



Student Engagement & Inclusion Policy

Principal: Mrs. Gaylene Fehlberg

School Council President: Mr. Adam Scott

Ratified by School Council: 2014

Review: 2017

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 25% in the past two years, with 2015 enrolments currently 240 students.

At Malvern Valley Primary School the students enjoy modern facilities and extensive grounds. The school facilities were rebuilt in 2006 after a school fire in 2004 and include:

- An administration area
- 2 learning hubs:
 - A learning hub with six classrooms, a library and a central shared learning area (Studio). Each classroom contains separate staff work spaces, a breakout room, interactive whiteboards and evaporative heating and cooling.
 - A learning hub with 4 classrooms accompanied by a central outdoor work station that adjoins The Sherwood Centre. Each classroom contains separate staff work spaces, a breakout room, interactive whiteboards and reverse cycle heating and cooling.
- The Sherwood Centre which is a large flexible learning and performing area with canteen facilities which is utilised for Performing Arts, Physical Education and a range of Extra Curricular activities.
- A Multipurpose Room which is used for the Art program, Outside School Hours Care (OSHC) program and a range of other learning activities.

Malvern Valley Primary School forms an integral part of a Community Hub with the City of Stonnington's Phoenix Park facilities, which include Phoenix Park Library, Phoenix Park Community Centre and Phoenix Park Children's Centre.

The grounds were redeveloped after 2006 with significant input from the school community, a partnership with Stonnington Council and grants from both the State and Federal Governments. The community aims to maintain a natural environment that includes sustainable features such as a kitchen garden and the use of harvested water for the buildings and grounds. The grounds include three multipurpose courts, a grassed oval, a paved amphitheatre, quiet areas, much of which is shaded. The oval, courts and the community cabin were established as community resources. The school promotes the Active Travel Program and has a bike shed and shelter to facilitate this. Play equipment, designed to enhance full-body fitness, is provided for both junior and senior students. The school community prides itself on maintaining and improving these facilities through cooperative effort and events such as termly working bees.

Malvern Valley Primary School is a school with a strong commitment to excellence in a highly supportive and personalised environment. The school has an outstanding reputation for providing fundamental Literacy and Mathematics skills, as well as a focus on breadth and depth in other curriculum areas such as a 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 Australian Curriculum and Aus/VELS and is complemented a well-resourced Library and a

learning 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. Some examples of this include the Malvern Valley Brass Band (sponsored by the City of Stonnington 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. The Restorative Practices philosophy underpins the manner in which student issues are managed and resolved. The school's values of respect, friendliness, confidence, tolerance, cooperation and resilience are prominent visually and in dialogue amongst the community. 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.

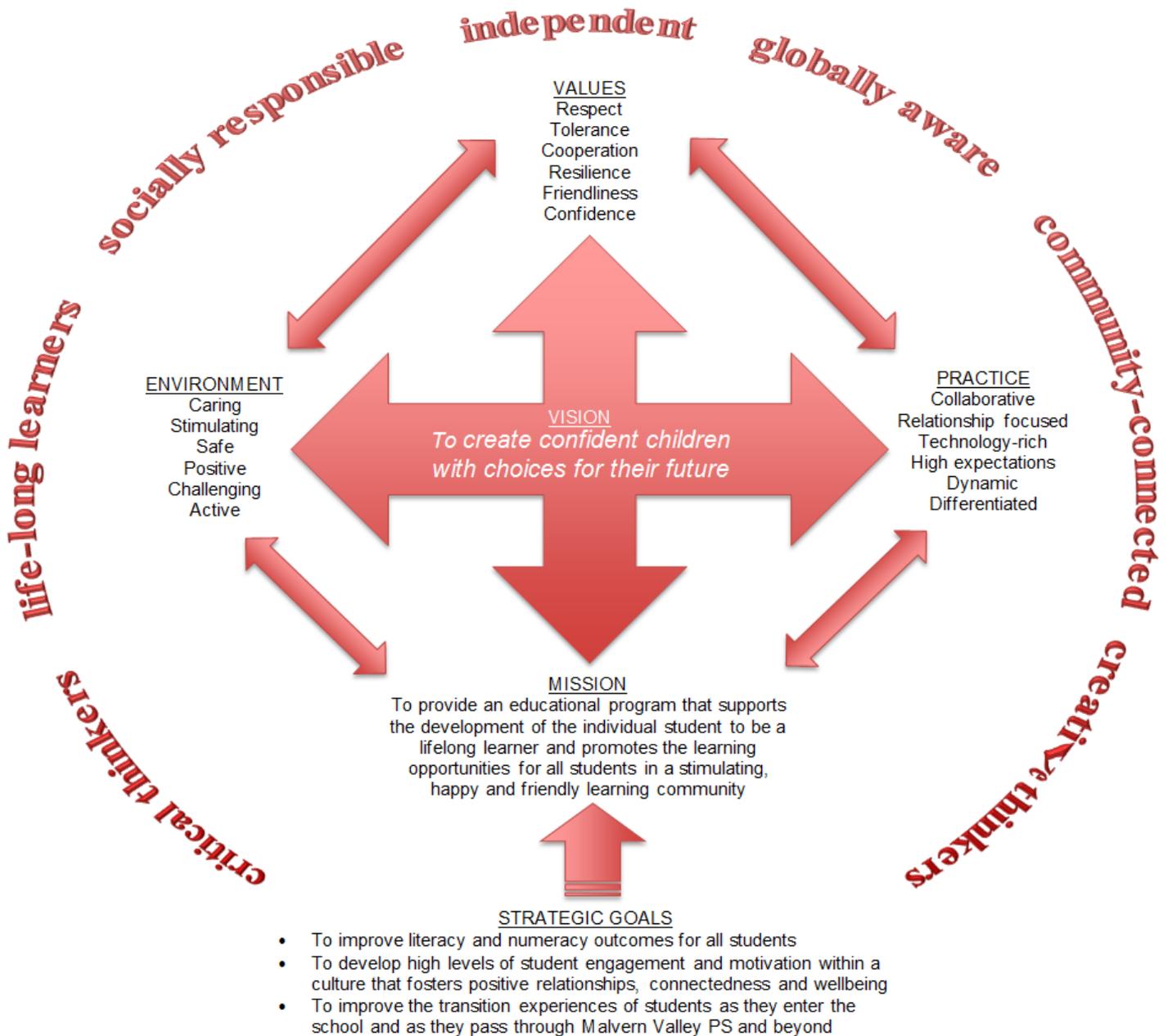
An Out of School Hours Program, offering Before School Care, After School Care and is well supported.

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. A class representative scheme facilitates communication and parent involvement within classrooms. Parents are also involved in School Council, its sub committees and the Parents Association. Communication with the community includes a weekly Newsletter, noticeboards, alerts via the school's Smart Phone App, class notices, information evenings, parent teacher interviews and an up to date school website.

2. SCHOOL VALUES, PHILOSOPHY AND 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. Significant focus and energy is placed on strategic planning and the education and management of wellbeing to provide us with the greatest opportunity to achieve the established goals and, in turn, a safe and highly positive environment in the school.

The below diagram represents how each component of our focus integrates to manifest the culture we have within our school.



STRATEGIC PLANNING

The school currently has the following goals and improvement strategies as a part of its Strategic Plan and Annual Implementation Plan relating to student wellbeing and engagement. It strives to achieve the goals through the strategies outlined, along with others that may be implemented.

GOAL:

To develop high levels of student engagement and motivation within a culture that fosters positive relationships, connectedness and wellbeing.

IMPROVEMENT STRATEGIES

- Strengthening student relationships and personal learning.
- Enhancing students' engagement in and ownership of, their learning.
- Building the capacity of staff to use Information Communication and Technology (ICT) to enrich and support the curriculum.
- A focus on Personal Power and Teamwork throughout the Malvern Valley Way program
- Continuation of extra-curricular offerings such as the Active After School Communities program.
- The development of a pedagogical framework with regard to ICT and the seeking of accreditation through the eSmart program.
- The introduction of Performing Arts to the specialist curriculum.

GOAL:

To improve the transition experiences of students as they enter the school and as they pass through Malvern Valley Primary School and beyond.

IMPROVEMENT STRATEGIES

- Build on links with the Phoenix Park Children's Hub to facilitate implementation of the Birth-8 Framework
- Provide comprehensive scaffolding for internal transition particularly at Years 1, 3 and 5
- The continuation and development of the relationship with the Phoenix Park Precinct organisations such as Early Learning @PP and the Senior Citizens.
- The refinement of transition processes within the school and the embedding of practices supported by the development of a policy.

GOAL:

To increase and broaden the scope of Parent Input

IMPROVEMENT STRATEGIES

- Form the Parent School Partnership School Council sub-committee to review and identify measures to improve parent involvement.
- Provide greater opportunities for parents to be involved in the school community.
- Identify parent skills that may be able to be utilised within the school community.
- Review communication mediums and identify the most effective ways to communicate with parents.

BULLYING

Malvern Valley Primary School defines bullying as repeated verbal, physical, social or psychological, aggressive behaviour by a person or group directed toward a less powerful person or group that is intended to cause harm, distress or fear. For the purposes of this policy, the school uses the term 'bullying' to include cyber-bullying.

The school considers bullying, along with all other anti-social behaviours that cause harm to others, as serious matters and has a strong commitment to addressing instances of this. It places great emphasis on preventative and early-intervention measures to decrease instances of bullying. The school has a Bullying-Prevention Policy (Appendix 1) that outlines these measures in detail. This policy also outlines the way in which bullying is dealt with. All members of staff are actively involved in ensuring the aims of this policy are achieved.

RIGHTS AND RESPONSIBILITIES

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The 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 in this policy in Section 4: Expected Behaviours.

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.

PRINCIPLES OF HEALTH AND WELLBEING

In conjunction with the aforementioned Acts, the school uses the Principles of Health and Wellbeing to help guide good practice when working with its students and the community. These principles are:

Principle 1 – Maximise access and inclusion

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-informed and reflective practice

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 – Holistic approach

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

Principle 5 – Person-centred and family sensitive practice

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

Principle 7 – Cultural competence

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to excellence

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

3. ENGAGEMENT STRATEGIES

Along with the establishment of key improvement strategies outlined in the Strategic Plan in section 2, Malvern Valley Primary School implements comprehensive strategies to engage its students and community. These strategies are classified as universal, targeted and individual.

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.

Values and Vision

The school's values also contribute significantly to the engagement of the school's students and community and the overall culture of the school. The values are: respect, friendliness, tolerance, confidence, cooperation and resilience. They are displayed throughout the school and are revisited frequently with the whole school community as a common language and point of reference in all situations.

The school's vision 'Creating Confident Children, with Choices for their Future' was developed in consultation with the school community and is reflected in each of the engagement strategies.

Malvern Valley Way:

The Malvern Valley Way is a social literacy program providing students with the skills, understandings and language to be engaged and productive citizens. It aims to build positive relationships and create collaborative and safe classrooms and grounds. It also focuses on the development of the person, relationships and community by providing opportunities for students to gain knowledge and understanding of ourselves and others. This occurs through developing interpersonal skills, establishing positive relationships, being respectful, friendly, and tolerant, speaking and listening effectively, contributing cooperatively as a team and restoring harmony positively. It also focuses on developing personal skills (emotional literacy) by understanding and valuing oneself, being assertive, confident and resilient.

The Malvern Valley Way is underpinned by the Malvern Valley Protocols of one voice, active listening, eye contact and showing respect.

The Malvern Valley way is comprised of four core elements: Community, Teamwork, Personal Power and Restoring Harmony. These are linked strongly to our Vision of 'Creating Confident Children with Choices for their future' and our school values of respect, friendliness, confidence, tolerance, cooperation and resilience. The whole school focuses on a specific area of the Malvern Valley Way for a semester; these are further broken into weekly foci that are covered in classes and are themes throughout communication with the community.

All classes are expected to undertake a Malvern Valley Way session each day and to embed the learning focus throughout the day/week.

Circle Time:

Circle time is regularly used as a strategy to empower students and to further develop their personal and interpersonal skills. Members of the class each take part in what becomes a democratic, participatory time with a focus on relationships and responsibilities and it is through this that the members of the class speak, listen, interact and enhance relationships. They discuss a broad range of topics including aspects of the Malvern Valley Way, problems that may arise and other significant events.

Some of the outcomes of effective circle time are:

- When students feel respected and are included in a dignified process, they feel compelled to own their behaviour.
- When students participate in processes that are procedurally 'fair' they begin to take responsibility for personal behaviour.
- When students are part of the solution they begin to develop empathy and insight.
- Students who participate in classroom meetings learn about fairness and justice.
- When provided with a safe forum, students are able to talk about what has occurred and how it can be fixed.

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

Curriculum Approach:

Malvern Valley Primary School understands that in order to engage students in their learning, a rigorous, contemporary and highly personalised curriculum is required. The school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum, based on the Aus/VELS curriculum, utilising an inquiry-based pedagogical approach.

Malvern Valley Primary School's curriculum recognises and responds to the diverse needs of its students through implementing 'Point of Need' teaching to challenge all students, offering a broad range of programs based on Aus/VELS Domains, General Capabilities and Cross-Curriculum Priorities to meet the demands of students from Foundation to Year 6 and through creating an engaging, stimulating and dynamic classroom environment. Technology including laptops, interactive whiteboards and digital media are used purposefully to engage students and enhance learning opportunities. Students also engage with a range of incursions and excursions throughout the year to provide a greater breadth of experiences.

The school provides opportunities for teachers to plan collaboratively, reflect on practice and develop themselves professionally to ensure best practice is achieved. Assessment is

ongoing, with formal and informal feedback provided to students and parents. Students are taught and provided with opportunities to self and peer assess. Students are also encouraged to take responsibility for the learning by being involved in developing and evaluating their own learning goals against Learning Intentions and Success Criteria.

Opportunities are provided for students to excel through diverse curriculum offerings. Specialist teachers conduct weekly lessons in Japanese, Physical Education, Visual Arts and Performing Arts. Private music lessons are also offered for a range of instruments.

Extra-curricular Programs

Extra-curricular offerings play a significant role in engaging students in a range of activities, both within and outside of school hours. The cost of such offerings is minimized to ensure optimal opportunities for all students. Offerings include a diverse range of sporting, musical and community-based activities.

Communication

Malvern Valley Primary School understands the importance of comprehensive and multi-modal communication with its community. The Parent-School Partnership Committee has been established as a sub-committee of School Council to further enhance the relationship and communication between the school and its community and has been responsible for many initiatives.

Parents and the wider community are regularly kept up to date with events, classroom happenings and opportunities via weekly newsletters and assemblies, emails, letters, the school website, the Malvern Valley Primary School App, noticeboards and advertising throughout the local community.

Teachers, support staff and school leadership also work hard to establish and maintain strong communication through formal meeting opportunities such as Parent Teacher Interviews and Student Support Group Meetings. Teachers also spend afternoons meeting and greeting parents outside classes and utilise home/school diaries to informally communicate with parents.

Parental Involvement

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 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 Active Tag 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.

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.

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, Sports, Library and ICT Monitors. They have leadership time with their teachers each week to develop the skills required for these roles. Students from Grade 2 – 6 are eligible to be elected to the Junior School Council which coordinates 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 Five Days of Quality Program at the start of the school year to allow students to settle into their class and get to know classmates, routines and teachers.
- An induction program for new students to the school, providing mentors for new students and their families.

INDIVIDUAL ENGAGEMENT STRATEGIES:

Individual Learning Plans

Individual Learning Plans are developed by teachers, and at times in conjunction with relevant specialists, for students with unique learning requirements. They provide tailored strategies and goals relevant to the student's needs. They provide parents with guidance on how they can support their child at home. They are revisited regularly to be modified and/or updated.

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.

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:

Teaching 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. Teaching Aides 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.

4. BEHAVIOURAL EXPECTATIONS

SHARED EXPECTATIONS FOR BEHAVIOUR:

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. Members of the school community are expected to demonstrate the school's values and protocols at all times. The key stakeholders of the school community have rights and responsibilities relating to their behaviour to ensure that the school is safe, supportive and inclusive. These are outlined 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 DEECD 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.

Responses to Challenging Behaviour

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.

- 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.
- 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.
- All students will be included and supported throughout the Restorative Practices process.
- 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
- Relevant strategies to deal with incidences of bullying will be utilised, such as the POOCH strategy (SAFEMinds resource), Bully Stoppers resources or any other appropriate DEECD resources.
- Should students feel the need to bring a support person along to a meeting or Restorative Chat, they are welcome to do so.
- 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.
- When considering or carrying through suspension, DEECD processes will be followed with regard to determining grounds for suspension, notification of parents, happenings during suspension and support and follow up.
- 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, 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. Consideration will also be made of the student's engagement; the withdrawal of privileges does not seek to harm the student's level of engagement.
- **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.

In incidences of an extreme nature, a student may be suspended in accordance with the DEECD 'Grounds for Suspension' conditions. Strict guidelines will be followed for the suspension of a student and will take into consideration the perceived improvements to the student's ongoing behaviour as a result of the suspension. The DEECD processes for suspension are listed below as a reference.

5. EVALUATION:

A Student Engagement and inclusion Policy will be treated as a living document. Regular monitoring of a school's progress and evaluation of the effectiveness of the engagement strategies will help guide adjustments where needed. The review of the Student Engagement Policy will be done in conjunction with the school's annual self-evaluation undertaken as part of the school accountability framework.

REFERENCES

Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
Charter of Human Rights and 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	http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/Code-of-Conduct-June-2008.pdf
DEECD Suspension Process	http://www.education.vic.gov.au/school/principals/participation/Pages/schoolsuspension.aspx

Appendices:

APPENDIX 1: Bullying Prevention Policy

MALVERN VALLEY PRIMARY SCHOOL POLICY

WELLBEING

BULLYING PREVENTION POLICY

DEFINITION:

Bullying is repeated verbal, physical, social or psychological, aggressive behaviour by a person or group directed toward a less powerful person or group that is intended to cause harm, distress or fear. For the purposes of this policy, the term 'bullying' is inclusive of cyber-bullying.

RATIONALE:

At Malvern Valley Primary School we recognise the National Safe Schools Framework's Guiding Principles; we

- Affirm the rights of all members of the school community to feel safe and be safe at school.
- Acknowledge that being safe and supported at school is essential for student wellbeing and effective learning.
- Accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities.
- Encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued.
- Actively support young people to develop understanding and skills to keep themselves and others safe.
- Commit to developing a safe school community through a whole-school and evidence-based approach.

Our school is committed to providing a safe and caring environment and culture that enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to teaching and learning. The school's Bullying Prevention Policy, in conjunction with the Cyber Safety and Student Engagement and Inclusion Policies, inform the community that bullying in any of its forms will not be tolerated and that all students have the right to learn.

AIMS:

- To provide a clear understanding to the community of what is and what is not bullying.
- To place significant emphasis on the prevention of bullying through various initiatives and educative processes.
- To reinforce within the school community that we take a zero tolerance approach to bullying.
- To provide clear advice on the roles and responsibilities of the whole school community in the prevention and response to bullying behaviour.
- To provide clear procedures to the school community on how to report bullying behaviour.

- To implement a Restorative Practices approach to dealing with incidences of bullying to ensure that the focus is on educating students and restoring the relationship between involved parties.
- To ensure that all reported incidents of bullying are dealt with appropriately, followed up and that support is given to any person who has been affected by the bullying behaviour.
- To seek the support and cooperation of the whole-school community in establishing a proactive and responsive approach to bullying.

IMPLEMENTATION

1. Organisation

- 1.1 The Bullying Prevention Policy will be widely available to the school community on the school's website, in the Policy Book at the Main Office and in the Parent Handbook given to all parents upon enrolment.
- 1.2 New staff will receive detailed information and adequate training during the staff induction process to ensure a thorough and consistent understanding of this policy.
- 1.3 All staff will complete the Bully Stoppers online learning module (<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystopmodule.s.aspx>) to ensure they are familiar with identifying students in distress and appropriate means for dealing with incidences of bullying.
- 1.4 Professional development opportunities will be made available for staff, particularly in the area of Restorative Practices, to ensure all staff are able to implement this policy fully.
- 1.5 The Department of Education and Early Childhood Development's (DEECD) Expectations of Behaviour Document will be communicated to all new members of the school community to ensure that it is aware of desirable behaviours and ways of communicating.
- 1.6 The school leadership team, teachers and all support staff will work together to ensure the safety of all school members in situations of bullying by thoroughly investigating complaints, respecting the need for confidentiality, communicating (where appropriate) with parents/carers and planning interventions.
- 1.7 The school's policy will be updated to ensure it continues to comply with any Department of Education and Early Childhood Development (DEECD) requirements.

2. Student Empowerment:

- 2.1 It is the expectation that all members of the school community, including students, uphold the school's values of respect, tolerance, cooperation, resilience, friendliness and confidence at all times. These values will be taught, recognised and celebrated and will form the basis for a consistent vocabulary throughout the school.
- 2.2 Malvern Valley Way, an educative social skills program that helps to develop resilience, conflict resolution, assertiveness and problem solving will be taught daily in all grades.
- 2.3 Students will also be explicitly taught and assessed against the Aus/VELS curriculum standards in the Physical, Social and Personal Learning Domains, which focus on the development of pro-social behaviours. References to pro-social behaviours will also be made throughout Inquiry Units and other curriculum areas (eg. sportsmanship in Physical Education).
- 2.4 At the beginning of each year and other appropriate times throughout the year, teachers will discuss with their students what bullying is and what it is not. They will outline the importance of communicating incidences of bullying to a trusted adult. They will also discuss effective ways of dealing with isolated incidences which do not fall under the definition of bullying.

3. Prevention:

- 3.1 The Cyber Smart Policy will complement the Bullying Prevention Policy and provide additional detail on cyber safe practices the school will implement to prevent incidences of bullying.
- 3.2 The Student Engagement and Inclusion Policy will further complement the Bullying Prevention Policy.
- 3.3 Each classroom teacher will reflect the school's Bullying Prevention Policy in their class agreement / classroom rules.
- 3.4 Each student is required to sign the Digital Technologies Acceptable Use Agreement, which promotes safe and responsible online behaviours before they are able to use technology at school.
- 3.5 All students in Grades 3 – 6 will complete the DEECD's Bully Stoppers 'Student Bullying Survey' (Appendix 4) annually. Data gathered from this survey will be analysed by the Assistant Principal and communicated to staff to assist them in being proactive in preventing and minimising incidences of bullying. The purpose of this survey is to provide an overview of bullying prevalence in the school, not as a means of eliciting information on specific incidences.
- 3.6 Staff are required to document any incidences of bullying into the Sentral database. Details of the incident and affected/involved students must also be noted.
- 3.7 Staff on Yard Duty are required to document any incidences deemed 'serious' or determined to be of a bullying nature into the Sentral database. Such incidences are also to be communicated in person to the classroom teachers of any students involved in incidences that are uploaded to Sentral.
- 3.8 Should incidences occur on school grounds when no staff are on scheduled yard duty (outside the hours of 8:45am – 3:45pm), parents are encouraged to prevent any imminent danger to any involved students and then to contact a staff member from the school to follow up at an appropriate time.
- 3.9 A 'Friendship Stop' will operate allowing students to have a place to go when they need additional support. This area will be monitored by the Yard Duty teacher in Area 1 and student leaders.
- 3.10 All Foundation students will receive a Grade 5/6 Buddy to assist them at the start of the year with finding friends and safe and responsible play and providing them with support throughout the year should they need it.

4. Communication

- 4.1 This policy's prevention measures will be actively promoted in school assemblies, newsletters, displays around the school and student reports.
- 4.2 Student Wellbeing will be an agenda item in staff and team meetings to ensure any issues are communicated to relevant staff.
- 4.3 The Engagement and Wellbeing Team will work to ensure that all staff within the school are aware of initiatives, processes and procedures that relate to bullying or the prevention of bullying.
- 4.4 The Bullying Prevention Policy and Cyber Smart Policy will form a part of the Parent Handbook, given to all new parents to the school.

5. Early Intervention:

- 5.1 Through all the mediums listed in the 'communication' section, the school will promote the responsible and timely reporting of bullying incidents.
- 5.2 Incidences of bullying, as defined in this policy, should be communicated by the student, or parent/carer of the involved student to their classroom teacher in the first instance. It may then be referred to the Assistant Principal or Principal (as per the Parent Concerns Policy).
- 5.3 At first awareness, the classroom teacher, Assistant Principal or Principal will thoroughly investigate incidences of bullying and utilise a Restorative Practices approach with involved parties. This process will be documented and uploaded to the

Sentral database and communicated to relevant parties, maintaining an appropriate level of confidentiality.

- 5.4 Students that are recognised as being susceptible to provocation in particular circumstances will work with teachers to identify strategies to minimise such provocations.

6. Intervention:

- 6.1 Intervention will follow the Restorative Practices approach and guiding principles which 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
- Addresses 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

- 6.2 The goals of any Restorative Practices intervention will be to:

- 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

- 6.3 The process will follow the appropriate Restorative Practices structure (Appendix 1) given the level of the involved students.

- 6.4 Staff will utilise some or all of the Restorative Practices script (Appendix 1), WARRM conversation structure (What happened, Who was affected, reflecting, repairing and moving on), templates such as the Think Sheet (Appendix 2) and Apology Framework Template (Appendix 3) to facilitate the Restorative Process.

- 6.5 In the intervention stage, staff members may wish to draw upon other relevant strategies to deal with incidences of bullying such as the POOCH strategy (Appendix 5), SAFEMinds resources, Bully Stoppers resources or any other appropriate DEECD resources.

- 6.6 Should students feel the need to bring a support person along to a meeting, they are welcome to do so.

- 6.7 Consequences for repeated incidences of bullying may involve the Principal or Assistant Principal. They may include exclusion from areas or activities, loss of relevant privileges, or ongoing meetings/counselling.

- 6.8 For repeat incidences, parents may be requested to attend a meeting with the Principal and other relevant staff (eg. 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.

- 6.9 In incidences of an extreme nature, a student may be suspended in accordance with the DEECD 'Grounds for Suspension' conditions.

- 6.10 All communication and intervention strategies implemented throughout dealing with an incidence of bullying will be documented into the Sentral database using the appropriate templates.

7. Post Incident:

- 7.1 The staff member who has been responsible for any intervention procedures will also be responsible for the ongoing monitoring of involved students.

- 7.2 Any relevant information throughout this period will be communicated to parents.

- 7.3 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.
- 7.4 Should a student be suspended, the correct DEECD processes for reintegration into the school community will be adhered to as per the Suspension Process Flowchart.
- 7.5 Ongoing support will be made available to all students involved, including access to a DEECD funded psychologist (with parent's permission)

APPENDICES

1. Restorative Practices Processes
2. Student Reflection Template
3. Apology Framework Template
4. Student Bullying Survey
5. POOCH template (SAFEMinds resource)

REFERENCES

- DEECD Bullying Resources and information, Accessed at: <http://www.education.vic.gov.au/school/teachers/health/Pages/bullying.aspx>
- Bullying No Way! resources. Accessed at www.bullyingnoway.com.au
- Bully Stoppers by DEECD. Accessed at <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- SAFEMinds resources by DEECD. Accessed at: <http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx>
- National Safe Schools Framework. Accessed at: <http://www.safeschoolshub.edu.au>
- Suspension Considerations by DEECD. Accessed at: <http://www.education.vic.gov.au/school/principals/participation/Pages/suspensionconsiderations.aspx>

APPENDIX 2: Statement of Values (adapted from the DEECD)

STATEMENT OF VALUES

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

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

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

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

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

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

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

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

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

AS PARENTS, WE WILL:

- Model positive behaviour to our child.

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

AS STUDENTS, WE WILL:

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



AS COMMUNITY MEMBERS, WE WILL:

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

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

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

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

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

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

CONSEQUENCES

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

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

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

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

APPENDIX 3: 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 team leader and Principal
3. Following discussion / consultation with the appropriate support services officer during a liaison contact meeting (Guidance Officer, Speech therapist) Principal provides relevant referral permission and privacy forms to class teacher and parent.
4. Completed forms are returned to Principal 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 parent /GO meeting is deemed sufficient to provide counselling and support for student and parents.
6. Assessments, observations etc by SSSO completed if deemed necessary.
7. Completed reports forwarded to school team – Principal class teacher for reading
8. Principal, class teacher and SSSO discuss results and make determinations
 - Parent meeting
 - Individual “learning” plans
 - Curriculum modifications
 - Whole staff “awareness”
9. Parent meeting appointments are set by relevant SSSO in consultation with Principal
10. Appointment attended by SSSO, Principal and class teacher and chaired by Principal
11. Copies of any minutes, notes decisions are provided to all personnel involved

APPENDIX 4: Staged Consequences

Low Level Behaviours (for example)

- Not upholding school and classroom values (eg. being disruptive, acting in an irresponsible manner, contravening school policy)
- Not demonstrating the Malvern Valley Protocols (not showing respect for others)

Possible Actions

- W.A.R.R.M. Conversation with a teacher
- Restorative conversation accompanied by an action / consequence that aims to make things right

Moderate Level Behaviours (for example)

- 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.

Possible Actions

- 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 an Apology Framework Sheet.
- The informing of parents of the situation
- A signed agreement relating to future behaviours that will ensure similar incidents don't recur.

High Level Behaviours (for example)

- 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.

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 an Apology Framework Sheet.
- The informing of parents of the situation.
- A signed agreement relating to future behaviours that will ensure similar incidents don't recur.
- In-school suspension.
- School suspension.
- Expulsion.