



# STUDENT WELLBEING AND ENGAGEMENT

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## 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.

## AIM

To explain that all Malvern Valley Primary School is committed to providing a safe, supportive, and inclusive environment to all members of our school community.

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## 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. There are currently 270 students enrolled.

Our school grounds are located near Chadstone Shopping Precinct. Most students that attend our school live locally and tend to walk or ride their bike to school. Malvern Valley Primary School has developed close ties to the local community. The school forms an integral part of the Phoenix Park Precinct, which includes a Library, Community Centre and Children's Centre and enjoys support from our local shops and community services. Our students are encouraged to engage with local clubs and national celebrations such as the Stonnington Council Remembrance Day Service.

Our school is culturally diverse with 49% of families having a language background other than English (LOTE), with the largest LOTE groups being Vietnamese, Russian and Hindi. We are proud of our diverse and inclusive school community.

The school is proactive in its focus on Student Wellbeing, explicitly teaching social skills and pro-social behaviours in our Wellbeing Program which is underpinned by Positive Education Principles and Restorative Practices. The school's values of respect, confidence, cooperation, and resilience form the basis for behavioural expectations.

Malvern Valley Primary School aims to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

## 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, 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 career opportunities for our staff.

### POSITIVE WELLBEING

We foster a strong sense of belonging through explicitly teaching and embedding habits of: Positive Education (PERMAH).

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.

Malvern Valley Primary School utilises universal strategies 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.

## **UNIVERSAL ENGAGEMENT STRATEGIES**

Universal engagement strategies are our commitment to engage all Malvern Valley Primary School community members in wellbeing and learning.

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging, and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being 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
- deliver a varied curriculum to ensure that students can engage in subjects and programs that are tailored to their interests, strengths, and aspirations
- teachers at Malvern valley Primary School use a planning instructional framework utilising pedagogical models to ensure an explicit, common, and shared model of instruction
- teachers at Malvern Valley Primary School adopt 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
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff, and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents

- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level
- students can contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the student wellbeing coordinator, teachers, 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
  - Buddy program
  - Peer support
- professional development for staff to address specific behaviour issues (i.e., Department Psychologist, managing aggressive behaviour, trauma related behaviour)
- opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)

## TARGETED ENGAGEMENT STRATEGIES

Targeted strategies are those that are more specific to meet the varied needs of vulnerable cohorts. They include both prevention and intervention strategies.

- 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 Education Plan (IEP), and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- a prep transition program named Ready, Set, Prep. This ongoing program provides transition opportunities for both parents and students over several weeks
- 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
- a transition plan for students that require a more comprehensive transition process

## INDIVIDUAL ENGAGEMENT STRATEGIES

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- collaborate with families and therapists to work towards reengaging disengaged students
- considering if any environmental changes need to be made, for example changing the classroom set up

- referring the student to:
  - school-based wellbeing supports
  - Student Support Services (SSS)
  - appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Headspace or other mental health services

Where necessary the school will support the student’s family to engage by:

- being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group (SSG) meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

### **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)**

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.

## **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 helping 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

## 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 PERMAH model to provide a framework that enables whole school focuses as well as a developmental sequence throughout the years.

## Restorative Practices

Malvern Valley Primary School uses the Restorative Practices approach to address incidences of conflict. 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. 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.

## 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 always uphold the school's values.

### Students have a right to

- learn in a secure environment without intimidation, bullying or harassment
- 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

### 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.

### **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.

The school, along with all 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 based on 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.

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

## 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. 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:

## Supportive Measures

When educative and preventative measures have not been successful, the school will use supportive measures underpinned by the school's values and the philosophy of Restorative Practices.

- 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
- 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.
- ongoing monitoring of incidences involving students will occur through utilisation and monitoring of hard-copy files and/or appropriate software packages (e.g. Sentral).

## Disciplinary Measures

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. Possible measures include:

- **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

## REFERENCES

Student Engagement Guidance	<a href="https://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx">https://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx</a>
Charter of Human Rights & Responsibilities Act (2006)	<a href="http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt8.nsf/DDE300B846EED9C7CA257616000A3571/87318807B8E7A33ACA257D0700052646/\$FILE/06-43aa013%20authorised.pdf">http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt8.nsf/DDE300B846EED9C7CA257616000A3571/87318807B8E7A33ACA257D0700052646/\$FILE/06-43aa013%20authorised.pdf</a>

Equal Opportunity Act (2010)	<a href="http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/tobjst8.nsf/DDE300B846EED9C7CA257616000A3571/8F8C26D69F046558CA257D0900094156/\$FILE/10-16aa013%20authorised.pdf">http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/tobjst8.nsf/DDE300B846EED9C7CA257616000A3571/8F8C26D69F046558CA257D0900094156/\$FILE/10-16aa013%20authorised.pdf</a>
Disability Standards for Education	<a href="http://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf">http://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf</a>
Education and Training Reform Act	<a href="http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/575C47EA02890DA4CA25717000217213/\$FILE/06-024a.pdf">http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/575C47EA02890DA4CA25717000217213/\$FILE/06-024a.pdf</a>
VIT Teacher Code of Conduct	<a href="https://www.vit.vic.edu.au/_data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf">https://www.vit.vic.edu.au/_data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf</a>
DET Suspension Process	<a href="https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx">https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx</a>
MVPS Bullying Prevention Policy	<a href="https://mvps.vic.edu.au/wp-content/uploads/sites/10/2017/05/Bullying-Prevention.pdf">https://mvps.vic.edu.au/wp-content/uploads/sites/10/2017/05/Bullying-Prevention.pdf</a>

## **APPENDICES:**

### **APPENDIX 1: Staged Consequences**

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

- Acting disrespectfully toward others about 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.

### **Possible Actions**

- Restorative conversation accompanied by an appropriate and related 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.
- 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

**RATIFIED BY SCHOOL COUNCIL: 2021**

**TO BE REVIEWED: 2024**

### 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"> <li>• Demonstrate school values</li> <li>• Use kind words:               <ul style="list-style-type: none"> <li>○ Manners</li> <li>○ Fill others' buckets</li> </ul> </li> <li>• Use kind actions:               <ul style="list-style-type: none"> <li>○ Caring for others</li> <li>○ Hands and feet to self</li> <li>○ No tolerance for hitting / kicking</li> </ul> </li> <li>• Listen Actively</li> <li>• Wear the uniform correctly and with pride</li> <li>• Take responsibility for:               <ul style="list-style-type: none"> <li>○ equipment</li> <li>○ actions</li> <li>○ work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speak appropriately (volume / language)</li> <li>• Take responsibility for the environment by:               <ul style="list-style-type: none"> <li>○ pushing chairs in</li> <li>○ tidying / cleaning tables</li> <li>○ keeping lockers neat</li> <li>○ keeping tubs organised</li> <li>○ clean and maintain common areas</li> </ul> </li> <li>• Consider others when using common spaces (library, studio, centre)</li> <li>• Follow ICT code of conduct</li> <li>• Use classroom equipment respectfully</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Line up appropriately               <ul style="list-style-type: none"> <li>- Toilet / drink during music, ready by time bell goes</li> <li>- hold balls still</li> </ul> </li> <li>• lined up straight</li> <li>• Rubbish goes in the bin</li> <li>• Use toilets for their intended purpose, no play</li> <li>• Care for others (no one left alone or harmed)</li> <li>• Sensible pace when moving around</li> <li>• Consider noise level when outside during class time</li> <li>• Use spaces appropriately (eg. ball games on courts / ovals only)</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal toilet/drinks breaks during lessons</li> <li>• Walk quietly / sensibly in a line between sessions</li> <li>• Walk with a partner to and from during class sessions (LEAP, music, etc)</li> <li>• Sign in at the office if late</li> <li>• Don't enter classes until supervised</li> <li>• Come prepared to sessions</li> </ul>

Teachers	<ul style="list-style-type: none"> <li>• Positive reinforcement of appropriate behaviours</li> <li>• Develop relationships with students</li> <li>• Ensure students know expectations</li> <li>• Model expectations ourselves</li> <li>• Know and implement school policies and processes (uniform, Restorative Practices, Bullying Prevention, etc.)</li> <li>• Be consistent and prepared to act: 'the behaviour you walk past is the behaviour you accept'.</li> <li>• Follow up all incidences</li> <li>• Ensure CRTs are informed &amp; folders are up to date</li> <li>• Support each other and seek support when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Class agreement: <ul style="list-style-type: none"> <li>○ Co-constructed</li> <li>○ clearly displayed</li> <li>○ Addressed regularly (positive &amp; negative)</li> </ul> </li> <li>• Ensure our classrooms reflect our expected standards (straight posters, clean desks, left tidy, etc.)</li> <li>• 5 minute mindsets to start each session</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate to other staff at duty handover time if needed.</li> <li>• Duty teacher to follow through &amp; resolve issues: shared responsibility</li> <li>• Pick up rubbish</li> <li>• Duty teacher to round up students</li> <li>• Aides to support students in lining up on time and manage behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in class during learning time: <ul style="list-style-type: none"> <li>○ No collecting laptops/iPads</li> <li>○ No photocopying</li> <li>○ No drinks (bottles filled at break)</li> <li>○ Minimal toilet visits</li> </ul> </li> <li>• Be outside to bring classes in on time.</li> <li>• Ensure students are prepared before heading to specialist (e.g. drink bottle before P.E, etc.)</li> </ul>
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