Student Engagement & Inclusion Policy

Rationale:

Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

A positive school culture that is fair and respectful to all is a fundamental element in promoting student engagement. Quality student-centred teaching and learning programs engage students, enabling them to learn and develop positive attitudes to themselves and their learning.

Students who attend school regularly have the greatest opportunities to learn and to develop a positive attitude to learning. Student engagement is a key factor in promoting student attendance.

This policy sets out the school's position on student engagement, student attendance and student behaviour.

Guiding principles:

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- 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 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, facilitating school change and ownership of their environment.
- 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 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.
- Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Definitions:

Student engagement can be defined as three interrelated components:

1. **Behavioural engagement** refers to students' participation in education, fostering behaviours more conducive to learning, including the academic, social and extracurricular activities of the school.

2. **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.

3. **Cognitive engagement** relates to a student's investment in learning and their intrinsic motivation and self-regulation.

Aims:

Ormond Primary School aims to:

- Engage all students in learning.
- Meet the developmental needs of all students.
- Foster a positive school culture based on healthy relationships between all members of the school community.

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- Provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.
- Foster high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.
- Have each student attend school every day, except in cases of illness or other exceptional circumstances.
- Provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.
- Provide support for students who are adversely affected by the inappropriate behaviour of other students.
- Embed positive behaviour management approaches that stress prevention, support and the avoidance of confrontation and focus more on the development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

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.
- The 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.

Strategies to promote positive student engagement and attendance:

- Uphold the right of every child to receive an education.
- Monitor and follow up on absences in compliance with Department of Education & Training (DET) procedures.
- Intervene early to identify and respond to student needs for social, emotional, and learning support.
- Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- Recognise and respond to students' needs through the Program for Students with Disabilities (PSD), language support programs and other DET initiatives.
- Provide all staff, including pre-service and casual relief teachers and volunteers with information, professional learning and support regarding student wellbeing issues.
- Provide opportunities for students to participate in developing a positive school culture (E.g. student led celebrations of learning at assemblies, student leadership, buddy program F & Yr5).
- Provide opportunities for families and the wider community to participate in school activities (e.g. Curriculum forums and showcases, School Council and sub-committee meetings, classroom and reading volunteers, Parents & Friends and excursions).
- Communicate the school's expectations and support parents/carers to:
  o Ensure that children attend school as required by law.
  o Advise the school as soon as possible when a child is late or absent.
  o Ensure that student enrolment details are correct.
  o Provide all relevant information to the school.
  o Attend parent-teacher meetings and participate in parent/teacher/student (3-way) conferences and student led conferences.
  o Read and respond to school communications in a timely manner.

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- o Seek advice from the school if desiring to remove children for extended periods (e.g. holidays).

- Develop positive relationships between teachers and students that promote engagement, wellbeing and learning, for example; Circle Time, Restorative chats, Restorative conferences, 3 Way Conferences, explicit teaching of the OPS Values and Transition programs.
- Deliver teaching and learning experiences and services that are inclusive and responsive to student needs, and that reflect the diversity of the school community.
- Use evidence - based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
- Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
- Promote pro-social behaviours using a range of resources and strategies (e.g. Circle Time, Restorative practices, teacher coaching or mentoring, small group social skill development).
- Communicate concerns about student wellbeing to parents/carers in a timely manner.

Strategies to promote positive student behaviour:

- Promote a respectful and inclusive school community culture.
- Communicate high expectations (regarding student behaviour) with students and their families.
- Use the Student Engagement and Inclusion Policy as a basis for negotiating class-based shared expectations with students at the beginning of each school year and develop a Classroom Agreement. Revisit this regularly throughout the year.
- Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills) promoting a team approach to behaviour management.
- Provide support for students with behavioural issues (e.g. student-support groups, Parenting courses – Child First, Caulfield Community Centre and online parenting courses www.parenting.org
- Monitor student behaviour and the effectiveness of implemented strategies.
- Work with parents/carers to promote understanding about how they can support positive student behaviours.

Behavioural expectations:

Shared behaviour expectations for students, parents/carers and school staff are detailed in the Statement of Rights & Responsibilities, *Appendix 3* and the school's Values Statement located on the school's website. (*Appendix 2*)

School actions: 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 Training -Student Engagement and Inclusion Guidance.

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:

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Restorative approach (e.g. repairing damage caused).

Withdrawal to another learning space or privileges.

Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals.

Withdrawal from playground.

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.

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

Engaging with families

The School values parent / carer input and feedback into a range of student related and curriculum offerings and seeks feedback through the Parent Opinion Survey, and through other feedback forums such as parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents and Friends Association in our efforts to build a sense of community.

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 the 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 & Inclusion Policy.

- Ensuring all parents/carers are aware of the school's Student Engagement & Inclusion 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 home learning 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.

Parent's responsibilities for supporting their child's attendance and engagement are outlined in *Appendix 5*. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

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.

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Some of sources of data used are:
The Attitudes to School Survey data
School level report data
Parent survey data
Data from case management work with students
Data extracted from software such as CASES21 or SOCS

Additional Support for Students

Our school utilises a range of information and tools to identify students in need of extra support.

These can include the following:
Personal information gathered upon enrolment
Attendance rates
Academic performance, particularly in literacy and numeracy assessments
Behaviour observed by classroom teachers
Engagement with students' families
Referral to the school Psychologist, Speech Pathologist and other paraprofessionals where needed.

Appendices

Appendix 1: School Profile
Appendix 2: School Vision and Values
Appendix 3: Statement of Rights and Responsibilities
Appendix 4: Student Engagement Strategies
Appendix 5: Shared Behaviour Expectations
Appendix 6: Process for Responding to breaches of Behaviour Expectations
Appendix 7: A staged response to inappropriate behaviour
Appendix 8: How we support positive behaviour and relationships

Resources

This policy is informed by the Department of Education and Training Student Engagement and Inclusion Guidance available at

http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

Related Policies

Acceptable & Responsible Use of Mobile Phones Policy
Anti- Bullying Policy
Anti-Harassment Policy
Attendance Policy
Child Safe
Child Safe Code of Conduct
Cyber Bullying Policy
eSmart & Digital Citizenship Policy
Home Learning Policy
Privacy Policy
Program for Students with Disabilities Policy
Raising Concerns and Complaints
Staff Induction Policy

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Staff Welfare Policy
Student Discipline Policy
Student Leadership Policy
Student Wellbeing Policy
Working with Children Check

Renewal and Approval:

This policy will be reviewed as part of the school's four-year review cycle

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APPENDIX

Appendix 1:   School Profile

Ormond Primary School was founded in 1891 and is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided and engaged in their learning. As a learning community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge.

Ormond Primary School is a school of 413 students located in the suburb of Ormond in the Southern Metropolitan Region. The school is housed in attractive and well maintained grounds and buildings.   The school's excellent facilities have been enhanced through the Building the Education Revolution Program. In 2010 a total of $2.5 million of federal funding was allocated to develop a double storey building connecting the 1927 Building, Hall and the 2000 Building. New facilities include a modern Library, Performing Arts area, Multimedia studio on the ground floor and four flexible classroom spaces on the first floor.

The establishment and maintenance of a school neighbourhood boundary has enabled the school to better manage enrolments. As a consequence the enrolment levels are anticipated to remain in the range of 390 – 420 students over the foreseeable future.

The school has a moderate number of students from a non-English speaking background and a low percentage of families in receipt of the educational maintenance allowance. Most families have at least one parent in full time employment with most working as professionals or in their own businesses. Most families value education highly and have high expectations of the school and their children. Nearly all students have attended a pre-school prior to enrolment at school.

Staffing includes a principal, an assistant principal and a well balanced staff profile comprised of one learning specialist and a range of expert, accomplished and graduate teachers. In addition there are a number of educational support staff including one full-time business manager and a full-time assistant in the office as well as six integration aides who work with a small number of children across the school. Korean is taught by a part-time cultural aide and the Multimedia program is conducted by a multimedia technician. An Out of School Hours program is staffed by a manager and four assistants.

The school is organised into three Professional Learning Teams; Foundation – Year 2, Years 3 and 4 and Years 5 and 6. The Victorian Curriculum is implemented across all levels. There is an extensive specialist teaching program covering Physical Education, Information and Communications Technologies and Visual Arts.

Ormond Primary School continues to be an active member of the Stonnington and Glen Eira (SaGE) Network of Schools.

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Appendix 2: School Vision and Values

Vision

We believe:
All children should be stimulated, engaged, challenged and supported in their learning.
The school environment must have a safe and nurturing quality which allows all children the opportunity to learn.
The school community promotes and values diversity in interests, beliefs and perspectives.
Students can be effective global citizens with a sense of belonging and responsibility to our world.

Values

Ormond's five core Values underpin everything that is taught and demonstrated at Ormond Primary School. It is the foundation upon which our students interact, learn and mature as individuals. It's expected the whole community supports, models and promotes these values.
We strive to be *Accepting, Respectful, Quality Learners* who demonstrate *Persistence* through our challenges to achieve overall *Excellence.*
The Ormond values outline the qualities and attributes we endeavour to instil in each student. It scaffolds the life skills needed to be global citizens with the knowledge and dispositions to promote ethical, social and intercultural understanding. The teaching supporting the values and related qualities are covered by each year levels humanities, history, sciences and economics curriculum, with some stand alone programs to provide additional support.
To promote and encourage the adoption of these values Ormond presents the Global Citizen Awards at whole school assemblies assisted by the Community captains.

ACCEPTANCE
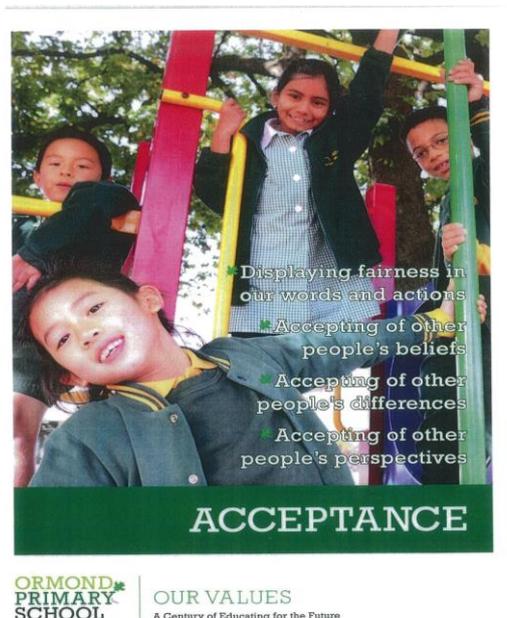
Ormond defines the Acceptance value to be one which celebrates difference and embraces change. Acceptance welcomes and supports a culturally diverse Ormond.

This diversity may be reflected in differing religious beliefs or alternate cultural

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behaviours and lifestyles. This would also include differing individual perspectives, ideas and opinions which may stem from these.

Linking qualities.
The acceptance value is closely related to empathy towards individual difference and resilience to change.

Teaching themes
•Family origins • Celebrations •Food •Dance •Religions •Diversity of Australia •Discrimination •Stereotypes •Racism

What will it look like?
Students who demonstrate an understanding for Acceptance should...
● Show interest in learning about others and their backgrounds.
● Demonstrate patience and understanding for others needs.
● Actively participate in discussions and share their observations and ideas.
● Draw connections and comparisons between their own and others lives.
● Happily include their peers in conversation, play and in teamwork situations.
● Show enthusiasm and openness to different ways of doing things.
● Develop an appreciation of the affects of discrimination and stereotyping.

RESPECT
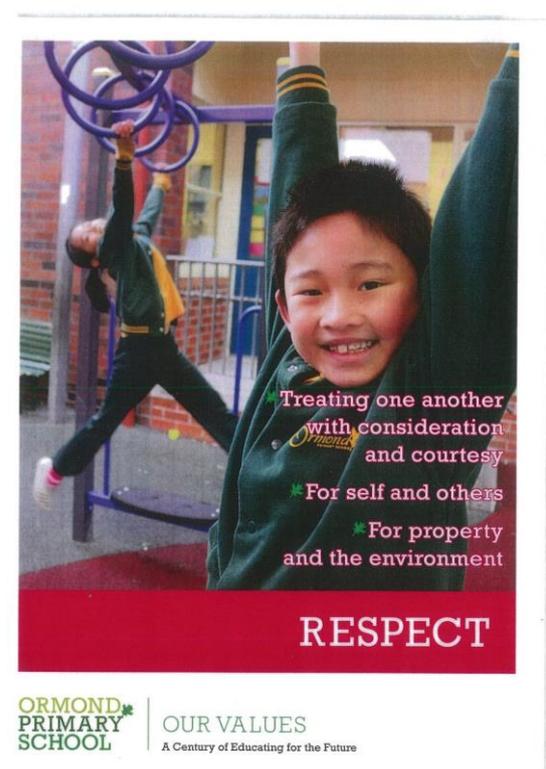
Ormond defines the Respect value to be one which is based on care and consideration for self, others, property and the environment. Respect acknowledges the rights for all students, teachers and members of the school community to have access to a safe, inclusive and prosperous experience whilst at Ormond. This requires an ongoing awareness towards the needs and feelings of all individuals.

Linking qualities.
The respect values is closely related to integrity, compassion and kindness.

Teaching themes

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•Emotions •Self-love •Manners •Equality •Laws •Democracy •Human rights •Teamwork

What will it look like?

Students who demonstrate an understanding for Respect should…

● Show care and consideration towards the feelings and needs of others.
● Independently inquire the wellbeing of others.
● Make positive changes to their own behaviour for the sake of others.
● Apply manners and courtesy when communicating.
● Happily follow rules and guidelines set to ensure fairness.
● Show care for the environment and take steps for positive change.
● Look after shared property.

QUALITY LEARNING
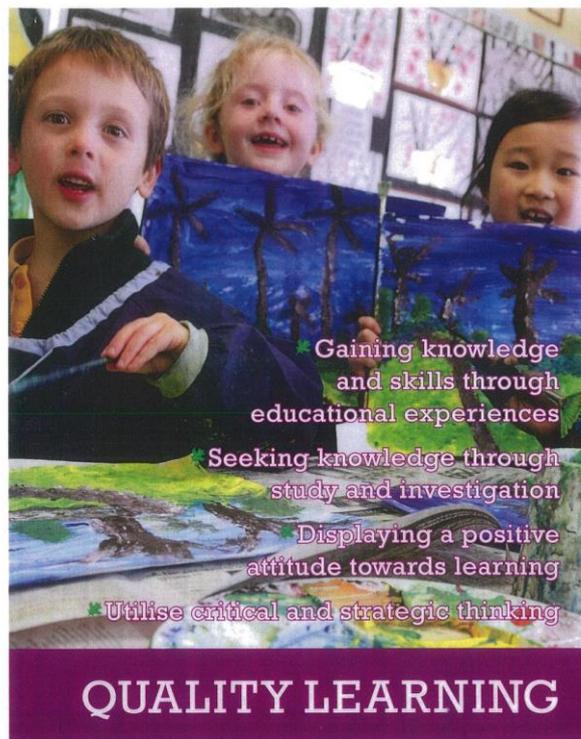
Ormond defines the Quality learning value as the attitudinal and purpose driven approach students take towards their learning. It is identified by a broad range of skill sets and behaviours which ensure a positive impact on students acquisition of new knowledge. A quality learner is one that works within their full individual capacity to apply taught skills to grow and to achieve.

Linking qualities.

The Quality learning value is closely related to diligence and positivity.

Teaching themes

•Listening •Teamwork •Questioning •Self-reflection •Goal setting
•Research/application •Critical thinking •Positivity •Resilience •Confidence
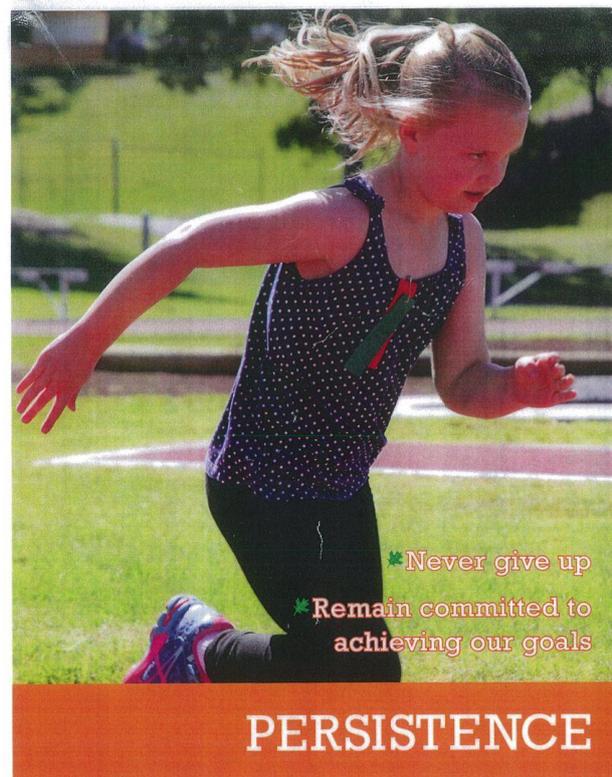
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What will it look like?

Students who demonstrate an understanding for Quality learning should...

● Inquire, question, and think critically to gain new insights.
● Apply new skills to both new and familiar contexts.
● Remain positive in the face of difficult challenges.
● Reflect on skills and make suggestions for improvement.
● Actively listen so as to build on existing knowledge.
● Work cohesively with others to achieve common goals.
● Show independence and interest for their own learning.

PERSISTENCE

* Never give up
* Remain committed to achieving our goals

PERSISTENCE

ORMOND PRIMARY SCHOOL | OUR VALUES
A Century of Educating for the Future

Ormond defines the Persistence value to be one which represents ongoing hard work and dedication towards achieving one's goals and overcoming adversity.

Linking qualities.

The persistence values is closely related to resilience and determination.
Teaching themes
•Overcoming failure • Winning/losing •Personal drive •Motivation •Goal setting
•Emotions •Inquiry •Questioning •Mindfulness •Focus •Positivity •Strategic thinking

What will it look like?

*Students who demonstrate an understanding for Persistence should...*

● Return quickly to work after an initial set back.

● Inquire about how they can better improve skills.
● Independently make changes to their way of doing things.

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- Adopt positive self talk.
- Repeatedly practice a skill leading to improvement.
- Self-reflect and think strategically.

EXCELLENCE
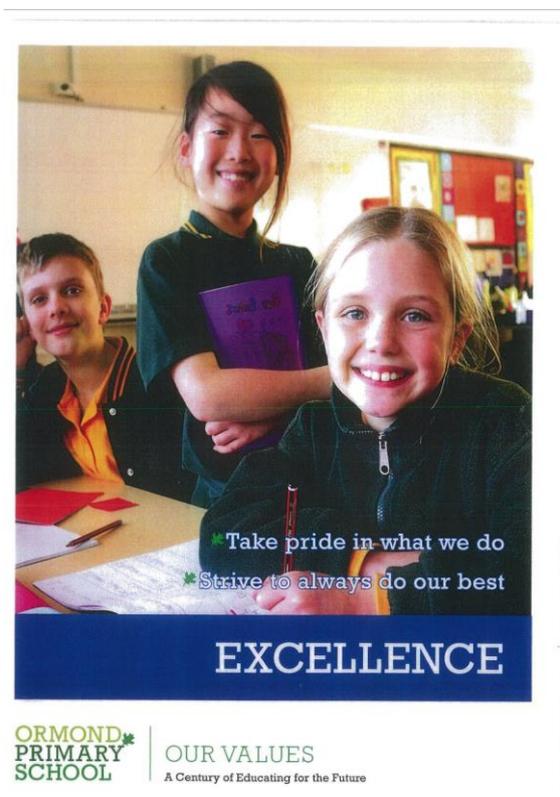
Ormond defines the Excellence value to be one which represents definitive success and achievement. It acknowledges those that have made significant accomplishments in their personal academic, sporting or creative growth, or those excelling in broader whole school or community pursuits. The Excellence value provides an opportunity to showcase Ormond's very best achievers and leaders.

Linking qualities.
The Excellence values is closely related to success and distinction.
Teaching themes
•Strategic thinking •Goal setting •Reflection •Me as a learner •Passion •Hobbies •Leadership •Personal strengths •Motivation.

What will it look like?
Students who demonstrate an understanding for Excellence should...
- Demonstrate exceptional all round work habits.
- Consistently achieve individual goals.
- Demonstrate exceptional independence and initiative.
- Produce academic results at the top end of their cohort.
- Volunteer themselves for additional responsibilities.
- Participate in a range of extracurricular activities and groups.
- Show outstanding determination and focus with tasks to achieve mastership.
- Demonstrate leadership qualities to assist others and achieve common goals.

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Appendix 3: 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 Anti- Bullying and Anti-Harassment Policies).

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 & Inclusion Policy.

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

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Appendix 4: Student Engagement Strategies

Universal strategies	Targeted Strategies	Individual Strategies
☐ Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and the needs of our students. ☐ 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. ☐ 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. ☐ All students will have the opportunity to participate in social and emotional learning curriculum programs through the personal and social capabilities embedded in the Victorian Curriculum. ☐ Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Leader Groups, Student Representative Council and other more informal mechanisms.	☐ The school will provide a safe and engaging orderly learning environment. ☐ Teachers will monitor attendance rates. ☐ All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment. ☐ All staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. ☐ Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children*, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.	Strategies to support attendance and engagement of individual students include: ☐ Students can set personal and academic learning goals each term and reflect/celebrate their progress against the goals set. ☐ Students performing well above or below their expected level are placed on Individual Learning Plans. ☐ Behaviour Support Plans/Contracts are put in place for students whose behaviours are affecting their learning. ☐ Parents are referred to Statement of Values on a needs basis and are encouraged to discuss any behaviours relating to the Statement of Values with relevant staff. ☐ Meet with student and their parent/carer to talk about how best to help the student engage with school. ☐ Establish a Student Support Group. ☐ Seek extra resources under the Program for Students with Disabilities for eligible students. ☐ Develop a Behaviour Support Plan and/or Individual Learning Plan. ☐ Consider if any environmental changes need to be made, for example changing the classroom set up. ☐ Refer to internal support services e.g. Student Welfare

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| | | Coordinator or Student Support Services.

☐ Refer to external support services including ChildFirst, Local Government Youth Services, and Community Agencies such as Alfred CYHMS or Headspace. |
|---|---|---|

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Appendix 5: Shared Behaviour Expectations

	Students	Parents/Carers	All Staff
Engagement Participation in the classroom and other school activities.	Demonstrate: ☐ ***Preparedness*** to engage in and take full advantage of the school program. ☐ ***Effort*** to do their very best. ☐ ***Self-discipline*** to ensure a cooperative learning environment and model the school values. ☐ ***Team work*** to work cooperatively and respectfully with other students, valuing them, their contributions and appreciation of each other's differences. ☐ ***High expectations*** to learn and master new skills. ☐ ***Reflection*** to reflect on their own learning and be motivated to learn new skills.	☐ Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs. ☐ Support their child in their preparedness for the school day and in the provision of a supportive home environment. ☐ Monitor their child's school involvement and progress and communicate with the school when necessary. ☐ Are informed and supportive of school programs and actively participate in school events/parent groups. ☐ Parents/carers are encouraged to build a positive relationship with the school. ☐ Parents/carers provide all relevant information to the school to assist the school to provide student-centered responses and learning environment. ☐ Parents/carers are encouraged to	☐ 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. ☐ The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success. ☐ Acknowledge 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 obligations under the equal opportunity and human rights legislation. ☐ Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs. ☐ Develop flexible pedagogical styles to engage different learners. ☐ Deliver curriculum and assessment that challenges and

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		actively participate in supporting their students learning. ☐ Parents/carers will actively engage in their students learning by responding to communications as requested and attending parent-teacher meetings and Student Led conferences. ☐ In the home environment parents/carers are expected to support the school's efforts to educate students to live in a diverse world by encouraging an understanding and appreciation of diversity found in the community.	extends students learning. ☐ Develop positive relationships with students that promote engagement, wellbeing and learning. ☐ Provide opportunities for a student voice in developing a positive school culture.
Attendance	All students are expected to: ☐ Attend and be punctual for all timetabled classes every day that the school is open to students. ☐ Be prepared to participate fully in lessons. ☐ Bring a note or Compass notification, from their parents/carers explaining an absence/lateness.	Parents/Carers are expected to: ☐ Ensure that their child's enrolment details are correct. ☐ Ensure their child attends school regularly. ☐ Advise the school as soon as possible when a child is absent. ☐ Account for all student absences. ☐ Keep family holidays within scheduled school holidays.	In accordance with DET procedures the school will: ☐ Proactively promote regular attendance. ☐ Mark rolls accurately morning and afternoon. Staff will also: ☐ Follow up on any unexplained absences promptly and consistently. ☐ Identify trends via data analysis. ☐ Report attendance data in the school's Annual Report.

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		☐ Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.	☐ Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies. ☐ Encourage students to attend school every day and regularly discuss the importance of regular attendance. ☐ Investigate any possible school based reason for non-attendance.
Behaviour	Students are expected to: ☐ Play safely and learn cooperatively. ☐ Treat and speak to others with respect and courtesy. ☐ Resolve problems and disagreements calmly, sensibly and fairly. ☐ Move around all areas of the school in a responsible manner. ☐ Take care of the school environment and school property and respect the property of others. ☐ Model the schools core values.	Parents/Carers are expected to: ☐ Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations. ☐ Communicate with the school regarding their child's circumstances. ☐ Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. ☐ Parents/Carers need to promote behaviour at all times that is consistent with school expectations.	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child. 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. The school will consistently apply this policy through a shared collegiate understanding and only exclude students in extreme circumstances. The school recognises that for some students

	☐ Always treat others with respect. ☐ Never physically or verbally abuse others. ☐ Take responsibility for their behaviour and its impact on others. ☐ Obey all reasonable requests of staff. ☐ Respect the rights of others to learn. No student has the right to impact on the learning of others. ☐ Follow the School's Values Statements.	☐ Parents/Carers need to provide a consistent approach that supports their child's learning and engagement in and out of school.	additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.

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Appendix 6: Process for responding to breaches of Behaviour Expectations

Ormond Primary School will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement.
Appropriate behaviour will be recognised by:
- Positive feedback
- Global Citizen Awards
- Peer Recognition Awards
- Principal Awards
- Celebration at assemblies
- Reports
- Newsletter articles
- Leadership opportunities
- The right to represent the school.

We use the following behaviour management strategies to address breaches of behavioural expectations:
- The School's 5 Core Value
- Restorative Practices
- Circle Time
- Mindfulness Strategies
- Positive Behaviour Management Strategies

Behaviour Expectation	Classroom Teacher Responsibility
Overall Behaviour ☐ Students must obey all reasonable requests of staff. ☐ Students must always treat others with respect. ☐ Students must respect the rights of others to learn. No student has the right to impact on the learning of others. ☐ Students must respect the property of others. ☐ Students must bring correct equipment to all classes ☐ Students must work to the best of their ability.	*Remain calm seeking to refocus student on learning in the following ways. Remember behaviour is a message to us:* ☐ State what you would like the student to do in a short simple statement following up with a thank you. ☐ Utilise your "pockets" of strategies for a range of circumstances. ☐ Refer the student to the Essential Agreement or their own Behaviour Management Plan if activated. ☐ For persistent behaviours seek support from Team Leader and colleagues. ☐ Refer to Assistant Principals or Principal for all serious matters. ☐ Inform parents at all times, do not allow behaviours to persist and impact on other students. It is important to note that any behaviour difficulties are followed up with restorative discussions with individual students. Students may be requested to complete work or follow up restorative conversations with supervision provided by the teacher concerned.

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Attendance and Punctuality ☐ Students are required to be on time. ☐ Students who are late must report to the front office with their parent/carer to be signed in. ☐ Students who leave school early must be signed out at the office by a parent/carer. ☐ Students absent from school must ensure reasons for the absence have been communicated with the school. ☐ Notification from home (i.e. signed note or medical certificate) must accompany all absences. ☐ Students must not leave the school grounds without permission.	☐ Adjust entry on COMPASS. ☐ Continue to monitor student's wellbeing. Call parents to ascertain any support that might be needed. ☐ Report any ongoing absence of 3 days or more to the Assistant Principal or Principal
Uniform ☐ Students must adhere to the school uniform requirements. ☐ It is compulsory for all students to wear appropriate footwear.	☐ Staff to monitor each student's uniform and bring any issue to the attention of the student/parent/carer. ☐ Report persistent breach of policy to the attention of the Principal and Assistant Principal
Bullying ☐ Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. ☐ Bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies	☐ Report to Principal or Assistant Principal. ☐ Contact parents. ☐ Refer to schools Digital Technology Acceptable Use Agreement. ☐ Use resources from Bully stoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection. ☐ Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling. ☐ Some cases may warrant immediate suspension. This decision must be made by the Principal. ☐ Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement

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	and Inclusion Guidance re: Immediate suspension.
Property & Security ☐ Students are to respect all school property and the property of others. ☐ Students to adhere to appropriate 'out of bounds' areas unless supervised (e.g. inside during recess or lunch) ☐ Non-educational electronic and digital devices must be switched off as soon as students enter school grounds. They must be handed in to their class teacher and returned at the end of the day. ☐ Students must bin all rubbish. ☐ Students must return borrowed school material. ☐ School will not be responsible for loss of valuables. ☐ Graffiti of any kind will not be tolerated. ☐ Classrooms must be left neat and tidy.	☐ Challenge behaviours around rights and responsibilities and negotiate appropriate restorative actions (e.g. clean up duties after graffiti). ☐ For repeated offences, refer to the Principal or the Assistant Principal. ☐ Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.

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Appendix 7: A Staged response to inappropriate behaviour

The restorative approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.

Serious incidents will require a more formal restorative session that involves Level Team Leader, Assistant Principal and or a Principal; all persons affected in the incident and will be documented as a chronicle on COMPASS.

There will be situations where a formal conference involving the before mentioned people, parents, support persons and convenor will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.

Where a restorative approach has previously been conducted and subsequently the 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 the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take 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 and ensuring that personal pride and dignity is maintained.

Stage 1: Promoting positive behaviour and preventing behavioural issues

Suggested strategies	School actions
Define and teach school-wide expectations for all	Maintain and sustain a Professional Learning Community whereby teacher' underlying motivation is the success of their students.
Establish whole school positive behaviour programs.	Vision Mission School Values Circle Time Restorative Practice
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	Teachers to know their students: Provide a personalised learning program to empower students to learn how to learn. Further develop and enhance the inquiry approach and facilitate the development of independent and intrinsically motivated learners who are willingly engaged in planning and developing their learning based on their skills and abilities. Student goals setting and reflection on learning. Further develop student voice, students

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determining their own learning pathways conjunction with teachers.

Stage 2: Responding to individual students exhibiting challenging behaviour

Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents/carers and school wellbeing staff as appropriate).	Gain information and record information related to the behaviour from all staff and students involved. Contact parents. Speak to student individually. Utilise Restorative Practices.
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer.	Seek support from AP, SSSO or Wellbeing Team to develop Behaviour Management Plan (BMP) and Individual Learning Plan (ILP). Discuss the plan in an SSG meeting for all parties to agree on this course of action.
Consider if any environmental changes need to be made.	Review classroom seating Support 1:1.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	Parental/Carers permission must be sought for all services. Individual student requests must be logged onto SOCS.
Establish a Student Support Group (SSG).	Discuss with parent/carer.
Implement appropriate disciplinary measures that are proportionate to problem behaviours.	Suspended play from ½ recess or lunch Loss of playground privileges i.e. playing football, sandpit etc. Working in another classroom. Working in the Principal/AP offices In school suspension. Formal disciplinary action.
Consider out-of-school behaviour management options such as Student Development Centres (if available).	

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Appendix 8: How we support positive behaviour and relationships.

Ormond Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through pastoral care interviews, reports, newsletter articles, educational forums, parent/teacher interviews, phone calls and meetings.

School Values

Ormond's five Core Values underpin everything that is taught and demonstrated at Ormond Primary School. It is the foundation upon which our students interact, learn and mature as individuals. It's expected the whole community supports, models and promotes these values.

We strive to be ***Accepting, Respectful, Quality Learners*** who demonstrate ***Persistence*** through our challenges to achieve overall ***Excellence.***

The Ormond values outline the qualities and attributes we endeavour to instil in each student. It scaffolds the life skills needed to be global citizens with the knowledge and dispositions to promote ethical, social and intercultural understandings. The teaching supporting the values and related qualities are covered by each year levels Humanities, History, Sciences and Economics curriculum, with some stand alone programs to provide additional support.

To promote and encourage the adoption of these values Ormond presents the Global Citizen Awards at whole school assemblies assisted by the community captains.

Mindfulness

Mindfulness is a mental state of awareness, focus and openness, which allows the students to engage fully in what they are doing at any moment. In a state of mindfulness difficult thoughts and feelings have much less impact and influence over them which consequently increases their awareness of their thoughts, feelings, body sensations and surrounding environment. Being mindful does not mean we ignore distracting thoughts and feelings but rather acknowledge and observe thoughts nonjudgmentally as they arise. It aims to create a detachment from them and gain insight and awareness.

Research tells us that practicing mindfulness can bring about a variety of physical, psychological and social benefits.

Mindfulness meditation is a form that focuses awareness on breathing and encourages positive attitudes to achieve a healthy, balanced mental state. Mindful meditation is known for reducing reactions to stress by inducing the relaxation response, lowering the heart rate, reducing anxiety and encouraging positive thought patterns and attitudes.

It helps to foster self-awareness and a kind and compassionate feeling towards a nonjudgmental, kind and compassionate feeling toward self and others.

Circle Time

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

Some of the outcomes of effective circle time are:

• When students feel respected and are included in a dignified process, they feel compelled to own their behaviour.

• When students participate in processes that are procedurally 'fair' they begin to take responsibility for personal behaviour.

• When students are part of the solution they begin to develop empathy and insight.

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• Students who participate in classroom meetings learn about fairness and justice.

• When provided with a safe forum, students are able to talk about what has occurred and how it can be fixed.

Restorative practices

Restorative Practices is grounded in principles designed to create powerful relationships, which are central to building thriving communities. Restorative Practices represents a paradigm shift that focuses on the harm done, rather than on the rule broken, in the restoration of relationships. It is a reflective practice that encourages personal responsibility, giving a voice both to the person harmed as well as the person who caused the harm. Restorative Practices aids in the acceptance of cultural differences by offering an equitable process where all members of a community feel valued and heard, and in turn, are more likely to bring their best self to the community.

Through restorative practices, members of the school community will:
• Have an opportunity to be heard.
• Understand the greater impact of one's actions.
• Learn to take responsibility.
• Repair the harm one's actions may have caused.
• Recognise one's role in maintaining a safe school environment.
• Build upon and expand on personal relationships in the school community.
• Recognise one's role as a positive contributing member of the school community.

With respect to breaches of the Student Code of Conduct any imposed consequence is combined with a process that focuses on encouraging the student to take positive action to address the situation and repair damaged relationships. A restorative approach will form part of the response to encouraging positive behaviours. For example:

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 realized 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?

In this approach to behaviour management, the term 'restorative' is used to stress that when a student misbehaves, restoring relationships, repairing harm and learning perspective-taking and social responsibility is more important and effective than simply delivering punishment for their misbehaviour. Restorative practices include:
• Circle Time (and conference circles) in which students sit in a circle and, using a structured format, discuss and problem-solve an issue that has affected the whole class or specific members of the class
• The 'restorative interview' where the teacher uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships
• The more formal 'restorative conference' that is used with more serious or ongoing misbehaviour and usually involves senior staff, parents and carers.

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Resilience, Rights and Respectful Relationships

Respectful Relationships is a DET initiative to support schools and early childhood education settings promote and model emotional literacy, positive coping strategies, stress management and identity positive gender relationships. Data has proven that certain attitudes and behaviours about relationships are established during ones early years.

The Respectful Relationships whole-school approach recognises that everyone involved in our school community deserves to be respected, valued and treated equally.

The RRR initiative identifies the importance of schools and their communities supporting one another to promote positive attitudes and behaviours.

Cultural and procedural change, means schools and their communities look at staff practices, classroom management, school events, sport programs, formals and other occasions, to ensure all aspects of a school's operation and culture are underpinned by respect and equality.

A whole-school approach to Respectful Relationships recognises that schools are:

- A workplace where all staff should feel equally respected, safe and valued and have equal opportunities.

- A safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom.

- Part of the wider community that can model gender equality and respectful relationships.

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