENT STRATEGIES:

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

Identification and Referral

All students are monitored closely by their class teacher, Principal Class and all other staff to ensure their wellbeing and regular attendance. Should they require referral to SSS staff or to an agency, this will be done promptly and with consultation.

Individual Education Plans (IEP)

IEPs are developed by teachers, and at times in conjunction with relevant specialists, therapists and aides, for students with unique learning requirements. They provide tailored strategies and goals relevant to the student's needs.

Student Support Group (SSG) Meetings

SSG Meetings will occur termly for all students funded under the Program for Students with Disabilities. Any students who require significant support and have a need for an SSG will be offered the opportunity.

Behaviour Management Plans

Behaviour Management Plans are developed by teachers and often the School Counsellor to assist students having difficulty managing their behaviour. They provide tailored strategies and goals relevant to the student's needs and are re-assessed regularly to be modified and/or updated.

Specialist Agencies

Organisations such as Child First and Headspace will be consulted and contacted when required.

Learning Support:

Targeted learning support is offered to students that require additional curriculum support in smaller group settings. Staff resources are allocated to both a Reading Recovery Program and a Literacy Enhancement Activity Program (LEAP) which provides targeted students opportunities to develop fundamental literacy fluencies throughout their primary years, significantly aiding in their engagement with class curriculum.

Education Support Staff:

Integration Aides are utilised in a variety of capacities within the school to enable students with diverse educational, physical and social needs to engage with the classroom program, integrate effectively into the yard during break times and participate in all appropriate curriculum offerings. They work closely with parents and teachers to foster a strong home-school relationship for students with additional needs.

Additional Services:

The school provides services for students who require additional support to that which can be provided by the school staff. The school has a regular Counsellor who works with students in a variety of circumstance whom require additional support. A Speech Pathologist is also available for students requiring assistance in this area. The school has access to other specialist services and agencies such as Occupational Therapists and Paediatric Specialists when they are required.

A range of community agencies can also be accessed should they be required to assist parents with translation or general parenting support.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Malvern Valley Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Class teachers and Principal Class play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Malvern Valley Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Negative incident tracking and suspension data
- Engagement with families
- Self-referrals or referrals from peers

RIGHTS & 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 students, teachers and parents of the school community are expected to uphold the school's values at all times. The specific rights and responsibilities of the school's key stakeholders are detailed below:

Rights and Responsibilities of Students

Students have a right to:

- Learn in a secure environment where, without intimidation, bullying or harassment, they are able to learn effectively and fully develop their talents, interests and ambition.
- Participate fully in the school's educational program.
- Expect they will be encouraged and supported to take greater responsibility for their learning.
- Learn in a cooperative, safe, challenging and stimulating environment.

Students have a responsibility to:

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

Rights and Responsibilities of Parents / Carers

Parents / carers have a right to:

- Expect that their children will be educated in a cooperative, safe, challenging and stimulating environment in which care, courtesy and respect for the rights of others are fostered and expected.

Parents / carers have a responsibility to:

- 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 and complaints.
- Support school staff to maintain a safe learning environment for all students.
- Treat all school leaders, staff, students, and other members of the school community with respect.
- Know, understand and be guided by the school values, policies and procedures.

Rights and Responsibilities of Teachers

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment.
- Be supported in their professional career.
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.

Teachers have a responsibility to:

- Model positive behaviour to students and wider community consistent with the standards of the 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.
- Fairly, reasonably and consistently, implement the Student Engagement and Inclusion Policy, along with all other school policies.

- Utilise the Australian Institute for Teaching and School Leadership's (AITSL) National Professional Standards for Teachers to guide their professional learning, practice and engagement.
- Respect confidentiality with respect to all school related issues.
- Abide by the Code of Conduct of the Victorian Institute of Teaching.

Rights and Responsibilities of Support and Administrative Staff

Support and Administrative Staff have a right to:

- Expect that they will be able to work in a supportive, orderly and cooperative environment.
- Be supported in their professional career.
- Be informed, within Privacy requirements, about matters relating to students that will affect their role in the school.

Support and Administrative Staff have a responsibility to:

- Model positive behaviour to students and wider community consistent with the standards of the profession.
- Proactively engage with members of the school community related to their role.
- Communicate with the Principal and school leaders any issues that may prevent them from carrying out their role.
- Fairly, reasonably and consistently, implement the Student Engagement and Inclusion Policy, along with all other school policies.
- Seek support with any tasks they don't feel adequately prepared to undertake.
- Respect confidentiality with respect to all school related issues.
- Comply with any task-specific DET protocols related to their role.

Rights and Responsibilities of School Leaders and Principals

School Leaders and Principals have a right to:

- Expect that they will be able to work in an orderly and cooperative environment.
- Be supported in their professional career.

School Leaders and Principals have a responsibility to:

- 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 their 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 values, expectations and policies.

The School, along with all of its employees, adhere to the following Acts to ensure the fundamental rights and responsibilities of the community are upheld.

The *Victorian Education and Training Reform Act 2006* states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:

- Realises their learning potential and maximises their education and training achievement;
- Promotes enthusiasm for lifelong learning;
- Allows parents to take an active part in their child's education and training.

The Education and Training Reform Act 2006 also prohibits the use of corporal punishment in all circumstances, which Malvern Valley Primary School adheres to.

The *Victorian Equal Opportunity Act (2010)* prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

The *Victorian Charter of Human Rights and Responsibilities Act (2006)* 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. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

The *Disability Standards for Education (2005)* clarifies and makes more explicit the obligations of schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

SHARED EXPECTATIONS FOR BEHAVIOUR:

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

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

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. In order to achieve long-term behaviour change, the school will always seek to achieve connectedness between actions, consequences and repairing harm that has been caused.

Disciplinary measures that may be applied include:

SANCTIONS: Support Measures

When educative and preventative measures have not been successful, all students involved in incidences where behavioural expectations have not been met are supported through a variety of measures and will be sanctioned with disciplinary measures. The school's Bullying Prevention Policy categorises these measures as early intervention, intervention and post-incident. The measures are underpinned by the school's values and the philosophy of Restorative Practices. Measures are outlined below.

- All students will be included and supported throughout the Restorative Practices process.
- Students will be removed from any situations in which harm is or has occurred and will be provided with an opportunity to reflect on what has happened, either orally or in written form.
- Where appropriate, individualised strategies outlined in student's Behaviour Management Plans will be followed.
- Students that are recognised as being susceptible to provocation or certain circumstances will have identified 'safe areas' within the school and learning areas where they can go to calm.
- Each student will have the opportunity to be heard and contribute to achieve consensus focused on how to repair the harm and prevent future harm
- The staff member who has been responsible for any support measures and procedures will also be responsible for the ongoing monitoring of involved students.

- Parents will be involved throughout any disciplinary process, where appropriate, to ensure there is support provided and home.
- Any 'post-incident specific' actions outlined throughout the Restorative Practices (or other utilised) intervention will be followed through by the person responsible. This relates to both positive and negative behaviours.
- Ongoing support will be made available to all students involved, including access to the school's Guidance Counsellor.
- Ongoing monitoring of incidences involving students will occur through utilisation and monitoring of hard-copy files and/or appropriate software packages (eg. Sentral).

SANCTIONS: Disciplinary Measures

Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence. Disciplinary measures will be decided upon as a key component of the Restorative Practices process. They will reflect the actions of the student, will aim to prevent the student reoffending and will focus on educating the student how to make a better choice in future. Providing they meet these criteria, they may include some of the following sanctions:

- **In School Discipline.** This may include the withdrawal from certain areas of the school, playtimes, or the requirement to complete a specific task related to the behaviour. These sanctions will be clearly explained, time limited and will maintain the student's dignity.
- **Withdrawal of Privileges.** This may include playtimes, excursions, camps, school events or representative teams. These types of sanctions will be time limited, with the behaviours required for reinstatement of the privilege clearly explained to the student.
- **Withdrawal from class.** This sanction may be implemented if a student is interfering with the rights of other students to learn or the capacity of the teacher to teach. Consideration on the impact on the student who is withdrawn must be given and every opportunity to access the learning they have missed must be made.

In repeat instances of challenging behaviour, students, in consultation with staff and the Principal or Assistant Principal, may agree upon further or increased consequences. For repeat incidences, parents may be requested to attend a meeting with the Principal and other relevant staff (e.g. Assistant Principal, classroom teacher) where a Behaviour Management Plan will be implemented, clearly stating the strategies in place to prevent further indiscretions and the related consequences for further indiscretions.

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

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

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

ENGAGING WITH FAMILIES

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

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

- Ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff, supported by our Raising Concerns and Complaints Policy.
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families with Home Learning and other curriculum-related activities
- Involving families in school decision making
- Coordinating resources and services from the community for families
- Including families in Student Support Groups, and developing individual plans for students.

EVALUATION:

Malvern Valley Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Student Attitudes to School Data
- Incidents Data
- Academic Data
- Parent Opinion Survey
- SOCS

FURTHER INFORMATION AND RESOURCES

Student Engagement Guidance	https://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx
Charter of Human Rights & Responsibilities Act (2006)	http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt8.nsf/DDE300B846EED9C7CA257616000A3571/87318807B8E7A33ACA257D0700052646/\$FILE/06-43aa013%20authorised.pdf
Equal Opportunity Act (2010)	http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/ltobjst8.nsf/DDE300B846EED9C7CA257616000A3571/8F8C26D69F046558CA257D0900094156/\$FILE/10-16aa013%20authorised.pdf
Disability Standards for Education	http://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf
Education and Training Reform Act	http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/575C47EA02890DA4CA25717000217213/\$FILE/06-024a.pdf
VIT Teacher Code of Conduct	https://www.vit.vic.edu.au/_data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf
DET Suspension Process	https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx
MVPS Bullying Prevention Policy	https://mvps.vic.edu.au/wp-content/uploads/sites/10/2017/05/Bullying-Prevention.pdf

APPENDICES:

APPENDIX 1: Staged Consequences

<p style="text-align: center;"><u>Low Level Behaviours, for example:</u></p> <ul style="list-style-type: none">• Not upholding school values (eg. being disruptive, acting in an irresponsible manner, contravening school policy)• Being unkind• Not adhering to class Essential Agreement <p style="text-align: center;"><u>Possible Actions</u></p> <ul style="list-style-type: none">• W.A.R.R.M. Conversation with a teacher• Restorative conversation accompanied by an action / consequence that aims to repair harm caused
<p style="text-align: center;"><u>Moderate Level Behaviours, for example:</u></p> <ul style="list-style-type: none">• Acting disrespectfully toward others or property.• Acting in an unsafe manner.• Actions that are designed to cause some harm to others.• Ongoing demonstration of Low Level Behaviours. <p style="text-align: center;"><u>Possible Actions</u></p> <ul style="list-style-type: none">• Restorative conversation accompanied by an appropriate and related action / consequence that aims to make things right.• The completion of a Think Sheet.• The completion of a Restorative Apology.• The informing of parents of the situation• A signed agreement relating to future behaviours that will ensure similar incidents don't recur.
<p style="text-align: center;"><u>High Level Behaviours, for example:</u></p> <ul style="list-style-type: none">• Acting disrespectfully toward others with regard to race, gender, religious beliefs or sexuality.• Acting in an aggressive and unsafe manner.• Actions that are designed to cause significant physical or emotional harm to others.• Ongoing demonstration of Moderate Level Behaviours. <p style="text-align: center;"><u>Possible Actions</u></p> <ul style="list-style-type: none">• Restorative conversation accompanied by an appropriate and related consequence that aims to make things right.• The completion of a Think Sheet.• The completion of an Restorative Apology.• The informing of parents of the situation.• A signed agreement relating to future behaviours that will ensure similar incidents don't recur.• Suspension (in-school or external)• Expulsion.

APPENDIX 2: Protocols for Student Referral Processes

Early intervention of issues/problems is critical to the student's wellbeing and that of parents/staff and potentially other students.

A proportion of referrals are based on access to counselling in the form of parenting skills, some are for longer-term formal assessment processes.

1. Class teacher determines student needs / issues (parent interview, contact, initial discussion re concerns)
2. Class teacher discusses concerns with a member of the Principal Class
3. Following discussion / consultation with the appropriate support services officer during a liaison contact meeting (Guidance Officer, Speech Therapist) the Principal Class Representative provides relevant referral permission and privacy forms to class teacher and parent.
4. Completed forms are returned to Principal Class Representative who completes an electronic referral to network SSSO leader for acceptance and prioritising
5. Any necessary initial referral discussion is completed by Student Services Support Officer with teacher and parents. For some cases a meeting is deemed sufficient to provide counselling and support for student and parents.
6. Assessments, observations etc by SSSO are completed if deemed necessary.
7. Completed reports are forwarded to Teacher / Principal Class Representative
8. Principal Class Representative, Class Teacher and SSSO will determine appropriate action, such as:
 - Parent meeting
 - Individual "learning" plans
 - Curriculum modifications
 - Whole staff "awareness"
9. Parent meeting appointments are set by relevant SSSO in consultation with Principal Class Representative
10. Appointment attended by SSSO, Principal and class teacher and chaired by Principal Class Representative
11. Copies of any minutes, notes decisions are provided to all involved parties

APPENDIX 3: Orderly Learning Environment

Creating an Orderly Learning Environment: High Expectations

A school can neither be effective nor improve if it does not have an orderly learning environment. Since this is the foundation on which high quality learning is built. This in turn depends on developing the sort of teacher-student relationships that ensure each student is connected to school and feels there is an adult in the school who knows and cares about them. The starting point for developing an orderly learning environment is to seek and reach agreement about the school's overall approach and commit to consistently upholding them. **Vic Zbar.**

	Always	Inside	Outside	Transitions
Students	<ul style="list-style-type: none"> • Demonstrate school values • Use kind words: <ul style="list-style-type: none"> ○ Manners ○ Fill others' buckets • Use kind actions: <ul style="list-style-type: none"> ○ Caring for others ○ Hands and feet to self ○ No tolerance for hitting / kicking • Listen Actively • Wear the uniform correctly and with pride • Take responsibility for: <ul style="list-style-type: none"> ○ equipment ○ actions ○ work 	<ul style="list-style-type: none"> • Speak appropriately (volume / language) • Take responsibility for the environment by: <ul style="list-style-type: none"> ○ pushing chairs in ○ tidying / cleaning tables ○ keeping lockers neat ○ keeping tubs organised ○ clean and maintain common areas • Consider others when using common spaces (library, studio, centre) • Follow ICT code of conduct • Use classroom equipment respectfully • Walk 	<ul style="list-style-type: none"> • Line up appropriately <ul style="list-style-type: none"> - Toilet / drink during music, ready by time bell goes - hold balls still • lined up straight • Rubbish goes in the bin • Use toilets for their intended purpose, no play • Care for others (no one left alone or harmed) • Sensible pace when moving around • Consider noise level when outside during class time • Use spaces appropriately (eg. ball games on courts / ovals only) 	<ul style="list-style-type: none"> • Minimal toilet/drinks breaks during lessons • Walk quietly / sensibly in a line between sessions • Walk with a partner to and from during class sessions (LEAP, music, etc) • Sign in at the office if late • Don't enter classes until supervised • Come prepared to sessions
Teachers	<ul style="list-style-type: none"> • Positive reinforcement of appropriate behaviours • Develop relationships with students • Ensure students know expectations • Model expectations ourselves • Know and implement school policies and processes (uniform, Restorative Practices, Bullying Prevention, etc.) • Be consistent and prepared to act: "the behaviour you walk past is the behaviour you accept". • Follow up all incidences • Ensure CRTs are informed & folders are up to date • Support each other and seek support when needed 	<ul style="list-style-type: none"> • Class agreement: <ul style="list-style-type: none"> ○ Co-constructed ○ clearly displayed ○ Addressed regularly (positive & negative) • Ensure our classrooms reflect our expected standards (straight posters, clean desks, left tidy, etc.) • 5 minute mindsets to start each session 	<ul style="list-style-type: none"> • Communicate to other staff at duty handover time if needed. • Duty teacher to follow through & resolve issues: shared responsibility • Pick up rubbish • Duty teacher to round up students • Aides to support students in lining up on time and manage behaviours. 	<ul style="list-style-type: none"> • Students in class during learning time: <ul style="list-style-type: none"> ○ No collecting laptops/iPads ○ No photocopying ○ No drinks (bottles filled at break) ○ Minimal toilet visits • Be outside to bring classes in on time. • Ensure students are prepared before heading to specialist (e.g. drink bottle before P.E, etc.)