

# Student Wellbeing & Engagement Policy



## PURPOSE

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

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

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

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

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

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

### 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 360 students located in the suburb of Ormond in the South East Victorian Region. The school is housed in attractive and well maintained grounds and buildings. The school's excellent facilities were enhanced through the Building Education Revolution Program and 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 included a modern Library, Performing Arts Area and four flexible classroom spaces on the first floor. Over the past 2 years classrooms have been refurbish providing ample break out areas, a fully functioning lift and a new STEAM centre. This space is linked to the Visual Arts Room and opens out to our garden beds and outdoor seated area.

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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 360 over the foreseeable future. The school has a moderate number of students from a non-English Speaking backgrounds and a low percentage of families in receipt of the Camps, Sport and Excursion Funding. Most families have at least one parent in full time employment with most working as professionals or in their own businesses. Our families value education 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 and a Learning Specialist. In addition there are a number of educational support staff including a part-time business manager and a full-time assistant in the office as well as four integration aides who work with a small number of children across the school. Korean is taught by a part-time cultural aide and the school offers STEAM, Visual Arts, Performing Arts and Health and PE as specialist areas. An Out of School Hours program is staffed by a Co-ordinator and one assistants.

The school is organised into Professional Learning Communities; Foundation – Year 2, Years 3 to 4 and Years 5-6 6. The Victorian Curriculum is implemented across all levels. The school has a strong focus on Literacy, Numeracy and Wellbeing. The focus for Ormond Primary School is to develop school based curriculum models to meet the needs of our students. We promote student voice and agency at every opportunity and our children continue to demonstrate positive behaviours aligned with our school values.

## **2. School Values, Philosophy and Vision.**

Ormond Primary School's *Statement of Values and School Philosophy* is integral to the work that we do and is the foundation of our school community.

### **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.

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

## **POSITIVE WELLBEING**

We foster a strong sense of belonging through explicitly teaching and embedding habits of: Positive Education.

Our Values: Acceptance, Respect, Quality Learning, Persistence and Excellence are reflected in our culture (behaviours, attitudes, and environment).

## **OUTSTANDING ACHIEVEMENT**

All students achieve success by engaging in learning experiences that are:

- Rich: transdisciplinary and authentic.
- Rigorous: challenging and evidence based.
- Relevant: personalised and transferable.

## **CAPACITY BUILDING**

We provide the best possible learning environment by:

- Engaging in continuous learning, reflection, and action.
- Fostering a culture of coaching, collaboration, and support.
- Taking shared responsibility for our growth.

## **GLOBAL CITIZENSHIP**

As a compassionate and connected school community we:

- Provide learning experiences that are locally, nationally and globally relevant.
- Facilitate opportunities to engage with and positively impact others.
- Understand and uphold our own and others' rights and responsibilities

### **3. Wellbeing and engagement strategies**

Ormond Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

Ormond Primary School utilises universal strategies school-wide to engage students and the community. They are engagement strategies that create safe, inclusive, and empowering environments that foster an enthusiasm for learning and support student wellbeing.

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embrace
- whole school implementation of *Resilience, Rights and Respectful Relationships*
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

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- deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Ormond Primary School use an instructional frameworks to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Ormond Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's *Statement of Values and School Philosophy* are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to their classroom teacher, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Restorative Practices
  - Respectful Relationships
  - Buddy Program
  - Safe Schools
  - Cyber Safety Education
  - Peer Mediation
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs (F & Yr 5s), peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

## Targeted

Targets strategies are more specific strategies, designed to address particular groups of students or concerns in certain age groups or friendship circles.

- each year group has a Team Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and can act as a point of contact for students who may need additional support

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- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Ormond Primary School students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students Disability and Inclusion such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- a prep transition program provides transition opportunities for both parents and students over several weeks
- grade 6 student transition to secondary school is facilitated through school visits and the provision of transition sessions provided by teachers and secondary school students and Glen Eira Council's "Moving Up" program
- a structured transition program at the end of the year for all students in all grades
- a transition plan for students that require a more comprehensive transition process

## Individual

Ormond Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - o school-based wellbeing supports
  - o Student Support Services (SSS)
  - o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - o Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

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- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

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

Ormond Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Ormond Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- wellbeing surveys, such as PIVOT Wellbeing Check-ins

## **5. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted

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teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our *Complaints Policy*.

## **6. Student behavioural expectations and management**

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 Ormond Primary School's 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, Ormond Primary 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
- referral to the Team Leader or Assistant Principal/Principal
- restorative practices
- 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 Ormond Primary School 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.**

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## **7. Engaging with families**

Ormond Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **8. Evaluation**

Ormond Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data COMPASS
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Ormond Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## **COMMUNICATION**

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

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request

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

- Suspension process
- Expulsions - Decision

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## FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

### **Renewal and Approval:**

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

Policy last reviewed	September 2022
Consultation	Wellbeing PLAT / Staff :September-October 2022 Education Subcommittee: November 2022 School Council
Approved by	Principal School Council
Next scheduled review date	2024

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## APPENDIX

### Appendix 1: SCHOOL VALUES

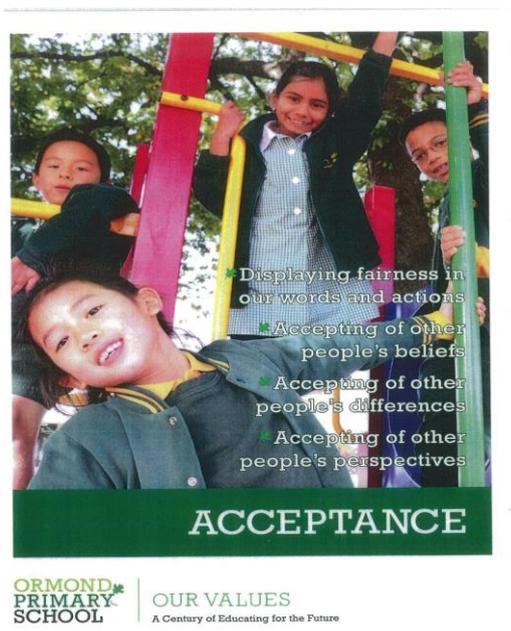
Ormond's five core Values underpin everything that is taught and demonstrated at Ormond Primary School. It is the foundation upon which our students interact, learn and mature as individuals. It's expected the whole community supports, models and promotes these values.

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 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 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.

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## Teaching themes

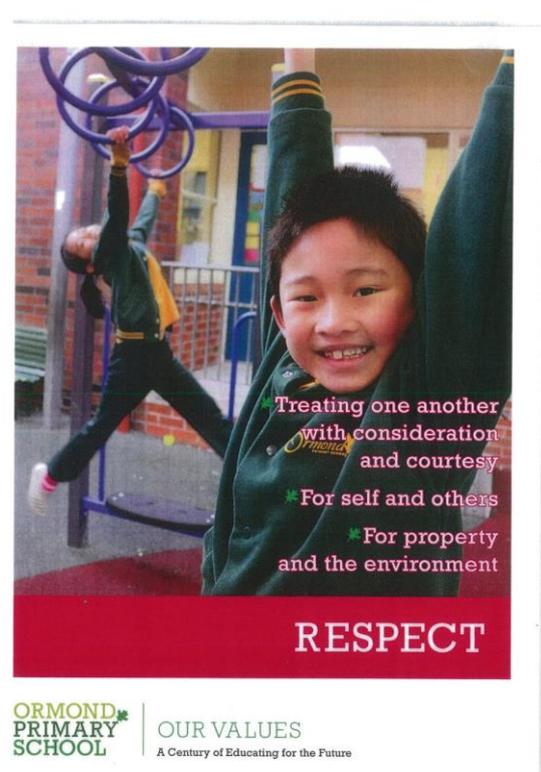
- Family origins • celebrations •Food •Dance •Religions •Diversity of Australia
- Discrimination •Stereotypes •Racism

## 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 other's 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 effects 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

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

## What will it look like?

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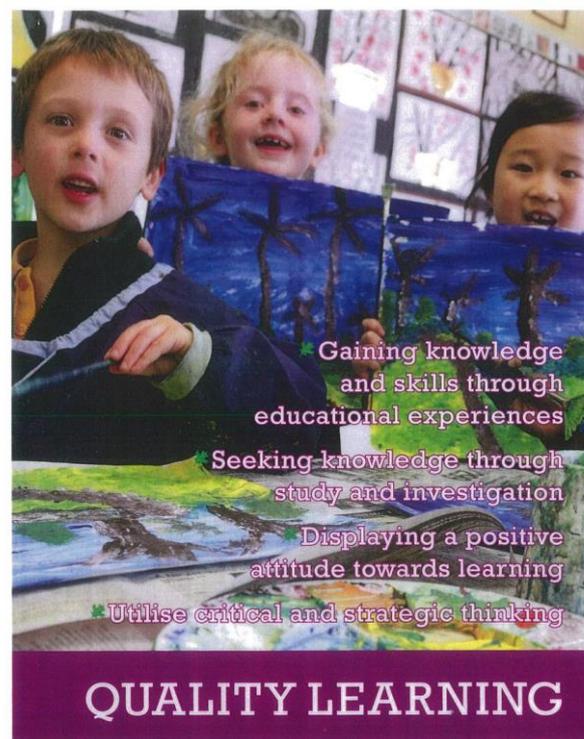
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*Students who demonstrate an understanding for Respect may...*

- 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



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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 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

### What will it look like?

*Students who demonstrate an understanding for Quality learning may...*

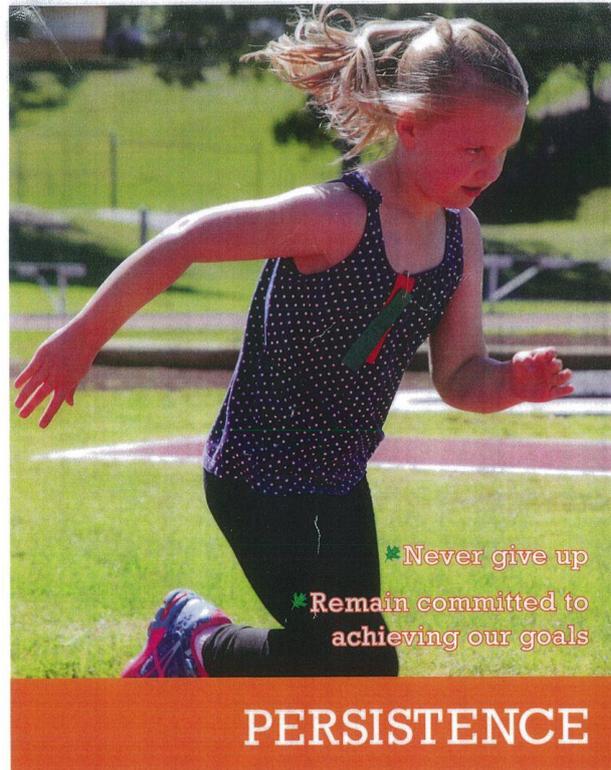
- Inquire, question, and think critically to gain new insights

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- 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



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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 may...*

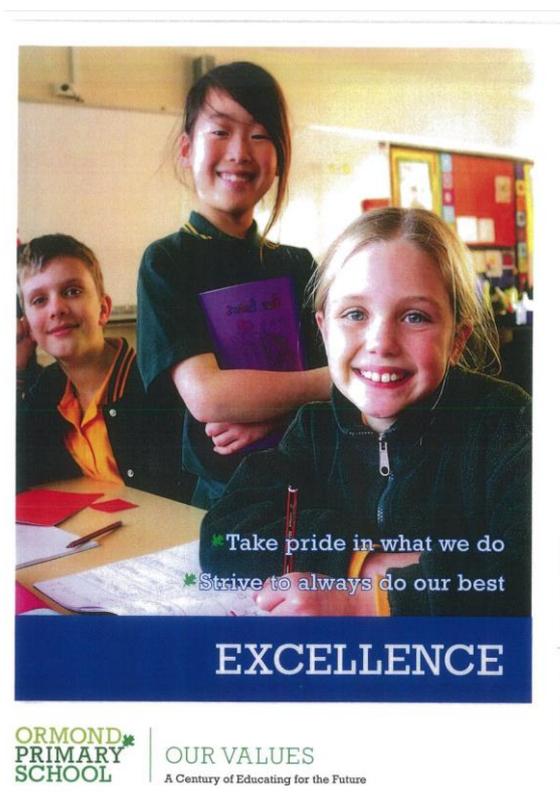
- Return quickly to work after an initial set back.
- Inquire about how they can better improve skills.
- Independently make changes to their way of doing things.

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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 may...*

- 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 master.

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- Demonstrate leadership qualities to assist others and achieve common goals.

## Appendix 2: 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.

## Appendix 3: Student Engagement Strategies

Universal strategies	Targeted Strategies	Individual Strategies
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.</li> <li><input type="checkbox"/> Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Students will have the opportunity to contribute to and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school will provide a safe and engaging orderly learning environment.</li> <li><input type="checkbox"/> Teachers will monitor attendance rates.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Relevant teaching staff will apply a trauma-informed approach (using <i>Calmer Classrooms: A Guide to Working with Traumatised Children</i>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</li> </ul>	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students can set personal and academic learning goals each term and reflect/celebrate their progress against the goals set.</li> <li><input type="checkbox"/> Students performing well above or below their expected level are placed on Individual Learning Plans.</li> <li><input type="checkbox"/> Behaviour Support Plans/Contracts are put in place for students whose behaviours are affecting their learning.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Meet with student and their parent/carer to talk about how best to help the student engage with school.</li> <li><input type="checkbox"/> Establish a Student Support Group.</li> <li><input type="checkbox"/> Seek extra resources under the Program for Students with Disabilities for eligible students.</li> <li><input type="checkbox"/> Develop a Behaviour Support Plan and/or Individual Learning Plan.</li> <li><input type="checkbox"/> Consider if any environmental changes need to be made, for example</li> </ul>

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<p>on decisions about school operations both through the Student Leader Groups, Student Representative Council and other more informal mechanisms.</p>		<p>changing the classroom set up.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services.</li> <li><input type="checkbox"/> Refer to external support services including ChildFirst, Local Government Youth Services, and Community Agencies such as Alfred CYHMS or Headspace.</li></ul>
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# Student Wellbeing & Engagement Policy

## Appendix 4: Shared Behaviour Expectations

	Students	Parents/Carers	All Staff
<p><b>Engagement</b> Participation in the classroom and other school activities.</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>preparedness</b> to engage in and take full advantage of the school program</li> <li><input type="checkbox"/> <b>effort</b> to do their very best</li> <li><input type="checkbox"/> <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li><input type="checkbox"/> <b>team work</b> to work cooperatively and respectfully with other students, valuing them, their contributions and appreciation of each other's differences</li> <li><input type="checkbox"/> <b>high expectations</b> to learn and master new skills</li> <li><input type="checkbox"/> <b>reflection</b> to reflect on their own learning and be motivated to learn new skills</li> </ul> <p>All students will participate in collective</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li><input type="checkbox"/> Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li><input type="checkbox"/> Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li><input type="checkbox"/> Are informed and supportive of school programs and actively participate in school events/parent groups</li> <li><input type="checkbox"/> Parents/carers are encouraged to build a positive relationship with the school</li> <li><input type="checkbox"/> Parents/carers provide all relevant</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li><input type="checkbox"/> The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> <li><input type="checkbox"/> Uphold the right of every child to receive an education.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and</li> </ul>

# Student Wellbeing & Engagement Policy

	<p>composition of positive behaviour consequences which are individual to each classroom as per <i>Whole School Behaviour Expectations</i></p>	<p>information to the school to assist the school to provide student-centered responses and learning environment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/carers are encouraged to actively participate in supporting their students learning.</li> <li><input type="checkbox"/> Parents/carers will actively engage in their students learning by responding to communications as requested and attending parent-teacher meetings and Student Led conferences.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p>responsive to student needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop flexible pedagogical styles to engage different learners.</li> <li><input type="checkbox"/> Deliver curriculum and assessment that challenges and extends students learning.</li> <li><input type="checkbox"/> Develop positive relationships with students that promote engagement, wellbeing and learning.</li> <li><input type="checkbox"/> Provide opportunities for a student voice in developing a positive school culture.</li> </ul>
<p><b>Attendance</b></p>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attend and be punctual for all timetabled classes every day that the school is open to students.</li> <li><input type="checkbox"/> be prepared to participate fully in lessons.</li> <li><input type="checkbox"/> bring a note or Compass</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that their child's enrolment details are correct.</li> <li><input type="checkbox"/> ensure their child attends regularly.</li> <li><input type="checkbox"/> advise the school as soon as possible when a child is absent.</li> </ul>	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively promote regular attendance.</li> <li><input type="checkbox"/> mark rolls accurately morning and afternoon.</li> </ul> <p>Staff will also:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follow up on any unexplained absences promptly and consistently.</li> </ul>

# Student Wellbeing & Engagement Policy

	<p>notification, from their parents/carers explaining an absence/lateness.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> account for all student absences.</li> <li><input type="checkbox"/> keep family holidays within scheduled school holidays.</li> <li><input type="checkbox"/> Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify trends via data analysis.</li> <li><input type="checkbox"/> Report attendance data in the school's Annual Report.</li> <li><input type="checkbox"/> Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</li> <li><input type="checkbox"/> Encourage students to attend school every day and regularly discuss the importance of regular attendance.</li> <li><input type="checkbox"/> Investigate any possible school based reason for non-attendance.</li> </ul>
<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play safely and learn cooperatively.</li> <li><input type="checkbox"/> Treat and speak to others with respect and courtesy.</li> <li><input type="checkbox"/> Resolve problems and disagreements calmly, sensibly and fairly.</li> <li><input type="checkbox"/> Move around all areas of the school in a responsible manner.</li> <li><input type="checkbox"/> Take care of the school</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have high expectations of their child's behaviour and an understanding of the school's behavioural expectations.</li> <li><input type="checkbox"/> Communicate with the school regarding their child's circumstances.</li> <li><input type="checkbox"/> Cooperate with the school by assisting in the development and enforcement of strategies to</li> </ul>	<p>Class and specialist teachers will follow <i>Whole School Behaviour Expectations &amp; Consequences</i></p> <p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child.</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of</p>

# Student Wellbeing & Engagement Policy

	<p>environment and school property and respect the property of others.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> model the schools core Values.</li> <li><input type="checkbox"/> always treat others with respect.</li> <li><input type="checkbox"/> never physically or verbally abuse others.</li> <li><input type="checkbox"/> take responsibility for their behaviour and its impact on others.</li> <li><input type="checkbox"/> obey all reasonable requests of staff.</li> <li><input type="checkbox"/> respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li><input type="checkbox"/> follow the School's Values Statements.</li> </ul>	<p>address individual needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/Carers need to promote behaviour at all times that is consistent with school expectations.</li> <li><input type="checkbox"/> Parents/Carers need to provide a consistent approach that supports their child's learning and engagement in and out of school.</li> </ul>	<p>preventative and early intervention strategies to deal with attendance and behavioural issues.</p> <p>The school will consistently apply this policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</p>
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## Appendix 5: 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 (Teacher and Student Recognition)
- 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 Values
- Whole School Behaviour Expectations
- Restorative Practices
- Circle Time
- Mindfulness Strategies
- Positive Behaviour Management Strategies

<b>Behaviour Expectation</b>	<b>Classroom Teacher Responsibility</b>
<p><b>Overall Behaviour</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students must obey all reasonable requests of staff.</li> <li><input type="checkbox"/> Students must always treat others with respect.</li> <li><input type="checkbox"/> Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li><input type="checkbox"/> Students must respect the property of others.</li> <li><input type="checkbox"/> Students must bring correct equipment to all classes</li> <li><input type="checkbox"/> Students must work to the best of their ability.</li> </ul>	<p><i>Remain calm seeking to refocus student on learning in the following ways. Remember behaviour is a message to us:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow Whole School Behaviour Expectations Consequences</li> <li><input type="checkbox"/> State what you would like to student to do, in short simple statement following up with a thank you.</li> <li><input type="checkbox"/> Utilise your “pockets” of strategies for a range of circumstances.</li> <li><input type="checkbox"/> Refer the student to the Essential Agreement or their own Behaviour Management Plan if activated.</li> <li><input type="checkbox"/> For persistent behaviours seek support from Team Leader and colleagues.</li> <li><input type="checkbox"/> Refer to Assistant Principals or Principal for all serious matters.</li> </ul>

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	<p><input type="checkbox"/> Inform parents at all times, do not allow behaviours to persist and impact on other students.</p> <p>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.</p>
<p><b>Attendance and Punctuality</b></p> <p><input type="checkbox"/> Students are required to be on time.</p> <p><input type="checkbox"/> Students who are late must report to the front office with their parent to be signed in.</p> <p><input type="checkbox"/> Students who leave school early must be signed out at the office by a parent.</p> <p><input type="checkbox"/> Students absent from school must ensure reasons for the absence have been communicated with the school.</p> <p><input type="checkbox"/> Notification from home (i.e.: signed note or medical certificate) must accompany all absences.</p> <p><input type="checkbox"/> Students must not leave the school grounds without permission.</p>	<p><input type="checkbox"/> Adjust entry on COMPASS.</p> <p><input type="checkbox"/> Continue to monitor student's wellbeing. Call parents to ascertain any support that might be needed.</p> <p><input type="checkbox"/> Report any ongoing absence of 3 days or more to the Assistant Principal or Principal</p>
<p><b>Uniform</b></p> <p><input type="checkbox"/> Students must adhere to the school uniform requirements.</p> <p><input type="checkbox"/> It is compulsory for all students to wear appropriate footwear.</p>	<p><input type="checkbox"/> Staff to monitor each student's uniform and bring any issue to the attention of the student/parent.</p> <p><input type="checkbox"/> Report persistent breach of policy to the attention of the Principal and Assistant Principal</p>
<p><b>Bullying</b></p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Bullying is defined as <b>repeated</b> 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.</p>	<p><input type="checkbox"/> Report to Principal or Assistant Principal.</p> <p><input type="checkbox"/> Contact parents.</p> <p><input type="checkbox"/> Refer to schools Digital Technology Acceptable Use Agreement.</p> <p><input type="checkbox"/> Use resources from Bully stoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.</p>

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<p>Cyberbullying refers to bullying through information and communication technologies</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Some cases may warrant immediate suspension. This decision must be made by the Principal.</li> <li><input type="checkbox"/> Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</li> </ul>
<p><b>Property &amp; Security</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are to respect all school property and the property of others.</li> <li><input type="checkbox"/> Students to adhere to appropriate 'out of bounds' areas unless supervised (e.g. inside during recess or lunch)</li> <li><input type="checkbox"/> Mobile devices must be switched off as soon as students enter school grounds and must be handed into to the Office and collected at the end of the day.</li> <li><input type="checkbox"/> Students must bin all rubbish.</li> <li><input type="checkbox"/> Students must return borrowed school material.</li> <li><input type="checkbox"/> School will not be responsible for loss of valuables.</li> <li><input type="checkbox"/> Graffiti of any kind will not be tolerated</li> <li><input type="checkbox"/> Classrooms must be left neat and tidy.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Challenge behaviours around rights and responsibilities and negotiate appropriate restorative actions (e.g. clean up duties after graffiti).</li> <li><input type="checkbox"/> For repeated offences, refer to the Principal or the Assistant Principal.</li> <li><input type="checkbox"/> 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.</li> </ul>

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## Appendix 6: 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 convener 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 Whole School Behaviour Expectations 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.

**Ratified by School Council      November 2022**

# Student Wellbeing & Engagement Policy

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

## **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 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 student voice 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**

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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.
  
- 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:

#### SCRIPT

When Challenging behaviour	To help those affected
1. <i>What happened? Tell the story</i> <ul style="list-style-type: none"> <li>● <i>What were you thinking of at the time?</i></li> <li>● What have you thought about since?</li> <li>● What did you have control over?</li> </ul> 2. Who do you think has been affected? <ul style="list-style-type: none"> <li>● Who else has been affected?</li> <li>● In what ways?</li> <li>● Was this fair or unfair?</li> </ul>	1. What did you think when you realized <i>what had happened?</i>  2. What impact has this incident had on you and others? <i>How did that make you feel?</i>  3. What has been the hardest thing for you?

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<ul style="list-style-type: none"> <li>• Was this the right or wrong thing to do?</li> </ul> <p>3. What do you think you need to do to make things right?</p> <ul style="list-style-type: none"> <li>• What else might need to happen?</li> <li>• How will this help?</li> <li>• When can this happen?</li> <li>• What exactly are you saying sorry for?</li> </ul> <p>4. How can we make sure this doesn't happen again?</p> <ul style="list-style-type: none"> <li>• What do you need to stop / stay / start doing?</li> <li>• What are your goals to help move forward?</li> <li>• What are you going to do to reach the goals?</li> <li>• What other support do you need?</li> </ul>	<p>4. What do you think needs to happen to make things right? What would you like 'x' to do to fix this problem?</p>
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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.

## 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 and 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 set example and promote positive attitudes and behaviours.

Cultural and procedural change, asks that 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 a have equal opportunities
- a safe space where young people can learn about their emotions and identity, gender equality and healthy relationships, in and out of the classroom

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- part of the wider community in jointly modelling gender equality and respectful relationships.