Student Engagement and Wellbeing Policy

School Profile Statement

Beaconsfield Upper Primary School is located on the edge of the South-East growth corridor of greater Melbourne about 50 kilometres east of the city. Situated close to the Cardinia Reservoir the school nestles amid attractive natural bush surrounds. Students are drawn from the local township and surrounding semi rural area as well as the towns of Emerald, Cockatoo, Berwick and Pakenham. The well maintained grounds and strong focus on environmental programs engage students in caring for their learning environment.

The School Family Occupation (SFO) density is 0.37 and this indicator has increased slightly indicating a decline in the socio-economic status of some families. The SFO is a broad indicator of the socio-economic status of school families and in comparison to other Victorian schools the school is within a percentile band between the 70th and 90th percentile. Beaconsfield Upper students could therefore be expected to perform well above state means and within the top third of the state.

Only one student is enrolled that comes from a language other than English, specifically AUSLAN being the language at home. There is currently seven students enrolled under the program for students with a disability (PSD).

Classroom facilities are outstanding and learning spaces have been designed to cater for increased ICT usage and flexible student groupings. Each learning complex is inviting and vibrant displays of student work are features. Outdoor spaces cater for active and passive play and include a courtyard developed by the local community featuring seating and a covered sandpit. The school has installed tanks to harvest water from the extensive roof area to service the toilet block and provide water for the planted areas.

The school has seventeen classes and these are organised as multi-aged grades catering for Victorian Curriculum levels except for the single year level for our Foundation classes. A priority for the school has been to maintain low class sizes in junior grades. We focus on developing the students' emotional and social wellbeing as well as a strong focus on oral language. The staffing profile includes a principal, assistant principal and a mix of experienced and graduate teaching staff. Specialist teaching areas include Performing Arts, Visual Arts, Love of Literacy and Physical Education. Literacy intervention occurs within the school where required with a focus on students in the junior school. In addition, ES staff provide administrative support and integration aides provide support for the PSD program.

Extracurricular programs are a feature at the school and include camps, excursions, swimming, equestrian events, RACV Challenge, chess, interschool sport, cross country, public speaking and debating.

There is a commitment to fostering student wellbeing through a range of support programs; School chaplaincy, restorative practices are utilised and promoted. Student leadership is promoted through a Leadership Program, Junior School Council and as Environmental Warriors.

The student and wellbeing goal in our Strategic Plan is to build and strengthen student engagement and foster positive wellbeing. Our key improvement strategies as defined by the AIP is to develop resilient school community members who display growth mindsets, and behaviours and attitudes that reflect the school values.

The Student Attitude to School Survey has shown a levelling of trends in some area and slight improvement in others. In the area of Wellbeing, the school continues to work on developing student voice as the survey shows that students want more say in what they learn and making decisions. Less than 22% of students say that they have experienced bullying and 85% of students feeling they have an advocate at school.

Partnerships have been established with the local preschools, childcare, community centre and Berwick Secondary College. A transition network has enabled the school to build links with other primary and secondary schools. Membership of the Pakenham Network enables the leadership team to work cooperatively with other school leaders and to share professional learning.

An enthusiastic and committed school council and a parent club provide support and fundraising for programs and whole school activities.

Whole-School Prevention Statement

Our **purpose** is to support all students:

- strive for excellence
- develop to their full potential by providing opportunities in conjunction with guidance and support
- be independent learners and problem solvers for life
- be socially competent and demonstrate empathy towards others
- be responsible and resilient
- be able to contribute as a member to the school and wider community and global society in the future

Beaconsfield Upper Primary Schools values are Respect, Friendship, Honesty, Kindness and Community.

Beaconsfield Uppers School's values are Respect, Friendship, Honesty, Kindness and Community..

*We **Respect** ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.*

*We model and demonstrate **Friendship** to each other, building positive friendships with each other.*

*We are **Honest**, with ourselves our peers and our community*

*We model and demonstrate **Kindness** and take every opportunity to help others that may be in need.*

We value our Community, building positive relationships and giving back to our broader community. 'Not Just a school, but a part of the Community.'

Preventative Programs

Student Leadership
Student voice is encouraged through participation in the Student Leadership program. This incorporates, Junior School Council, School Captains, House Captains, Performing Arts Captains and Environmental Warriors. Students have multiple opportunities for input into the creation of their educational experience, including the physical learning environment which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Attendance
The school understands that full attendance is a key to engagement that maximises every student's ability to learn and our teachers to teach effectively. The school has actively embraced the 'It's not okay to be away' approach. Other strategies to promote attendance are:
Follow up student absences promptly and consistently.
Adopt a consistent, rigorous procedure to monitor and record student absence.

Intensive Literacy and Numeracy
BUPS is developing a consistent and whole school approach to explicit teaching and learning that differentiates the curriculum to cater for all students. We aim to enhance purposeful teaching strategies by building staff capacity. Individual learning plans are used for students achieving below or above national benchmark standards. A literacy support program is being implemented across the school..

Transition
BUPS will plan and monitor pathways for all students through school with a focus on tracking students with identified needs. The following strategies have been adopted:
- Strengthen the school's tracking of individual students and monitor social, academic, behaviour, support given and attendance factors
- Monitor and improve student transition between levels over the four years of strategic plan
- Strategically plan support for students achieving at or below NMS
- Prepare students for transition between all years by engaging staff in professional discussions about expectations and teaching and learning
- Extended intra-school transition (3 sessions in term 4, for social, literacy and numeracy activities)
- Develop a Transition Booklet, outlining the process of transition across whole school for parents.

Restorative Practice

BUPS has introduced Restorative Practice to encourage engagement, and build pride, respect and responsibility to each individual student. Restorative Justice Practices is to be embedded across the school. All staff will enhance their knowledge and practice. Time will be allocated to Professional Development sessions consolidating staff knowledge and sharing practices. Provision will be made for staff to view Restorative Justice being practiced in different situations. Further resources will be purchased to assist staff in building their knowledge and confidence in implementing this practice.

Support Programs
- BUPS has incorporated the 'Respectful Relationships' program into the school curriculum.
- Students have the opportunity to participate in a variety of extra curricula activities that cover a wide range of interests. E.g. Music, drama, sport, dance, gardening and chess.

How we support positive behaviour and relationships

BUPS requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through 'Getting to know you interview' at the beginning of the year, reports, parent-teacher interviews, positive phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individual and groups. Where appropriate the school will inform and involve parents in these processes through a Student Support Group.

A restorative question approach:

When things go wrong	When someone has been hurt
What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?	What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

A Staged response

- This approach will be conducted in an informal way for Level 1 incidents and be embedded in classroom teaching and learning.
- Serious offences will require a more formal restorative session that involves Principal and/or Assistant Principal, persons affected in the incident and will be documented.
- There will be situations where a formal conference involving the previously noted people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'That make things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move away from a punitive consequence that is based on the establishment of wrongdoing. Rather it seeks to value and support those involved so that they feel empowered to take a positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions ensuring that personal pride and dignity is maintained.

Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for 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 in accordance with human rights and to consider them when making decisions and delivering services. Through consultation with staff, students, Junior School Council, School Council and the parents, we have developed BUPS rights and responsibilities.

All members of BUPS community have a right to:-
- Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion.   - Be treated with respect and dignity.   - Feel valued, safe and supported in an environment that encourages freedom of thought and expression.
All members of BUPS community have the responsibility to:-   - Acknowledge their obligations under the *Equal Opportunity Act 1995*, *Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 1992, Disability Standards for Education 2005 and Education and Training Reform Act 2006* and communicate these obligations to all members of the school community.   - Participate and contribute to a learning environment that supports the learning of self and others.   - Ensure their actions and views do not impact on the health and wellbeing of other members of the school community.

All students have the right to -	All staff have the right to –	All parents have the right to
- Learn and socialise without interference or intimidation in a safe and secure environment. - Be treated with respect and fairness as individuals. - Expect a learning program that meets their individual needs.	- Expect to work in an atmosphere of order and cooperation. - Use discretion in the application of rules and consequences. - Receive respect and support from the school community.	- Know that their children are in a happy, safe learning environment where they are treated fairly and with respect. - Expect a positive and supportive approach to their child's learning. - Expect communication and participation in their child's education and learning.

All students have a responsibility to -	All staff have a responsibility to -	All parents have a responsibility to -
● Be prepared to learn. ● Explore their full potential. ● Respect the right of others.	● Build positive relationships with students as a basis for engagement and learning. ● Use and manage the resources of the school to create stimulating, safe and meaningful learning. ● Treat all members of the school community with respect, fairness and dignity.	● Build positive relationships with members of the school community. ● Ensure students attend school and have the appropriate learning materials. ● Promote respectful relationships.

Bullying and Harassment Definition:
'A person is bullied when one or more people expose them continuously to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly'.

Bullying is a clear form of harassment.

There are some specific types of bullying behaviour:
- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters.
- **violence** – including both physical acts and threats of violence.
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality.
- **discrimination including racial discrimination** - treating people differently because of their identity.
- **cyberbullying -** either online, via mobile phones or any other online devices.

What is not bullying?
There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:
- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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)

Examples of cyber-bullying behaviour are:
● Teasing and being made fun of
● Spreading of rumours online
● Sending unwanted messages
● Defamation.

Cyber-bullying 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.

Screensavers with cyber safety messages will be displayed on school's network.

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
● 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.

Subtle: (The most common)
They include:
● Offensive staring and leering
● Unwanted comments about physical appearance and sexual preference
● Racist or smutty comments or jokes
● Questions about another's sexual activity
● Persistent comments about a person's private life or family
● Physical contact e.g. purposely brushing up against another's body
● Offensive name-calling

Explicit: (obvious)
They include:
- Grabbing, aggressive hitting, pinching and shoving etc
- Unwelcome patting, touching, embracing
- Repeated requests for dates, especially after refusal
- Offensive gestures, jokes, comments, letters, phone calls or e-mail
- Sexually and/or racially provocative remarks
- Displays of sexually graphic material– pornography
- Requests for sexual favours
- Extreme forms of sexual harassment will lead to criminal prosecution

Bullying can involve such things as:
- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their looks

Cyber bullying
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- The language you use and the things you say
- How you treat others
- Respecting people's property (e.g. copyright)
- Visiting appropriate places

Behaving safely online means:
- Protecting their own privacy and personal information including not sharing passwords.
- Selecting appropriate spaces to work and contribute.
- Protecting the privacy of others (this can be through sharing personal information or images).
- Being proactive in letting someone know if something is 'not quite right' at home this would be a parent or guardian, 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 student leader or a teacher/coordinator that you feel comfortable with
- Your concerns will be taken seriously. All complaints will be treated confidentially.

Preventative and monitoring measures will be implemented throughout the year.
Resources will be used from Helen McGrath: *'Happy Kids, Happy Classrooms'*, and the inclusion of activities from the 'Bully Stoppers' resource as part of 'The Bouncing Back to BUPS'' unit at beginning of year. Using the Bounce Back Resource

Shared Expectations

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, and can engage effectively in their learning and experience success.

Our core values that underpin the whole development of each person within our school and are demonstrated by;

Beaconsfield Upper Primary Schools values are Respect, Friendship, Honesty, Kindness and Community.

> *Beaconsfield Uppers School's values are* Respect, Friendship, Honesty, Kindness and Community.*.*

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School expectations include:

- Inclusive teaching practices.
- Accessible educational provision for all students.
- Parent/carer partnerships and liaison.
- Community partnerships which engage families and the community in ways that support student achievement and success.
- Provision of appropriate student services.

Development and provision of appropriate, relevant and challenging curriculum that gives students the
opportunity to experience success in their learning.

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.
- Promote awareness of others, responsibility and empathy.
- Involve direct and voluntary participation of those affected by misconduct in its resolution.
- Promote relationship management rather than behaviour management.
- Separate the deed from the doer.
- Are systematic, not situational.

- 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.

Diversity in the school community
The school aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meeting the needs of our 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.
- 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.

Expectations – Staff

Engagement
The school leadership team will:

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under the equal opportunity and human rights legislation.
- Collaborate with the Beaconsfield Upper Primary School community to develop policies and procedures consistent with it's values and aspirations and the Department's Guidelines.
- Collaborate to identify diversity of the school community and deliver teaching and learning, education and extra-curricular activities, facilities, student services and community linkages which and inclusive and responsive to student needs.

Teachers will:
- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends student learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance
In compliance with the Departmental procedures staff will:
- Promote regular attendance.
- Monitor and follow up on student absences.
- Provide a data of absences with student reports.

Behaviour

Beaconsfield Upper Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and deliver whole school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. BUPS is committed to engaging all students and will only exclude students as a matter of last resort.

The school leadership team will:
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of the school business.
- Monitor the profile of behavioural issues at the school and the effectiveness of implemented strategies.
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers will:
- Use the student engagement policy as a basis for negotiating a class-based set of shared expectations with students.
- Teach students social competencies through curriculum content and pedagogical approach
- Ensure that roles are marked accurately and on time to allow for follow up of absences.
- Employ behaviour management strategies that reflect the behavioural expected from the students and which focus on supporting positive behaviours.
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.
- Involve appropriate specialist expertise where necessary.

Expectations – Students

All students are expected to:
- Respect, value and learn from the difference of others
- Have high expectations that they can learn.
- Reflect on and learn from their own differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students can't attend, they must provide an explanation from their parents/cares to their teacher. Students should arrive at school ready to learn.

Behaviour

Students are expected to:
- Support each other's learning by behaving in a way that is curious and respectful.
- Have high expectations that they can learn.
- Be supportive and considerate of others.
- Demonstrate behaviour and attitudes that support the wellbeing and learning of all and contributes to a positive school environment that is safe, inclusive and happy.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- To be aware of BUPS' bullying policy.

Expectations – Parents/Carers

Engagement
- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world, by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent-teacher meetings and student activities School celebrations, student support groups and responding to communication, including the student diary, in a timely manner.

Attendance
Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour
Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

School Actions and Consequences

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy.Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Example School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*

- *withdrawal of privileges*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *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 Beaconsfield Upper is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Code of Behaviour

At Beaconsfield Upper Primary School, we LEARN to work and play well, have a positive outlook and to look after and support our peers, teachers and parent helpers. Through consultation with staff, students, Junior School Council, School Council and by conducting parent forums, BUPS Code of Behaviour was developed. Once the Code of Behaviour was completed this was sent home to parents for feedback.

Code of Behaviour in the Yard:

Look after the environment by:
- Keeping our school clean, tidy and free of litter and graffiti.
- Caring for plants and trees.
- Treating school property with respect.

Everyone has the right to learn and feel safe at school.
- Take responsibility for your actions.

Always follow teachers' instructions.

Remember to move around the school safely at all times by:
- Consider others whilst moving around
- Walking around corners
- Running only outside
- Staying "In Bounds" (See Appendix B for out of bounds areas)

Negotiate the rules of the games to be played.

Management of Yard Behaviour

Yard Behaviours have been broken up into three categories and are assessed and dealt with according to their categorisation.

Level 1	Level 2	Level 3
Littering **No hats** **Breaking rules** **Annoying others** **Minor disagreements**	**Teasing** **Play fighting** **Repeated rough play** **Exclusive behaviour** **Unsolved disagreements** **Refusing minor teacher instructions** **Continual defiance**	**Violence** **Threatening behaviour** **Endangering others** **Intimidation** **Bullying** **Defacing property** **Theft** **Refusing teacher instructions resulting in unsafe behaviour**

Behaviour management for 'Students at Risk' is dealt with on a case by case basis according to their plan. A copy of the students at risk document is to be carried in the Yard Duty bags at the back of the clipboard. It is teachers responsibility to be aware of this. Teachers need to be aware of the 'Students at Risk' and how best to follow these situations up.
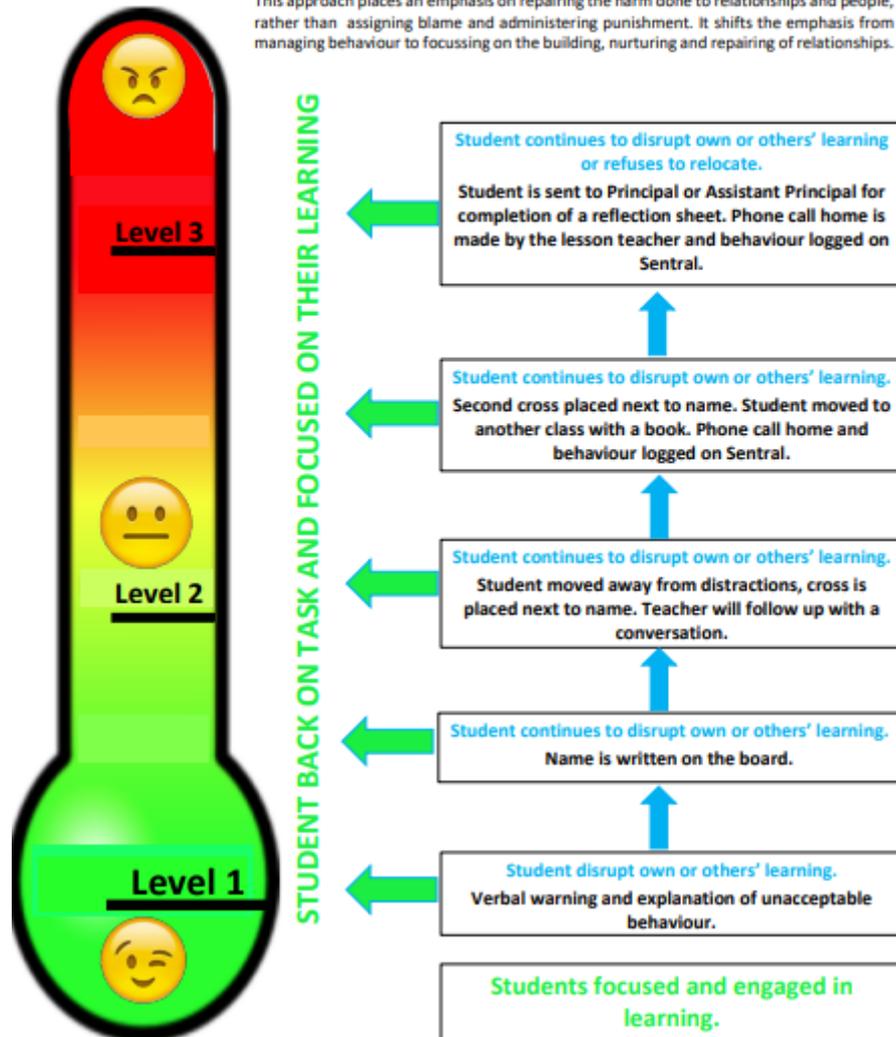
Recording Yard Incidents

Yard incidents will be recorded in the "YARD INCIDENTS BOOK" which is included in the teachers' Yard Duty Bag, situated in the cupboard in the sick bay. A brief description of the incident will be written along with the steps taken by the teacher responsible. Teachers on yard duty are responsible for completing the Yard Incidents template provided in the book. (See Appendix C for Yard Incidents Template)

The Wellbeing Team will check Yard Incidents Book at the end of lunch each day. They will check what needs to be followed up, recorded and dealt with using Restorative Practices.

Staff Responsible for checking Yard Incidents Book will be identified by a roster developed by the Wellbeing Team. See Appendix D for Yard Overview Roster

Classroom Code of Behaviour

BUPS BEHAVIOUR MANAGEMENT PLAN

This approach places an emphasis on repairing the harm done to relationships and people, rather than assigning blame and administering punishment. It shifts the emphasis from managing behaviour to focussing on the building, nurturing and repairing of relationships.

STUDENT BACK ON TASK AND FOCUSED ON THEIR LEARNING

Level 3

Level 2

Level 1

Student continues to disrupt own or others' learning or refuses to relocate.
Student is sent to Principal or Assistant Principal for completion of a reflection sheet. Phone call home is made by the lesson teacher and behaviour logged on Sentral.

Student continues to disrupt own or others' learning.
Second cross placed next to name. Student moved to another class with a book. Phone call home and behaviour logged on Sentral.

Student continues to disrupt own or others' learning.
Student moved away from distractions, cross is placed next to name. Teacher will follow up with a conversation.

Student continues to disrupt own or others' learning.
Name is written on the board.

Student disrupt own or others' learning.
Verbal warning and explanation of unacceptable behaviour.

Students focused and engaged in learning.

Recording of Classroom Incidents

Level 2 or 3 incidents occurring inside the classroom are to be logged on Sentral by the teacher responsible for the class at the time of the incident. In the event that a Casual Relief Teacher is required to log the incident, they will refer directly to the Assistant Principal to enter it onto Sentral.

AP will be recorded on Sentral, that is provided to every class teacher and specialist. Details of the incident are written along with the action taken by the teacher responsible.

The Wellbeing Convenor (Assistant Principal) will monitor the entries and follow up with student/parents where deemed necessary.

Ramification of Inappropriate/Unacceptable Behaviour

In the event of a student demonstrating ongoing inappropriate/ unacceptable behaviour, a 4-way Restorative conference involving the student, parent(s), teacher and principal/assistant principal will be held.

Participation in events outside the school, such as excursions/ camps/ interschool sport, by the offending student may be withdrawn at the principal's discretion, following the above conferences.

Exclusion from School

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required. (See Student Engagement and Inclusion Guidance 2014, for more details on process to be followed)

References

Student Engagement and Inclusion Policy Guidelines 2014	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionconsiderations.aspx
Student Engagement Policy Guidelines 2013	http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx
Bully Stoppers	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachdata.aspx
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf