



# Student Engagement and Inclusion Policy

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

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## 1. School profile:

Somerville Rise Primary School is situated a 10 minute drive from Frankston on the Mornington Peninsula and was first established in 1995. It soon grew to a school of over 600 students and over the last ten years enrolments have steadily declined to the current student population of 305. There are currently 13 classes. The school student population is comprised of:

- relatively low mobility and transience levels;
- most students coming from homes where English is the primary language, with 1% having Language Backgrounds other than English;
- Approximately 3% of the school population being funded through the Program for Students with Disabilities;
- 5 Koori students; and
- The School Family Occupation index at Somerville Rise is 0.44. School families tend to be employed in small business, industry and trades within the community and further afield.

Situated on the corner of Blacks Camp Road and Graf Road, the school has plenty of open space for children to play as well as 3 adventure playgrounds and 4 hard-court areas. The school borders Somerville Secondary College and a newly developed wetlands reserve. Also close to our school (across the road) is Blacks Camp Pre School which has a close association with our school.

At Somerville Rise Primary School we provide a comprehensive curriculum for all students from grades Foundation to 6 following the Department of Education and Training (DET) curriculum guidelines – Victorian Curriculum which is based on the Australian Curriculum. We are a 5 star sustainable school. This requires our school to be proficient in and have curriculum links with waste management, water management, biodiversity and renewable energy.

At Somerville Rise Primary School we promote “learning together”. The school community has developed a set of core values which underpin our relational learning philosophy. These values are:

- Respect
- Integrity
- Service
- Empathy

Our school has a Student Wellbeing Officer who assists with pastoral care. In addition, a number of extra-curricular programs are provided.

The school community provides strong support for the school through active involvement in School Council and parent groups and Sub-Committees, assistance in classrooms and with fundraising. 2017 is a review year on the school’s current Strategic Plan and a new plan will be developed beginning in 2018.

## 2. School vision, philosophy and values

Our school’s vision is **to foster excellence in learning and positive relationships which build the foundations for life success.**

It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Somerville Rise Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of academic achievement and social behaviour. At Somerville Rise Primary School we promote “learning together”.

The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to:

- An elected government.
- The rule of law.
- Equal rights for all before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

A statement about the rights and responsibilities of all students and school staff is included in Appendix 1. Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Approach to Bullying Policy for more information.

### **3. Guiding principles**

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school promotes Respectful Relationships and fosters personal and social capabilities through explicitly teaching students social and emotional skills including Gender and Identity and Positive Gender Relationships.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

### **11. Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Our school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school provides an attractive, stimulating learning environment and a range of extra-curricular offerings which help children to experience success and thus develop a sense of competency and self-esteem.

Our school recognises that student engagement and school connectedness underpin effective learning. The positive school culture is supported by a range of programs and support systems which are described in this section.

Students have direct involvement in school activities and opportunities to contribute to the school community through the Student Leadership Program, SRC and cross-age tutoring programs such as the PAL program. The School Leadership program includes all Year 6 students as student leaders with involved in activities such as running assemblies, student mediation, welcoming visitors, promoting positive and safe behaviour, organising lunchtime activities and environmental and sporting organisation. Year 5 students are taken through the PAL program

The school's Student Wellbeing Officer Program provides pastoral care that:

- Makes initial contact and individual students and families to agencies (following parent or teacher referral); and
- Provides counselling for bullying incidents
- Coordinates the Peer Mediation leaders

In late 2016 the school began implementing a Whole School Positive Behaviour approach and this introduced a set of Values and a positive behaviour model in the classroom based around a 'clip-up' program.

The four School Values are: Respect, Integrity, Service and Empathy were introduced in 2017. Class teachers began 2017 with an emphasis on examining the Values and how they would look in the classroom, in the yard and in the community.

- Respect
- Integrity
- Service
- Empathy

The Clip-Up Chart is located in every classroom and each student has a peg with their name on it. The chart is explained in the article, [Clip Chart: A Simple Discipline Strategy for Promoting Positive Behavior](#). (T:\Shared\Student Wellbeing\Positive Behaviours 2017)



Incentives such as Citizen of the Month and Leaders on the Rise have continued and reinforce the focus on positive behaviour.

There is an emphasis on restorative conversations to manage conflict and sort out disagreements. This is an example of suggested questions to include in a conversation based on re-establishing positive relationships:

**What did you do?**

*What happened?  
How did you behave?  
What were you thinking at the time?  
What did you want to happen?*



**STOP**

**Why do you think that it was wrong?**

*What school rule did you break?  
Who has been affected by what you have done? In what way?  
What have you thought about since?  
How were you affected?*



**THINK**

**What will you do in the future to ensure that this doesn't happen again?**

*What do you think you need to do to make things right again?  
What do you think might need to happen to make things better?*



**DO!**

Student behaviour concerns are tracked through a software program, SENTRAL, and where a concern is flagged it is discussed during Student Wellbeing meetings. This would subsequently be discussed with teachers and parents and the results of these discussions can lead to:

- SSSO consultation with students, teachers and parents;
- referrals for support through Medicare's Mental Health Plan system;
- students being funded through the Program for Students with Disabilities;
- short-term and long-term behaviour management plans and yard arrangements;
- referrals for support through the Student Development Centre;
- Behaviour management PD for teachers and ES staff;
- Review of school procedures;

Sentral Attendance monitors attendance in real time. A regular examination of attendance concerns are tabled regularly at the Student Wellbeing meeting.

A number of lunchtime activities (such as art, library, choir, the barn) run during the week, which provides alternatives and enrichment for students during these breaks. They also provide 'safe' places for students who find the breaks a stressful time. A yellow 'Friendship Seat' is located in the courtyard for students who are feeling lonely.

The school has three playgrounds, an oval, four basketball courts, several quiet areas and grassed open spaces. There are two teachers on duty during each break.

The school has intervention programs catering for students with identified learning needs. The programs include Speech Therapy Assistance, Intensive Reading and Literacy Enhancement Activity Program who focus on the explicit teaching of literacy and numeracy. Student Support Services and outside agencies such as DHHS, onPsych, ChildFirst and ELMHS are available to provide advice and support when necessary.

#### **4. Identifying students in need of extra support**

Our school will utilise the following information and tools identify students in need of extra support using the following strategies (see Appendix 3):

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- SENTRAL
- School Entry Health Questionnaire
- Australian Early Development Census
- Engagement with students' families

#### **5. Behaviour Expectations**

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 3.

#### **6. School actions**

##### **Respectful Relationships**

In 2017, Somerville Rise Primary School became a leading school in Resilience, Rights and Respectful Relationship Education (RRRRE), a comprehensive and preventative approach to tackling gender inequality and family violence. Schools are already obliged to support and guide staff in promoting gender equality to prevent gender-based violence through equal opportunity and anti-discrimination legislation. However, to embed a culture of gender equality requires schools to go beyond these requirements, so respectful attitudes, norms and behaviour make up part of school policy and procedure. Staff will be supported to know how to respond appropriately to disclosures of violence from both students and staff.

As a leading school in RRRRE, Somerville Rise has made a commitment to creating a whole school approach to embed systematic change across the entire school concerning gender equality. Staff will also deliver the Respectful Relationships Education, in line with the Victorian Curriculum. The RRRR curriculum resource is a Social and Emotional Learning program that explicitly foster personal and social capabilities through teaching students skills in the areas of: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity and Positive Gender Relationships. Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability. Helping students to understand the potentially negative effects of dominant gender expectations can assist them to work on changing those that limit opportunities, reduce equity, contribute to poor health, or lead to violence.

##### **Responding to challenging behaviour**

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see Appendix 4).

## Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness (see Appendix 5).

**[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)**

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

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

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

## Bullying and harassment

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

The effects of harassment or bullying include

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

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

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

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

## Definitions

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

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

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

Examples of cyberbullying behaviour are:

- Teasing and being made fun of;
- Spreading of rumours online;
- Sending unwanted messages; and
- Defamation.

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

## **7. Engaging with families**

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey and from parent representatives on School Council and its Education Committee.

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

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

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

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

## **8. Evaluation**

### **Data collection and analysis**

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- RISC data
- data extracted from software such as CASES21 or SOCS

## **Review of this policy**

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

## **9. Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Shared Behavioural Expectations

Appendix 4: Child Safety Code of Conduct

Appendix 5: Referral Process for concerns about students

Appendix 6: Staged response to behaviour issues

Appendix 7: Process for responding to breaches of Behaviour Expectations

Appendix 8: Statement of Values

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Related policies:

Approach to Bullying Policy

Child Safe Policy

## **Appendix 1**

### **STATEMENT OF RIGHTS AND RESPONSIBILITIES**

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

## Student Engagement Strategies

## Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum based on Victorian Curriculum in 2017.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program You Can Do It</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the implementation of the Kidsmatter initiative.</li> <li>• Positive Behaviour Support plans developed for students needing individual behaviour support.</li> <li>• A range of opportunities for supported play (eg. barn activities, drop-in room, library) during recess and lunchtimes.</li> <li>• All students in Out of Home Care will be referred to Student Support Services for an Educational Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:               <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services</li> <li>○ Refer to external support services including ChildFirst, Local Government Youth Services, Good Shepherd, CAMHS</li> </ul> </li> </ul>

## Shared Behaviour Expectations

## Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• preparedness to engage in and take full advantage of the school program</li> <li>• effort to do their very best</li> <li>• self-discipline to ensure a cooperative learning environment and model the school values</li> <li>• team work</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled school holidays</li> <li>• Support their child's learning during absences and work with the school to</li> </ul>	<p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• follow up on any unexplained absences promptly and consistently</li> <li>• Identify trends via data analysis</li> <li>• Report attendance data in the school's Annual Report</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>

		reintegrate students after prolonged absences	
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Model the schools core values of diversity, achievement, responsibility and endeavour</li> <li>• Always treat others with respect.</li> <li>• Never physically or verbally abuse others.</li> <li>• Take responsibility for their behaviour and its impact on others</li> <li>• Obey all reasonable requests of staff.</li> <li>• Respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Respect the property of others.</li> <li>• Bring correct equipment to all classes</li> <li>• Comply with the school’s policies and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>• Have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations</li> <li>• Communicate with the school regarding their child’s circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its discipline procedures through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

The following child safety code of conduct clearly spells out the professional boundaries and acceptable and unacceptable adult/child relationships and behaviours. All staff members at our school are expected to have read and to implement the following 'Child Safety Code of Conduct' at all times.

### **Making a professional judgement**

Adults at Somerville Rise Primary School will;

- Make judgements about their behaviour in order to secure the best interests and welfare of the child
- Record interactions and share them with a member of the Principal Class.
- Ensure actions taken are warranted, proportionate, safe and applied equitably
- Discuss any misunderstandings, accidents or threats with a leadership team member
- Be aware of their position of trust and ensure an unequal balance of power is not used for their own or others personal advantage or gratification
- Not use their position to intimidate, bully, humiliate, threaten, coerce or undermine children
- Maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others
- Not promote relationships which create a personal friendship or are of a sexual nature, or which may become so.

### **Personal/living space**

Adults at Somerville Rise Primary School will;

- Not invite a child into their home or any home or domestic setting frequented by them, unless the reason for this has been firmly established and agreed with parents and care givers
- School Leadership or the home has been designated as a work place e.g. childminders, foster carers
- Be vigilant in maintaining their own privacy and mindful of the need to avoid placing themselves in vulnerable situations
- Not ask children to undertake personal jobs or errands
- Maintain professional boundaries.

### **Gifts, rewards and favouritism**

Adults at Somerville Rise Primary School will;

- Be aware of their organisation's policy on the giving and receiving of gifts
- Ensure that gifts received or given in situations that may be misconstrued are declared
- Only give gifts to an individual child part of an agreed reward system
- Ensure that when operating reward systems, methods and criteria for selection of children for awards are fair and transparent.

### **Infatuations**

Adults at Somerville Rise Primary School will;

- Deal with infatuations sensitively and appropriately to maintain the dignity and safety of all concerned
- Make sure their own behaviour is beyond reproach
- If they become aware of an infatuation developing or any indications that it may, record it and discuss it with the School Leadership member so that action can be taken to avoid any hurt, distress or embarrassment.

### **Communication (including the use of technology)**

Adults at Somerville Rise Primary School will:

- Ensure communication takes place within clear and explicit professional boundaries this includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.
- Not share any personal information with a child
- Not request, or respond to, any personal information from a child, other than that which may be appropriate as part of their professional role

- Not give their personal contact details to children, including their mobile number, home phone or personal e-mail address, unless the need to do so is agreed with School Leadership and parents
- Only use equipment e.g. mobile phones, provided by their organisation to communicate with children, making sure that parents/carers have given permission for this form of communication to be used
- Only make contact with children for professional reasons and in accordance with School policy
- Only use text messaging as a last resort when no other forms of communication are possible
- Not use internet or web-based communication channels to send messages
- Use internal e-mail systems in accordance with the schools policy.

### **Social Contact**

Adults at Somerville Rise Primary School will:

- Not have social contact with children unless the reason for this has been firmly established and agreed with School Leadership
- Not have secret social contact with children and/or their parent(s);
- Always approve any planned social contact with children with School Leadership
- Advise senior management of any social contact that has occurred which may raise concern
- Report and record any situation which may place a child at risk or may compromise the organisation or their own professional standing.

### **Sexual Contact**

Adults at Somerville Rise Primary School will:

- Not engage in sexual activity with or in the presence of a child, or cause or incite a child to engage in or watch sexual activity, to do so would be considered a criminal offence;
- Not have any form of communication which could be interpreted as sexually suggestive or provocative or make sexual remarks to, or about a child either verbally, written or electronically
- Not discuss their own sexual relationships with or in the presence of children
- Ensure relationships take place within boundaries of respect and professionalism
- Ensure language, attitudes and demeanour do not give rise to comment or speculation
- Be aware that consistently conferring in appropriate special attention and favour upon a child might be construed as part of a grooming process, and as such will give rise to concerns about behaviour.

### **Physical Contact**

Adults at Somerville Rise Primary School will:

- Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Only have physical contact with a child when it is necessary and in ways which are appropriate to their professional or agreed role and responsibilities, never touch a child in a way which may be considered indecent
- Be aware of the child's reactions or feelings and, as far as possible, only use a level of contact which is acceptable to the child and for the minimum time necessary
- Seek permission from the child or the parent, if the child is very young, before physical contact is made and agree what contact is acceptable
- Not assume that when a child is distressed they seek physical comfort
- Always be prepared to report and explain actions and accept that all physical contact is open to scrutiny
- Not indulge in horse play
- Always encourage children, where possible to undertake self-care tasks independently
- Be aware of cultural or religious views about touching and sensitive to issues of gender
- Where there is regular physical contact needed, the nature of this must be agreed with School Leadership and the parent as part of a formally agreed plan
- Where a child initiates inappropriate physical contact, you must sensitively deter them and help them understand the importance of personal boundaries.

### **Behaviour Management:**

Adults at Somerville Rise Primary School will:

- Not use any form of degrading treatment to punish a child

- Not use sarcasm, demeaning or insensitive comments
- Ensure any sanctions and rewards are part of an agreed behaviour management policy
- Try to defuse situations before they escalate
- Never use corporal punishment
- Follow the behaviour policy and only use physical intervention in exceptional circumstances and as a last resort, when other behaviour management strategies have failed and where there is a risk of physical injury or serious damage to property
- When, using physical intervention, use the minimum force necessary and techniques in line with recommended policy and practice and always report and document the incident
- Be mindful of other factors which may be impacting on a child's behaviour, i.e. bullying, changes in home circumstances

*Note: the use of unwarranted physical force is likely to constitute a criminal offence.*

### **Personal/Intimate Care**

Adults at Somerville Rise Primary School will:

- Adhere to the school's code of conduct
- Make other staff aware of the task being undertaken
- Explain to the child what is happening
- Carefully and sensitively observe the emotional responses of the child, and record and report any concerns to School Leadership and parents, if appropriate
- Respect children's privacy at all times
- Avoid any physical contact when children are in a state of undress, other than as part of an agreed care plan
- Not change, in the same place as children
- Not shower or bathe with children
- Not assist with any personal care task which a child can undertake themselves

### **One to one situations/home visits**

Adults at Somerville Rise Primary School will:

- Ensure that when working alone, full and appropriate risk assessments have been agreed to
- Avoid meetings with a child in secluded areas
- Always inform colleagues and/or parents about one to one contact beforehand, assessing the need to have them present or close by
- Avoid the use of 'engaged' signage on doors where ever possible, these create an opportunity for secrecy or the interpretation of secrecy
- Carefully consider the need of the child when in one to one situation and always report any situation where the child becomes distressed or angry towards you
- Agree what the purpose for any home visit with School Leadership team unless it is an acknowledged and integral part of your role
- Never put yourself into a one to one situation when little or no information is available about the child.

### **Transporting**

Adults at Somerville Rise Primary School will:

- Ensure requirements around seat belts and car seats are adhered to
- Not offer lifts outside normal working duties unless this has been brought to the attention of School Leadership and been agreed with parents
- Ensure they are fit to drive and free from any drugs, alcohol or medicine that is likely to impair judgement or ability to drive
- Record details of the journey in accordance with agreed DET procedures
- Ensure that there are proper procedures in place for vehicle, passenger and driver safety, including appropriate insurance;
- Ensure that any impromptu or emergency lifts are recorded and can be justified if questioned.

### **Trips and Outings**

Adults at Somerville Rise Primary School will:

- Recognise that they are in a position of trust and ensure that their behaviour remains professional at all times and stays clearly within defined boundaries
- Ensure staff/child ratios and gender mix are appropriate
- Always have another adult present in out of work activities, unless otherwise agreed with by School Leadership
- Ensure risk assessments are undertaken
- Have parental consent to the activity
- Never share beds with children
- Not share bedrooms unless it is a dormitory situation and the arrangements have been agreed with the School Leadership, parents and children.

### **Photography and Videos**

Adults at Somerville Rise Primary School will:

- Be clear about the purpose of any activity involving photography and what will happen to the images when the activity is concluded
- Be able to justify the reason for having images of children in their possession
- Avoid making images in one to one situations or situations that may be construed as secretive or which show a single child with no surrounding context
- Only use equipment provided or authorised by their school
- Immediately report any concerns if any inappropriate or intrusive images are found
- Have parental consent to take, display and/or distribute any images of children
- Not use images that may cause distress or offence
- Not use mobile phones or any other devices that have a camera to take images of children unless taken as part of teaching duties and deleted once uploaded to the school network.

### **Access to inappropriate images and internet usage**

Adults at Somerville Rise Primary School will:

- Not access, make or store indecent images of children on the internet, to do so would be illegal and lead to a criminal investigation
- Not make or store images of children, gathered as a result of their work, on personal equipment
- Follow their schools guidance on the use of IT equipment
- Ensure that children are not exposed to unsuitable material through Information, Communication Technology
- Ensure that any materials shown to children are age appropriate
- Immediately report any concerns, if any inappropriate or intrusive images are found, to the School Leadership and follow the Mandatory Reporting Policy.

**If you have a concern about a student you need to establish prior knowledge by:**

- Discussing your concerns with previous teachers, parents, Learning Support Coordinator (AP)
- Referring to the Learning Support Summary and follow up with the Learning Support Coordinator (AP) if there is additional information/status of previous referrals (if any)
- Ensure Hearing has been checked (*see Hearing and Vision Letter - AP*)
- Ensure Vision has been checked (*see Hearing and Vision Letter - AP*)
- Are there any general health issues that will impact on learning?
- Are there any emotional issues that will impact on learning/wellbeing?
- Is academic progress a concern? Is there an ILP in place? What evidence is there of this? (*meetings, screening tests, NAPLAN, OnDemand Testing, Reading levels, etc*)
- What has the school done to assist this student? (*ILP, modification to programs, Reading Recovery, SPA, numeracy intervention, extra support, etc*)

**Students who are referred to the Student Support Services (academic, social, emotional concerns) need to have an Individual Learning (Behaviour) Plan that has been in place for at least a term. The ILP should be discussed with parents. A proforma for an ILP can be found at:**

**[T:\Shared\Learning and Teaching\Learning Support\Active ILPs](#)**

**A document to assist with planning an ILP (ILP Support Doc - Goals and Strategies) can also be found in this folder. Other support documents can be found in this folder.**

- Discussion with parents regarding continued concerns and the possibility of a referral to Student Support Services
- Complete Teacher Pre-referral Checklist
- Complete and send home [Parent Consent Cover letter](#) (AP)
- Complete and send home [Parent Consent Form](#) and [Privacy Statement](#) (AP)

Please complete ALL sections of the form

**Name of Student:** ..... **Date of Birth:** .....

**School:**..... **Today's Date:**.....

**Year Level:** ..... **Class/ Form Teacher:**.....

**The student has had the following interventions and/or assessments (please tick and attach copies of documents/reports):**

<input type="checkbox"/>	Hearing assessment/screening	<input type="checkbox"/>	Individual Education Plan (IEP)
<input type="checkbox"/>	Vision assessment/screening	<input type="checkbox"/>	Behaviour Management Plan
<input type="checkbox"/>	GP/Paediatrician	<input type="checkbox"/>	School programs eg. Reading Intervention
<input type="checkbox"/>	Psychology/Social Worker	<input type="checkbox"/>	Repeated a grade
<input type="checkbox"/>	Speech Pathology	<input type="checkbox"/>	Literacy support eg. Reading Recovery
<input type="checkbox"/>	STA/LEAP	<input type="checkbox"/>	Other

**What concerns you most about the child's development?**

- Social
- Speech/language
- Emotional
- Academic
- Behavioural
- Other *Please describe:* \_\_\_\_\_

How long have the concerns been present? \_\_\_\_\_ Current School

Performance: *Circle number to indicate student's performance*

Subject	Far Below Year Level (2 YRS behind or more)	Below Year Level (1 YR behind)	Year At Year Level	Above Year Level	Far Above Year Level
English	1	2	3	4	5
Maths	1	2	3	4	5
Art	1	2	3	4	5
Sport	1	2	3	4	5
Music	1	2	3	4	5

Compared to other students of the same age:	Much Less	Somewhat Less	About Average	Somewhat More	Much More
1. How hard is he/she working?	1	2	3	4	5

2. How appropriately is he/she working?	1	2	3	4	5
3. How much is he/she learning	1	2	3	4	5
4. How happy is he/she?	1	2	3	4	5

*Please tick if appropriate*

General Information	
<input type="checkbox"/> Poor family knowledge e.g. Family names, jobs, sibling ages etc <input type="checkbox"/> Unsure of days of the week <input type="checkbox"/> Unsure of months of the year <input type="checkbox"/> Unsure of date, tomorrow is? Yesterday was? <input type="checkbox"/> Confused about time, time-span, judgement, telling time	<input type="checkbox"/> Confused about before/after <input type="checkbox"/> Confused left/right, directions, gets lost <input type="checkbox"/> Difficulty with comparison of size, distance space etc. <input type="checkbox"/> Poor planning ability
Auditory Information	
<input type="checkbox"/> Doesn't seem to listen in class <input type="checkbox"/> Doesn't remember what he/she is told <input type="checkbox"/> Trouble following instructions and directions <input type="checkbox"/> Requires instructions repeated <input type="checkbox"/> Repeats instructions to self	<input type="checkbox"/> Can't discriminate between sounds <input type="checkbox"/> Mispronounces words <input type="checkbox"/> Difficulty sounding out words i.e. learning phonemes
Language Information	
<input type="checkbox"/> Slow to respond <input type="checkbox"/> Trouble finding words <input type="checkbox"/> Speech impediments e.g. stuttering, lisping, poor articulation <input type="checkbox"/> Limited (Immature) speaking and listening vocabulary <input type="checkbox"/> Speaks in incomplete sentences <input type="checkbox"/> Uses incorrect verb tenses (syntax)	<input type="checkbox"/> Sentences seem jumbled <input type="checkbox"/> Uses gesture instead of/rather than words <input type="checkbox"/> Speech – empty chatter with lots of “fill-ins” (you know) <input type="checkbox"/> Dislikes participating in class discussions <input type="checkbox"/> difficulty with inference, jokes, double meanings etc.
Reading Information	
<input type="checkbox"/> Lacks fluency	<input type="checkbox"/> Loss of place

<input type="checkbox"/> Disregard of pronunciation and / or poor phasing <input type="checkbox"/> Doesn't read with understanding <input type="checkbox"/> Lack of expression <input type="checkbox"/> Slow reading rate <input type="checkbox"/> Head moving <input type="checkbox"/> Finger pointing	<input type="checkbox"/> Errors but similar meaning e.g. puppy for dog <input type="checkbox"/> Unaware of, or unconcerned about meaning <input type="checkbox"/> Doesn't self-correct <input type="checkbox"/> Cannot find the main idea, recall details, develop a sequence <input type="checkbox"/> Cannot find factual answers, inferred answers <input type="checkbox"/> Doesn't use prediction
<b>Word Solving / Decoding</b>	
<input type="checkbox"/> Can't sound out words	<input type="checkbox"/> Doesn't use syntactic, semantic or grapho-phonics clues
<b>Written Information</b>	
<input type="checkbox"/> Poor writing posture <input type="checkbox"/> Poor sequencing of movement for letter formation <input type="checkbox"/> Writing varies in size, upper and lower case and wanders off the lines	<input type="checkbox"/> Problems copying especially from the board <input type="checkbox"/> Slow to complete work <input type="checkbox"/> Difficulty with expressing ideas in writing
<b>Visual Information</b>	
<input type="checkbox"/> Can't remember what he/she has seen <input type="checkbox"/> Uses the correct letters but in the wrong order <input type="checkbox"/> Losses his/her place, omits words	<input type="checkbox"/> Reading substitutions are visually similar e.g. house for horse <input type="checkbox"/> Difficulties with copying from the board
<b>Motor Co-ordination</b>	
<input type="checkbox"/> Poor at sports <input type="checkbox"/> Seems clumsy, poor balance	<input type="checkbox"/> Accident prone <input type="checkbox"/> Poor eye hand co-ordination
<b>Behaviour</b>	
<input type="checkbox"/> Distractible short attention span <input type="checkbox"/> Impulsive <input type="checkbox"/> constantly moving	<input type="checkbox"/> Inconsistent from day to day <input type="checkbox"/> disruptive in class
<b>Personality Characteristics</b>	
<input type="checkbox"/> Unco-operative, unfriendly	<input type="checkbox"/> Seeks reassurance

<input type="checkbox"/> Poor eye contact <input type="checkbox"/> Does not respond to praise <input type="checkbox"/> Makes disparaging comments about self <input type="checkbox"/> Worries about making mistakes	<input type="checkbox"/> Comments on difficulties <input type="checkbox"/> Poor frustration tolerance <input type="checkbox"/> Losses track of tasks <input type="checkbox"/> Frequently complaining about tiredness
Sensory	
<input type="checkbox"/> Appears to be distracted by sound / light / touch <input type="checkbox"/> Appears not to respond to sound / light / touch	<input type="checkbox"/> Responds negatively to touch /sound (e.g. runs away, cry) <input type="checkbox"/> Seeks out movement / touch (e.g. is on the go)

**What are the goals / purpose of the referral?**

**SSSO to complete: *Hypothesis and recommendation***

## Staged response checklist for student behaviour issues

## Appendix 6

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

## Procedure for responding to breaches of Behaviour Expectations

## Appendix 7

### Discipline

#### **Classroom**

Each class has a focus on Positive Education and the Clip-up Chart is supporting this approach.

Each class teacher is expected to draw up a set of accepted classroom rules with their children. These should be consistent with a Whole School Engagement and Inclusion Policy and School Values of Respect, Empathy, Service and Integrity.

Maintaining a safe & orderly learning environment is an expectation for all teachers. There are 4 steps in the discipline process.

1. Warning
2. Moved to another area in the room.
3. Moved to another classroom for a period of time.
4. Principal class intervention.

All steps should be recorded on the RISC program by completing the RISC slip (located in the roll folder). It is an expectation that all teachers have read and understood the Student Discipline & Welfare Policy.

#### **Yard Discipline Procedure**

##### **Purposes:**

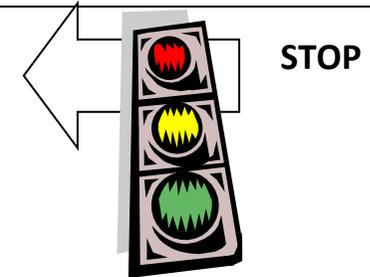
- 1) Safety: for the safety of themselves and others in the yard
- 2) Time Out: time for reflection and discussion about the incident. A discussion with the teacher supervising in the playground has three sections:
  - a. STOP - What happened?
  - b. THINK - Why do you think this is wrong?
  - c. DO - What will you do in the future to ensure that this doesn't happen again?
- 3) Punitive: removing students from the situation; consequence for inappropriate behaviour and breaking the school rules

LEVEL A	LEVEL B	LEVEL C
<p><b>Transgressions</b></p> <ul style="list-style-type: none"> <li>➤ Annoying other children/teachers</li> <li>➤ Name calling</li> <li>➤ Low level teasing</li> <li>➤ Low level swearing</li> <li>➤ Playing in the wrong area</li> <li>➤ Running undercover or other unsafe behaviour</li> <li>➤ Low level environmental issues –eg. wilfully dropping papers, breaking plants, deliberately wasting water, dirtying toilets, not eating in the correct area</li> </ul>	<p><b>Transgressions</b></p> <ul style="list-style-type: none"> <li>➤ Disobeying teacher instruction</li> <li>➤ Swearing in anger at others</li> <li>➤ Rude gestures</li> <li>➤ Answering back</li> <li>➤ Intentional physical contact - low level / tackling</li> <li>➤ Taking the property of others</li> <li>➤ Encouraging other children to misbehave</li> <li>➤ Coming inside at recess/lunch</li> <li>➤ Bullying</li> <li>➤ Teasing, tormenting &amp;/or inciting</li> <li>➤ Disrespect towards teacher</li> <li>➤ Throwing of objects – eg. sticks, stones</li> <li>➤ Medium level environmental issues</li> <li>➤ Negative bystanders</li> <li>➤ Inappropriate sexualised behaviour –eg. kiss chasey, looking under dresses, verbal suggestions</li> </ul>	<p><b>Transgressions</b></p> <ul style="list-style-type: none"> <li>➤ Repeatedly swearing directly at a staff member/student</li> <li>➤ Spitting a staff member/student</li> <li>➤ Use of words in a derogatory sense to insult or offend others</li> <li>➤ Sexual and racial harassment /discrimination</li> <li>➤ Highly sexualised behaviour</li> <li>➤ Ongoing bullying that cannot be managed</li> <li>➤ Physical abuse of a teacher/student</li> <li>➤ Threatening using an object or weapon</li> <li>➤ Extreme defiance/opposition for an extended period of time within a single incident</li> <li>➤ Leaving the school grounds</li> <li>➤ Persistently playing in out of bounds area</li> <li>➤ High level environmental issues</li> <li>➤ Wilfully damaging school property eg. breaking windows, plaster walls, serious graffiti</li> </ul>
<p><b>Consequences</b> <b>To be dealt with by yard duty teacher</b></p> <p><b>Mandatory</b></p> <ul style="list-style-type: none"> <li>○ Name and transgression recorded on SENTRAL</li> </ul> <p><b>Most appropriate consequences</b></p> <ul style="list-style-type: none"> <li>○ Warning</li> <li>○ Mini-Conference, eg. discussion of school rules</li> <li>○ Restorative conversation</li> <li>○ Walking with yard duty teacher</li> <li>○ Community service eg. Cleaning, picking up rubbish, sweeping, weeding</li> <li>○ Sitting out of a game for designated period</li> <li>○ Other appropriate consequences</li> </ul>	<p><b>Consequences</b> <b>To be dealt with initially by yard teacher</b></p> <p><b>Mandatory</b></p> <ul style="list-style-type: none"> <li>○ Name and transgression recorded on SENTRAL</li> </ul> <p><b>Most appropriate consequences</b></p> <ul style="list-style-type: none"> <li>○ Restriction of areas in the yard for extended period</li> <li>○ Restorative conversation or mini-conference</li> <li>○ Shared responsibility conversation</li> <li>○ Individual yard behaviour plan</li> <li>○ After school detention</li> <li>○ Parents may be contacted</li> </ul> <p><b>Conferences should focus on restoring positive relationships,</b></p>	<p><b>Consequences</b> <b>To be dealt with initially by yard teacher and then principal class</b></p> <p><b>Mandatory</b></p> <ul style="list-style-type: none"> <li>○ Name and transgression recorded on SENTRAL</li> </ul> <p><b>Most appropriate consequences</b></p> <ul style="list-style-type: none"> <li>○ In house suspension. Parents are to be notified by phone, inc. restorative nature of return to classroom</li> <li>○ Suspension for 1-5 days. Parents are to be notified by phone. DEECD documentation completed and sent home</li> <li>○ Restorative conference on day of return to school at 8.45am</li> <li>○ Copy to be sent home and original given to Principal class and School Council President.</li> </ul> <p><b>NB. Each situation will be considered on its merit and personal/mitigating circumstances may be taken into consideration and alternate arrangements made if necessary.</b></p>

**Possible questions to help restore positive relationships and recognise how behaviour has affected others (based on the Time out to Think form).**

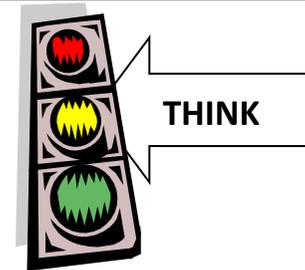
**What did you do?**

*What happened?  
How did you behave?  
What were you thinking at the time?  
What did you want to happen?*



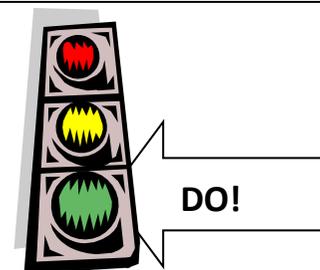
**Why do you think that it was wrong?**

*What school rule did you break?  
Who has been affected by what you have done? In what way?  
What have you thought about since?  
How were you affected?*



**What will you do in the future to ensure that this doesn't happen again?**

*What do you think you need to do to make things right again?  
What do you think might need to happen to make things better?*



## STATEMENT OF VALUES

### PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

#### Appendix 8

Somerville Rise Primary School 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.



## STATEMENT OF VALUES

### PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

#### 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.



## STATEMENT OF VALUES

*PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES*

### 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.

