SPRING GULLY
PRIMARY SCHOOL

Student Engagement
&
Well-Being Policy

**Produced in consultation
with the school community**

To be read in conjunction with
Effective Schools are Engaging Schools –

Student Engagement Policy Guidelines

2014

Principal: Mr Francis Trezise
School Council President: Mrs Donna Bovaird

Table of Contents

Annual Implementation Plan 2014

Student Engagement and Wellbeing	Introduce a whole school approach to improving student wellbeing by building student's resilience and social skills	Strengthen home-school partnerships by: -Informing the school community of the Student Engagement and Wellbeing Policy -investigating more engaging and efficient ways of communicating with parents	Implementation of a school App
		Strengthen our whole school social learning program as part of the school's approach to AusVELS Physical, Personal and Social Learning domains.	Values Program -booklet -Start Up Program -Value Tree -Guest Speakers

		Aim to develop student's ability to self-manage their social interactions and make responsible choices. Anti-bullying and 'bully proofing' strategies should be included along with making responsible choices.	

School Profile Statement

Spring Gully Primary School is located on the southern fringe of Bendigo in Central Victoria. The school has celebrated 100 years of schooling on the present site. The present school enrolment is 336 students. The school has benefited with additions to the infrastructure. This has included the new BER buildings which now house Grade 2, and Grades 4, 5 and 6. The school has also benefitted from extensive maintenance including repainting of the whole school, and the development of a Landscape Development Plan. As part of this plan a new synthetic oval has been constructed and further works will be completed in 2014.
Teachers take the opportunity to use community facilities in the immediate school area. The creek reserve offers opportunities for physical activity and is used by staff for physical education activities that include running, walking, and bike riding. The neighbouring tennis courts are used for some physical education sessions and the cricket oval and soccer ovals are used on occasions for major sporting activities.

The school has a balance of staff through all levels of teacher classification and includes 4 ES staff, 5 specialist staff and a school chaplain. The specialist programs include; Health & Physical Education, Music, LOTE – German, Art and Reading Recovery.

School values underpin our classroom and playground rules, and are the basis for school awards and the language used across the school. An introduction of a new consistent Behavioural Management Policy at the beginning of 2007, and updated since then, and the use of Restorative Practice has given the staff a language and the student's clear and consistent boundaries.

A chaplain was appointed in late 2007, providing additional support for students and families. We are proactive in utilising regional and community services to support families with referrals to psychologists, speech pathologist, Children and Adolescent Mental Health Services (CAMHS) social workers and regional services.

Students are involved in a wide range of leadership and extra curricula activities including; Peer Mediation, Student Representative Council (SRC) and Energy Breakthrough (EB). Student Leaders have the opportunity to attend student leadership conferences. Our student leaders are responsible for running our school assemblies each week. These programs give students greater opportunities to increase student voice, develop social and academic skills, share in decision making, and take a more active role in their school. In 2008, School Houses were formed, also assisting in creating a sense of

belonging. Whole school House activities include activities based around values, bullying, and friendship.

Spring Gully Primary School participates in whole school recognition and celebration of important events including ANZAC day, Mental Health Week and Clean up Australia Day. The SRC also organise whole school dress-up days and activities to raise money for selected charities.

All staff adhere to the principles and language of Restorative Practices. Staff, together with 20 trained student Peer Mediators, provide visible support in the yard. A reflection room, First Aid room and Kids Club provide additional support to students.

School Vision and Mission Statement

OUR MISSION

To foster a community of learners where everyone is valued and has opportunities to reach their personal best.

OUR VISION

- Optimistic, resilient students who are motivated to learn.

- Positive, professional staff committed to the challenges of teaching and learning.

- Core curriculum that builds strong foundations for all learners.

- Learning opportunities that enable students to become active citizens in the global community.

- Actively develop and value the partnership between home, school and community.

- A safe, simulating learning environment which recognises and values diversity.

- Informed children who will actively care for the world environment.

OUR VALUES

RESPECT	Valuing self, all others, property and the environment
FRIENDLINESS	Interacting with all others in an open and welcoming manner
PERSONAL ACHIEVEMENT	Striving to be the best we can.
TEAM SPIRIT	Working together so we can learn from each other and all do our best.
FAIRNESS	Being fair in everything we do.
RESPONSIBILITY	Being relied upon to be honest, and do the right thing for yourself and the community.

Whole-School Prevention Statement

Student engagement has been challenged and enhanced through a focus on whole school curriculum planning, Discovery Learning and a team teaching approach in many areas across the school. This has allowed a more consistent approach in teaching and greater interaction between similar age groups. Increased use of ICT including netbooks and electronic whiteboards in all classrooms has increased engagement and better caters for a range of learning styles.

A buddy program operates within the school, linking grades to their younger peers. We have found this to be a powerful and meaningful way to assist the transition of new students and to build relationships outside the student's year level.

There is an increased emphasis on extra-curricular activities which promote connectedness to school and peers and leadership opportunities. These include: Peer Mediation, Student Representative Council, Ride to School days, school camps, fundraising days, Instrumental Music Programs, Choirs, Early Morning Fitness and Sport, Energy Breakthrough and House activity days.

We consistently use our school values to shape the school ethos. Awards are given each week to align with our school values. A consistent and explicit approach has been adopted towards behavioural management, within the classroom and in the playground. Restorative practice language is being used to assist students and teachers with problem solving and reflection. This has supported the students being reflective thinkers with an opportunity to be heard and to feel supported with issues that may arise.

A Start Up program operates at the beginning of the year, with a focus on the social and emotional wellbeing of students, and the creation of strong and supportive learning communities. Strategies to support this transition to a new teacher and new grade include circle time, buddies, and resilience programs. The launch of School Houses has developed a sense of community and enhanced school connectedness. A Drug Education program operates across the school, building awareness, skills, and knowledge and is designed to enhance resilience and a sense of well-being in students.
Other programs to support student learning and wellbeing include: Transition Program, Volunteers Program, Program for Students with Disabilities, referral process for cognitive and speech assessments and ongoing support, referral process for social worker support, Chaplaincy Program, Wannik Tutorial Program and Buddy Program.

Student attendance is monitored daily, and awards are now presented each term to encourage and reward good attendance.

Prevention and early intervention – Creating a positive school culture	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	School Values underpinning classroom and playground rules. (See Vision and Mission statement). Whole school Classroom Behavior Management
Establish relevant school-wide prevention programs.	Start Up Program Circle Time. Peer Mediation SRC-Student Representative Council. Anti-Bullying lessons Drug Education Kids Club Houses; House Activity Days. House Captains. School Chaplain Bounce Back-Resilience Program Reflection Room– Social Skills Restorative Practice
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	Assessment; ongoing – February, June, December Individual Learning Plans for students above and below expected level. Referral processes – Psychologist, Speech Pathologist, and Social Worker. Chaplain
Establish consistent school-wide processes and programs for early intervention.	Reading Recovery Grade 1 ILP-Individual Learning Plans Referral processes – psychologist, speech, social worker Tutoring programs – ESL, Wannik Program, Volunteer Program

The Start-up Program goals

To establish positive relationships between students and teachers- Teachers will have an understanding of the abilities and interests of their students.

To provide enjoyment- Children have a right to be happy and enjoy their school time. Children need to be given the skills to enable them to become effective citizens. They need to be encouraged to get involved in activities, and provided with the opportunity to show
their abilities.

To establish a sense of community in the classroom and throughout the school- Children learn best when they feel comfortable in the school environment. When children believe they are a part of the community they have an interest in making it function well. Children will learn to take responsibility for their own actions and contribute to the group.

To improve communication skills- Children need to learn effective communication skills. Active communication is the most important tool in expressing ideas and managing conflict. Communication helps children express emotions and overcome the hardest part of conflict-listening to a different point of view.

To promote teamwork- Children need to be taught teamwork skills. Effective teams gain good, sustainable results. Students need to be taught a wide variety of social skills including attentive listening, questioning, persuading, respecting, helping, actively participating and communicating.

To improve conflict resolution- Children need to learn skills to allow them to effectively deal with conflicts in different situations; to be better able to focus on learning and working with others for the benefit of all.

To develop the recognition and understanding of emotions- Children need to recognise that the body is an instrument of communication, reflection, moods, emotions and ideas. They need to recognise that feelings are normal and learn the appropriate ways to deal with them students will have opportunities to practise skills of dealing with their emotions and integrate them into everyday habits.

To promote mental health- increase positive mental health and resilience in the children attending Spring Gully Primary School.

Individual Learning Plans are developed for students below and above expected levels of academic achievement.

Individual Learning Plan:	
Student name:	**Date of birth:**
Year level:	**Date:**
Review of progress should be based on collection and analysis of data • formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s • feedback from the student • feedback from the parents/carers	
Learning improvement goals - Priority areas for improvement. Consider: -Student's own learning goals • engagement • attendance • behaviour	**Learning outcomes** List relevant learning outcomes linked to the learning improvement goals. Consider: • engagement • attendance • behaviour
School and classroom strategies revised pedagogy Consider: • revised pedagogy • classroom learning interventions • small group/individual support • behaviour expectations	**Parents/carers – expectations/support** Identify in partnership: • expectations of parents/carers • level of support that can be provided by parents/carers • how the school can support parents/carers
Timeline for review and revision of plan Individual Learning Plans should be measured and modified regularly.	
Student's comments: **Classroom teacher's comments:** **Parent's/ Carer's comments:**	

In some circumstances a Behaviour Management Plan may need to be developed for students exhibiting unacceptable behaviours. These will be developed after discussions between Principal, Assistant Principal, classroom teacher, parent/carer and other professionals involved [eg. paediatrician, social worker, psychologist].

This plan will contain the following:

SPRING GULLY BEHAVIOUR MANAGEMENT PLAN

Name:	Grade DOB
Background Information	Support services involved.
What the school would like to achieve for_____.	What_____ would like to achieve.
Student goals	Strategies
Rewards	Consequences
Review date:	Signed:

Shared expectations

Schools – Principals, Teachers and School Staff

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

School expectations include:
- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Diversity in the school community

The school aims to address diversity by incorporating the 'Education for Global and Multicultural Citizenship' strategy. The purpose of the strategy is to provide a renewed vision for global and multicultural education which:

- Develops multicultural literacies
- To develop skills and knowledge, understanding and attitudes required to form relationships and collaborate with others across cultures
- Promotes social cohesion
- Enhances a sense of belonging in a safe and secure environments
- Builds the capacity to address racism, stereotyping and prejudice
- Prepares all students for global and multicultural citizenship

Rights and Responsibilities

	Rights of Students	Rights of Parents	Rights of Teachers
	Right to learn and participate. To have friends. To have a fair say. To have friends.	To drop off their children and know they're safe. To be informed about their child's learning and wellbeing To join in School Council, parent club and be a parent volunteer	To direct students in their behaviour and learning To be respected To know where students are To teach without interruption
STUDENT VIEW	**Responsibilities of Students**	**Responsibilities of Parents**	**Responsibilities of Teachers**
	Follow School Rules and Values. To be honest. To Respect others. To be fair	To care for their kids. To git to school on time. Support their child. Speak respectfully to everybody at school	To be ready to teach To listen to students ideas. To be fair. To develop confidence in students

STAFF VIEW	Rights of Students	Rights of Parents	Rights of Teachers
	To be safe physically and emotionally For their learning needs to be catered for To share their learning and achievements To learn in a safe, caring environment To a comprehensive education which supports all learning To be treated fairly and with understanding	To feel comfortable when approaching teachers To be informed of academic progress. To expect that their child is in a supportive challenging academic environment To be part of SG community	To teach in a professional, positive, supportive, collegiate environment To be treated fairly and equally To be supported with further learning To feel safe, supported and valued
	Responsibilities of Students	**Responsibilities of Parents**	**Responsibilities of Teachers**
	To be responsible for their own learning Organised and ready to learn To show respect of others To attempt all task to the best of their abilities To be respectful to peers/staff/visitors To follow rules and values To allow others to learn	To support home learning e.g. home reading To bring their students to school on time Follow guidelines and protocols eg. Confidentiality, Attendance, parent helpers, excursions etc To inform teacher regarding necessary information about their child communicate with class teacher as first port of call for classroom and curriculum issues	To follow department guidelines and stay up to date with teaching practice To be approachable and communicate with parents To seek advices from other sources To treat others with respect To provide support to colleagues Adhere to school values and incorporate and model in all that we do Organised and ready to teach professional punctual Model behaviours and standards Provide quality education Dress professionally Be involved in school community

PARENT VIEW	Rights of Students	Rights of Parents	Rights of Teachers
	To be valued To be heard To be an individual Recognition of individuals supported needs To exploit strengths To be safe	To be heard if we have an issue. Given time to be heard Understand processes and policies and steps	To feel safe To be respected Set guidelines and boundaries.
	Responsibilities Students	**Responsibilities Parents**	**Responsibilities Teachers**
	Recognise differences Not teasing Respect Take responsibility Gain support for other students	School on time To know routines and send resources as needed. Teaching children-guidance Happy kids Follow up on what kids have done. Engage with your children. Read newsletter	To support all kids individual support Open communication-no ambiguity. Be approachable Respond to different learning Variety of teaching styles Fair school with obvious

		Discussing what is happening. Help with homework. Creating good habits Reading books daily Getting plenty of sleep	boundaries Not to be pigeon holed Identifying the needs and teaching to them.

Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Equal Opportunity

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

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
Age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:
• Freedom
• Respect
• Equality
• Dignity

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

• The right not to be discriminated against
• The right to privacy and reputation
• The right to freedom of thought, conscience, religion and belief
• Cultural Rights

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

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

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would

impose unjustifiable hardship to a person or organisation.

Student Support Group meetings are held each term, with the parent/s/carer, teacher, integration aide, students with disability coordinator, and other regional support staff.

Bullying and Harassment

Definitions

Bullying is when one or more people deliberately upset or hurt another person, their property, reputation or social acceptance, and this action is repeated over time. [DEECD] *There are three broad categories of bullying:*

1. **Physical Violence/bullying**
   When force is used to hurt another person eg. punching, tripping, pushing, kicking, hitting, spitting, throwing things and damaging property
2. **Verbal violence/bullying**
   Using your voice to hurt another person eg. teasing, yelling, swearing, using insults, put downs, homophobic or racist remarks.
3. **Emotional violence/bullying**
   Hurting another person's feelings or using fear to control another person eg. dirty looks, excluding, encouraging others to socially exclude someone, threats, imitation and stalking, lying and spreading rumours, playing nasty jokes to embarrass and humiliate, damaging someone's social reputation and social acceptance, cyberbullying [which involves the use of email, text messages or chat rooms to humiliate and distress].

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

The effects of harassment or bullying include;
•   poor health – anxiety, depression
•   lower self esteem
•   reduced study performance
•   missed classes, social withdrawal
•   reduced career prospects

What to do
If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.
Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

If a student or staff member is being bullied or harassed they should;

- Tell the person you don't like what they are doing and you want them to stop.
- report it to a trusted adult. This trusted adult should take immediate action to prevent the bullying from continuing.
- Your concerns will be taken seriously.
- All complaints will be treated confidentially.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying.

1. **Mutual Conflict**
   In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both parties want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
2. **Social Rejection or Dislike**
   Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
3. **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation**
   Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Cyber-safety

Cyber-safety is made up of two strands: Cyberbullying and Communicating Safely.

- Cyberbullying involves the use of information and communication technologies to support **deliberate, repeated, and hostile behaviour** by an individual or group, which is intended to harm others. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. People who use the internet, email, intranets, phones or similar technologies to bully others are cyberbullies and are breaking the law.
- Communicating Safely reflects the need for students to remain safe while using online resources such as social networking tools, as well as using websites and online resources responsibly and respectfully.

[Please refer to our Cyberbullying Policy for more information.]

Examples of cyberbullying behaviour are:
- teasing and being made fun of online
- spreading of rumours and images online
- sending unwanted messages
- breaches of privacy
- defamation.

Cyber Safety

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

- the language used and the things said
- how you treat others
- respecting people's property (eg copyright)
- respecting people's privacy
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied online you should:
- Tell the person you don't like what they are doing and you want them to stop.
- Report it to a trusted adult
- Block them
- Report it to the police if necessary

School actions and consequences

Behaviour Management Plan

Classroom teachers are to develop collaboratively classroom rules based on the school values. These are to be revisited regularly.
When rules are breached the following process is followed:
Step 1.
WARNING- Maintain good tone and send a clear message of the inappropriate behaviour. Use the Restorative Practice language to assist you when issues arise.
Step 2.
Student to be moved to a desk or given personal space within the classroom to break the cycle of behaviour. Supervision is maintained by the classroom teacher.
Step 3.
It is preferable that students remain in the classroom, however a student may be removed from the classroom to appropriate buddy room until end of session, or alternatively to a member of leadership. Supervision is maintained by the 'buddy' teacher.

When in the buddy room;
- Students to sit in an area that limits distraction
- Be given work to complete by their classroom teacher
- Be dealt with in an appropriate and respectful manner.
- If a student refuses to go to their buddy room, the Principal or Assistant Principal should be notified.
- If behaviour is repeated, notification to parent, a parent meeting and / or Behaviour Management Plan may be required.

Note: If a student is removed from the class on more than one occasion during the day, the classroom teacher and a member of leadership will meet after school, recess or lunchtime to discuss the concerns. A phone call to alert parent or guardian will be made.

SPRING GULLY PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT

Level 1
1. No hat
2. In classroom before the teacher, or during recess or lunchtime without permission.
3. Playing on the wrong oval, playground or in gardens and trees or on banks, sanctuary or teacher's car park – ignoring oval timetable
4. Riding bikes in the school yard or on the footpath in front of school
5. Playing chasey in or around the buildings
6. Dropping rubbish or eating in the wrong area - Consequences: rubbish collection or similar community service

<u>**Consequences**</u>**: Record .**
Repeated behaviour (3) will warrant – Community Service/Reflection

Level 2
1. Disrupting the play of others – interfering with games
2. Disrespecting the belongings of others -taking property that belongs to other children or school property
3. Not respecting the rights of others
4. Putdowns – verbal and non-verbal
5. Dishonesty
6. Obvious exclusion

<u>**Consequences**</u>**: Record .**
Reflection/Community Service. A Notification of Timeout form will be sent home for every child.
Repeated Level 2 behaviours will warrant a letter home.

Level 3
1. Leaving the classroom or school ground without permission

2. Ignoring or disobeying: not following instructions or directions of a person in authority (eg. teacher or parent volunteer) – walking away, answering back, back-chatting, arguing
3. Physical Violence: punching, kicking, spitting, biting, throwing objects e.g. stones, equipment
4. Verbal & Emotional Violence: swearing, teasing, bullying, threatening, intimidation
5. Vandalism: inappropriate use of or damaging of school property
6. Inappropriate bus travel behaviour
7. Disregarding school rules
8. Cyber-bullying

Consequences:
Reflection form (using Restorative Language) will be sent home for higher level behaviours.
Behaviours may warrant a parent/teacher/principal meeting and Behavioural Management Plan or loss of computer and / or other privileges.
Level 3 behaviours may also warrant suspension for those behaviours.
Age of student and disability will be taken into consideration and guide action taken.

Reflection Procedure

Step One:
Reflection teacher must write the date, name of student, grade and behaviour code in Reflection book during this time and on the Notification of Reflection form.

Step Two:
Reflection teacher follows the Restorative Practice script and procedures.
1. What happened?
2. What were you thinking about when…?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what ways?
6. What do you need to do to fix things up?
7. How can I help you?

Discussion may follow. Other stakeholders may be called.

Step Three:
Reflection teacher photocopies the completed form x2.
One is given to the child in an envelope explaining, "That they need to show it to Mum/Dad, who will sign it and return it to your classroom teacher the next day. If this doesn't happen, then there will be a follow up phone call to their parents."
One photocopied form is to be kept for Reflection records file.
The remaining one is to be placed in the classroom teacher's pigeon-hole by the reflection teacher. This is for the classroom teacher's information and records.

Classroom Teacher's Responsibility:
To inform a member of leadership to discuss any concerns.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices promote relationship management rather than behaviour management. It is concerned with establishing equality in relationships through respectful talk and each person's right to be heard. Restorative practices promote awareness of others, responsibility and empathy.
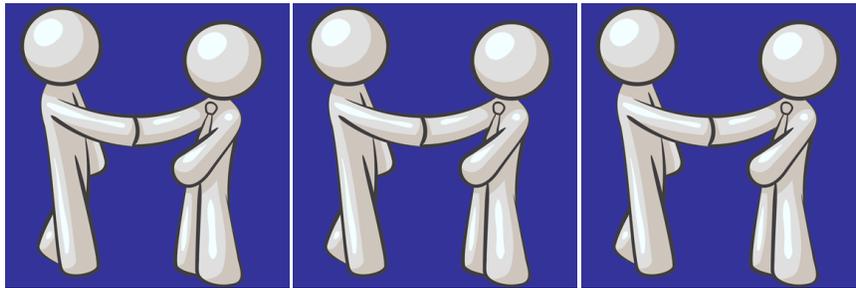
Teachers in the classroom, yard and reflection room are asked to use the framework to support students:

Peer Mediation

Peer Mediation is a process of negotiation where together, student work through conflict situation which may arise in the playground. The skills of mediation involve listening, taking turns, not judging and discussing strategies to help them solve the problem. Twenty senior students are trained each year to support students in the yard and in the reflection room. There are 6 steps in the mediation process;

- Agree to mediate
- Gather points of view
- Focus on interests
- Create win-win options
- Evaluate options
- Create an agreements

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- Attendance awards for perfect and excellent attendance half yearly and end of year.

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

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

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator,
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs eg. special Art group
- involving community support agencies.

Intervention: a targeted response for individual students	
Suggested strategies	**School actions**
Establish an understanding of the life circumstances of the child/young person and how they feel.	
Establish data collection strategies.	
Develop the plan for improvement based on data and review regularly.	
Explicitly teach and/or build replacement behaviors.	
Determine strategies for the monitoring and measurement of student progress	
Establish inclusive and consistent classroom strategies	
Establish out-of-class support strategies	
Establish a student support group	

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Convening of a support group

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf