

## STUDENT ENGAGEMENT AND WELLBEING POLICY

### PURPOSE

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

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

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

### SCOPE

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

### POLICY

Primary Prevention:	Early Intervention:
<p>Based on supporting restoration of relationships vs punishment</p> <p>This is a whole school approach—a <b>WHOLE-school shared responsibility</b></p> <ul style="list-style-type: none"><li>● Child Safety Standards DET compliance</li><li>● Tribes Process, including fortnightly Tribes Assemblies</li><li>● Chaplaincy</li></ul>	<ul style="list-style-type: none"><li>● Establishment/Settle in program</li><li>● Restorative chat</li><li>● Whole-class management structures</li><li>● Behaviour management plans</li><li>● Card System for behaviour management</li><li>● Staged Response Checklist (DET)</li><li>● Student Support Group (SSG) meeting/s with parents and/or students</li></ul>

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<ul style="list-style-type: none"> <li>• Awards for positive behaviour and academic achievement and Good News from School cards</li> <li>• Implementation of school-wide resources</li> <li>• Support/extension programs</li> <li>• Class mission statements</li> <li>• Mentoring by visiting mentors</li> <li>• Age-appropriate programs, eg. PALS, MPower Girls, Mindfulness, Good news from school cards</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Student Support Services</li> <li>• Designated Teacher for students in out of home care</li> </ul>
<p style="text-align: center;"><b>Restoring Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• SSG meeting/s as required involving student and parent/s in setting appropriate goals and strategies for changing behaviour</li> <li>• Providing ongoing, consistent reinforcement and support to facilitate pro-social behaviour</li> <li>• Designated Teacher for students in out of home care</li> </ul>	<p style="text-align: center;"><b>Intervention:</b></p> <p style="text-align: center;">Disciplinary protocols—</p> <ul style="list-style-type: none"> <li>• Class card system—follow up ‘yellow’ card with make up time and finish missed work.</li> <li>• Community service</li> <li>• Consultation with parent/s if necessary</li> <li>• Detention-recess</li> <li>• Detention-after school (following parent notification)</li> <li>• SSG-Student Support Group—meeting including parent/s</li> <li>• Suspension– internal/external</li> <li>• Referral to Student Support Services/ other agencies</li> <li>• Record on COMPASS (Register of Individual Student Contact)</li> <li>• Tracking sheet for student behaviour</li> </ul>

### 1. School profile statement

#### **Our vision is the provision of excellent education accessible to all students:**

At Billanook Primary School we aim to provide a safe, nurturing, dynamic learning community that caters for the uniqueness of each student. We have a zero tolerance for child abuse and, adhere to the 7 Child Safe Standards and acknowledge the extreme importance of child safety and protecting children from abuse. We provide an environment and curriculum that challenges students to achieve to their highest potential and that develops knowledge, skills and resilience to be successful global citizens.

#### **Foundational Values upon which our learning community operates:**

Within our learning community the Tribes process underpins teaching and learning, guides our interactions and relationships and is modelled in all operational processes of the school. The Billanook Primary School community has a consistent and positive approach to behaviour and uses the Tribes process and Restorative Practices, to foster a school climate where personal responsibility and self-discipline are developed.

#### **Mutual Respect**

Affirming the value and uniqueness of each person. Treating others the way you would like to be treated; recognising and appreciating individual and cultural differences; and offering feedback that encourages growth.

#### **Attentive Listening**

Paying close attention to one another's expression of ideas, opinions and feelings; checking for understanding and to let others know that they have been heard. Concentrating to ensure learning instructions are understood.

#### **Personal Best**

Aiming to improve on your own personal efforts; striving towards an optimum level across all aspects of the curriculum.

#### **Appreciations/ No Put Downs**

Treating others kindly; stating appreciation for unique qualities, gifts, skills and contributions; avoiding negative remarks, name calling, hurtful gestures and behaviours.

#### **Right to Pass**

Educating students to understand that they have the "Right to Pass" when being influenced to participate in behaviours that are not aligned with the other Tribes Agreements. Promoting the idea of making smart behaviour choices and encouraging them to be upstanders when they witness behaviours that go against our school values. Right to Pass also appreciates that students need think time and will not be put on the spot to answer a question if they require time.

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### 2. Whole-school prevention statement

*“When a parent sends his or her child to school, he or she surrenders such parental responsibility to the principal as is necessary to permit the principal to conduct the school in an orderly way and to discharge his or her duty of care of the child.”*

*“The principal may administer the school at his or her own discretion. A principal is not bound to follow the instruction of any parent in relation to the education which is provided at the school. Obviously it is politic for schools to take parental requests, concerns and wishes into account, but parents cannot direct a school.”* (DET)

Billanook’s strategic intent is to continue to build a safe, supportive physical, psychological, emotional and social environment and culture that promotes positive relationships, values diversity and supports learning in all students. Staff are proactive in developing programs that support all students in the development of positive relationships.

By 2020 student engagement and wellbeing will be enhanced through meeting the following targets:

- Attitudes to School Survey results in ‘Wellbeing’ and ‘Student Relationships’ to improve for both girls and boys in Level 5 and 6 during the strategic planning period.
- Implementation of specific wellbeing programs at targeted levels/ groups.
- Provision of authentic leadership opportunities for students.
- Use a Tribes focused establishment program at the beginning of the school year across the whole school, re-visiting this at regular intervals.
- Tribes training for all new and returning staff.
- Embedding Tribes across all curriculum and personal development areas incorporating this into term planners.
- Establishing a Wellbeing Committee and nominating a committee member from each curriculum level.
- Supporting individual and small groups of children with specific social skills lessons and specific wellbeing programs, eg. regular interaction with school chaplain, MPower Girls, Mindfulness, restorative practices, Wellbeing focus during Assembly.
- Implement whole school strategies to increase student attendance and punctuality, eg. COMPASS alert and Certificates for 100% attendance.
- Provision of Chaplaincy support.
- Maintaining ESmart compliance. ESmart Programs are help communities teach the smart, safe and responsible use of online technology.

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### Prevention strategies

1. **TRANSITION:** this begins with the pre-school / Foundation Transition process, moves to the “internal” transitions to each level, but particularly from Level 2 to 3 and Level 4 to 5 and finally the Level 6 to secondary school transition.
  - Pre-school / Foundation transition includes:
    - visits to pre-schools by Foundation transition co-ordinator in the months prior to student enrolment
    - pre-school reporting process
    - scheduled school tours for prospective parents
    - school orientation sessions for enrolled pre-schoolers
  - “Internal” transition includes:
    - student information sessions (using Tribes Group structure)
    - classroom activities in new classroom for the following year
    - question time for all students moving to the next level
    - PALS training for Level 5 students to conduct activities for Level 2 students at recess (Leadership training)
  - Level 6 transition includes:
    - visits to, and from secondary colleges beginning in term 1 each year and involving Level 5 and 6 students.
    - advertising secondary school transition activities via school newsletter and Level 6 information board in the Level 6 building.
2. **TRIBES GROUPS:** multi-age groups of students from Foundation – Level 6 meet fortnightly. Students to meet for Tribes/Wellbeing Assembly then go with a teacher to follow up wellbeing message from assembly, socialise, discuss relevant issues and engage in Tribes activities that reinforce inclusion.
3. **FOUNDATION – Level 5 BUDDIES:** Foundation students are allocated a Level 5 buddy as a mentor to care for them in the playground and generally assist them to have a positive beginning to school life.
4. **PARENT EDUCATION:**
  - Parent information sessions at each level to be conducted in February.
  - There is a parent reference section in the school foyer offering a variety of material for those parents who wish to access further information about current parenting practice.
  - Parent information sessions based on student need and parent interest including Parents as Partners training, Supporting Anxious Children, and Auditory Processing.
  - Parent education sessions offered throughout the year. For example in 2018 parents were invited to attend two screenings of Stephen Biddulph’s “Raising Girls”. This was supported with 80 parents attending a session.
  - Newsletter items for parents focusing on parent education and support.

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### 5. STUDENT EDUCATION:

- Health Education is part of the Victorian Curriculum document and seen as the area of the curriculum that permeates every aspect of the students' day. The responsibility for health education is shared between home and school.
  - Personal Development aims to provide students with the opportunity to:
    - acquire knowledge useful for everyday situations
    - understand and value self and others
    - develop skills for engaging in relationships, making decisions and taking action
  - Health education is concerned with the total development of the individual with regard to his/her dignity, privacy and uniqueness. The program as outlined in Victorian Curriculum is developmental from Foundation to Level 6 and is organised into sequential units.
    - promote attitudes and behaviours that contribute to personal and community wellbeing using the Tribes Process as a learning scaffold
    - develop the ability to make decisions about personal and community health concerns and to encourage students to accept responsibility for these concerns
    - give accurate information about health and health related matters
    - develop an understanding of the personal and social factors that influence the quality of life enjoyed by individuals and communities
- Physical Education & Sport are conducted by a full-time teacher in accordance with the Victorian Curriculum.

### **Engagement Strategies & Programs**

Engagement strategies can be categorised as the following;

- a) Universal (whole-school) strategies which create safe, inclusive and empowering environments that foster enthusiasm for learning and support student wellbeing,
- b) Targeted (population specific) strategies which meet the varied needs of vulnerable cohorts and
- c) Individual (student-specific) strategies which include identifying and responding to individual student circumstances.

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At Billanook P.S. we endeavour to implement the above engagement strategies to provide a rich and challenging curriculum by following the Principles for Health and Wellbeing. We promote powerful learning and personal growth for every student by:

- promoting high expectations of student achievement
- providing extra effort to ensure education and support is accessible and inclusive to the most vulnerable and disadvantaged
- enhanced personalised learning, ensuring that Individual Learning Plans and/or Individual Behaviour Plans are written and followed
- focussing on health, learning, development and wellbeing outcomes when designing, delivering and evaluating education and support programs
- promoting student responsibility for learning
- working collaboratively with educators, support staff and professionals to focus on the individual goals and needs of students and their families.
- actively and creatively supporting all students on the Program for Students with Disabilities
- ensuring that students who require intervention from Student Support Services are referred promptly
- student voice; all students have the opportunity to provide feedback to staff regarding programs, environmental issues and through leadership opportunities for students in Levels 3 – 6
- building on the Performance & Development Culture with an emphasis on professional learning – with all staff given a half day to complete the Disability Standards for education eLearning module.
- providing enrichment opportunities for highly able students to achieve their potential in the following ways:
  - work with these students, working in a small group setting, offering open-ended activities to challenge high performance
  - extension group in level 5 and 6 working with a teacher on higher order thinking and problem solving. This group were responsible for organising and running a community Tribes/Sport event for Billanook families early in the year
  - curriculum differentiation within the classroom, linking curriculum opportunities to individual need
  - staff supported with Professional Development opportunities to enhance curriculum delivery
  - Whole school moderation and PLC team meetings to look at point of learning and next steps of teaching and learning as well as student growth
  - quality Individual Learning plans involving SMART goals for students working 12 months ahead of expected level. To be updated and conferenced with parents 3 times per year
  - performing arts and sporting opportunities.



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- providing support for those students who need additional assistance to achieve expected levels by:
  - employment of a teacher to work with these students, working in a small group setting
  - curriculum differentiation within the classroom, enhanced through class sets of notebook computers and iPads.
  - consulting with specialist agencies including referral to Student Support Services when necessary
  - quality Individual Learning plans involving SMART goals for students working 12 months below expected level. To be updated and conferenced with parents 3 times per year
  - ensuring collective responsibility of care, working with families, schools, the community and government to best meet the needs of students.

### 3. Rights and responsibilities

#### 3.1 Guiding principles

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.

#### 3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of unlawful discrimination. It aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

#### 3.3 The Charter of Human Rights and Responsibilities Act 2006

Billanook Primary School endorses The Charter of Human Rights and Responsibilities Act of 2006.

The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

It is important to understand that with human rights comes a responsibility to respect the human rights of others.



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All employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.

Everyone should:

- encourage compliance with the Charter
- support others to act compatibly with the Charter
- respect and promote human rights
- Abide by child safety code of conduct.

### 3.4 Students with disabilities

Billanook P.S. has students on the Program for Students with Disabilities, and as such, operates in accordance with the obligations of The Disability Standards for Education 2005 and the *Disability Discrimination Act 1992*.

Billanook developed a school inclusion policy to reflect the schools commitment to inclusive education and is consistent with inclusive education obligations and principles articulated in the Department's Education for All inclusive education policy.

### 3.5 Bullying and harassment

#### Definitions

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)*

*Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Bullying can be:

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- *direct* physical bullying - e.g. hitting, tripping, and pushing or damaging property.
- *direct* verbal bullying - e.g. name calling, insults, homophobic or racist remarks, verbal abuse.

*indirect bullying* - e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

*Cyberbullying* is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

### **Other distressing and inappropriate behaviours**

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy.

*Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

*Social rejection* or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

*Single-episode acts* of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Billanook Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

*Harassment* is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy. Harassment of any kind will not be tolerated at Billanook Primary School and may have serious consequences for students engaging in this behaviour. Billanook Primary School will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

Examples of cyberbullying behaviour are:

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

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- defamation.

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

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

- the language used and comments made
- how you treat others
- respecting people's property (eg. copyright)
- visiting age-appropriate sites.

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer, at school a teacher.
- If you are being harassed or bullied you should:
  - Tell the person you don't like what they are doing and you want them to stop.
  - Discuss the matter with a parent if this occurs at home or a teacher that you feel comfortable with if it occurs at school.

Your concerns will be taken seriously. All complaints will be treated confidentially. Any bullying and harassment behaviours that occur at school or outside school if known will be documented by staff.

If a student sees another person being harassed or bullied they should immediately report it to a staff member.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. Students will be taught about the concept of upstanding and this behaviour will be encouraged.

Billanook P.S. endeavours to protect students and staff from all types of bullying and acts to address the problem as soon as it is identified. A process of restorative practice takes place with a staged response being recorded and enforced. Billanook is an ESmart accredited school, having fulfilled the criteria by addressing ESmart cybersafety guidelines.

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 may include:

- poor health – anxiety, depression
- lower self esteem

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- reduced study performance
- missed classes, social withdrawal

### Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• work in a safe and secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li> <li>• participate fully in the school's educational program</li> <li>• be treated with respect</li> <li>• expect a learning program that meets their individual needs</li> <li>• be treated according to the Tribes Agreements</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• participate fully in the school's educational program</li> <li>• attend regularly.</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community; including during school hours and when travelling to and from school</li> <li>• develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals</li> <li>• uphold the Tribes Agreements in all interactions</li> </ul>

### Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that their children will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others is encouraged</li> <li>• expect communication about, and participation in their child's education</li> <li>• be treated as per the Tribes Agreements</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children</li> <li>• take an active interest in their child's educational progress</li> <li>• model positive behaviours.</li> <li>• ensure their child's regular attendance</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• support the school in maintaining a safe and respectful learning</li> </ul>

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	<p>environment for all students</p> <ul style="list-style-type: none"> <li>• uphold the Tribes Agreements in all interactions whilst at the school or communicating with school personnel.</li> <li>• ensure their children’s care and supervision to and from school.</li> </ul>
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### Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> <li>• use discretion in the application of consequences and sanctions in keeping with Billanook Primary School’s strategic intent</li> <li>• be treated according to the Tribes Agreements</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the engagement policy.</li> <li>• know how students learn and how to teach them effectively.</li> <li>• know the content they teach.</li> <li>• know their students.</li> <li>• plan and assess for effective learning.</li> <li>• create and maintain safe and challenging learning environments.</li> <li>• use a range of teaching strategies and resources to engage students in effective learning.</li> <li>• uphold the Tribes Agreements in all interactions</li> </ul>

### 4. Shared expectations

Billanook Primary School has developed shared expectations to ensure that the learning, safety and rights of all members of the school community are respected. The shared expectations are intended to support individual students, families and visitors from a diversity of backgrounds and experiences.

As an effective school, Billanook P.S. has high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

### **Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, can engage effectively in their learning and experience success.

### **Restorative Practices**

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

Restorative practices:

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

### **Diversity in the school community**

Although Billanook Primary School is minimally culturally diverse we endeavour to provide students with a range of experiences that highlight the qualities of diversity in culture. Students are taught German in Language Curriculum. German sessions provide all students with opportunities to develop their German language skills, learn about German culture and develop an understanding of intercultural communication. There are currently 7 students on the Program for Students with Disabilities, providing our community with examples of positive learning and living with a disability. We link with our sister school in China – Luxiang Experimental Primary School. We have formed a tradition of celebrating Harmony Day, focusing on learning more about other cultures

The school aims to address diversity by:

- consistently complying with the standards set by the VRQA Child Safety Standards
- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce

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- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems
- communicating and displaying the Tribes Agreements at all times.

### **5. School actions and consequences**

Student engagement, regular attendance and appropriate behaviours are expected at Billanook Primary School through the implementation of whole-school strategies supported by targeted and individualised support when required.

When developing actions and consequences, Billanook P.S. ensures that they are developed in consultation with, and agreed on by representatives from the whole-school community, including students. This fosters a cohesive and consistent response to poor attendance and inappropriate behaviour. The actions and consequences are incremental (a staged response) and are applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained.

Equal emphasis is placed on issuing positive consequences for meeting high expectations as those placed on negative consequences.

Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning are avoided where possible. Our aim is to act restoratively in preference to punitively.

Billanook Primary School's actions and consequences section of this policy is framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. It is important to recognise that Billanook P.S. considers exclusions only when all other options have been exhausted or where the wellbeing or safety of another student or staff member is at risk

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- the establishment of predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making



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- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator (Assistant Principal), Principal, class teacher, chaplain and Student Support Services personnel as deemed necessary
- tutoring/peer tutoring
- mentoring and/or counselling
- convening Student Support Group meetings – the Student Support Group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example DET sponsored tutoring, Chaplaincy programs (eg. Kids With Courage, Seasons For Growth).
- involving community support agencies.

### **Discipline procedures – suspension and expulsion**

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Billanook Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

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- Withdrawal of privileges
- Withdrawal from class, sporting activity, excursion or incursion if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach or supervise. The offending student may be temporarily isolated from regular classroom activities or sporting activities or excursions and incursions, and in more severe cases, required to leave the classroom or activity for a specified period of time. Where appropriate, parents/carers will be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a Student Support Group meeting. (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
- Development of a Safety Plan outlining appropriate place space.

### COMMUNICATION

This policy will be communicated to our school community in the following ways;

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

### FURTHER INFORMATION AND RESOURCES

- Statement of Values and School Philosophy
- Bullying Prevention

## BILLANOOK PRIMARY SCHOOL – POLICY BOOK

- Child Safe Standards

### REVIEW CYCLE AND EVALUATION

This policy was last updated on:

**Date:** June 2021

**Evaluation and Review:** June 2023

**Ratified and Approved by School Council:** March 18<sup>th</sup> 2020