



STUDENT ENGAGEMENT POLICY

We are **KIND**, We are **BRAVE**, We are **CURIOUS**

Rationale:

This Student Engagement Policy outlines how Congupna Primary School attends to the needs of its students in reference to their engagement in learning, their sense of wellbeing and the strategies that will be used by the school to ensure an inclusive educational environment for every student.

- This policy is structured according to the Department's Policy Requirements and Development guidelines and affirms democratic principles:
<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx>

School Profile Statement

Congupna Primary School is located five kilometres north of Shepparton and caters not only for the bustling township of Congupna, but also for the major growth area of North Shepparton. In 2018, the official school enrolment is 49.4 and the school has three teachers and three educational support staff looking after our three classrooms; In 2018, our classrooms consist of a Grade F/1, Grade 1/2/3 and a Grade 3/4/5/6 composite. The school bus services the Congupna and North Shepparton areas and helps transport students for our After-School Care Program.

The school boasts fantastic facilities, provides specialist IT devices and provides many things only a small school can provide including vegetable gardens, cooking and looking after school pets such as budgies, chooks and guinea pigs. Additional resources such as two undercover playgrounds, football oval, rebound walls, soccer pitch, undercover sandpit and cubby house provide our active children with many avenues to participate in physical activity to help expend some of their boundless energy. Children currently attend specialist classes in STEM, Art and Library, the school participates in the Sporting Schools Program and all classrooms participate in whole-school programs that focus specifically on Writing, Spelling and Numeracy in 2018.

Congupna Primary School has recently invested a lot of time and energy into two major initiatives to support and engage our students and the wider school community. The first was to enhance the Social and Emotional Learning Skills (SELS) of our students and wider school community by engaging them to help set our School Values (We are KIND, We are BRAVE, We are CURIOUS) and become a Respectful Relationships Lead School. At Congupna Primary School we believe that if there is a good working relationship between school and home and that the children in our care are happy and feel safe, this promotes a positive atmosphere for learning. Secondly, the school is aspiring to be the best small rural STEM (Science, Technology, Engineering, Mathematics) school in Victoria in an effort to provide students the skills they will need to be successful for life after school. The STEM program is now very well resourced and the focus has been on both collaborative teamwork and learning through enquiry. We encourage students to work together to answer their own questions and solve their own

problems whilst developing skills in using 3D Printing software, multiple Coding programs, a junior set of Lego WeDo2.0 Robotics, a senior set of Lego EV3 Robotics, Edison Robots, Stop Animation software, Minecraft Education and many iPad Apps and Netbook Programs that support STEM learning.

Congupna Primary School is an active member of a Cluster of Small Shepparton Schools and together we strive to offer our collective students all of the opportunities afforded to children in larger schools. We attend Cluster events each Term, attend Grade 3/4 and 5/6 School Camps together, share teacher resources and strive to provide real transition support for our senior cluster students before they attend larger Secondary Colleges together.

Aims:

Purpose

Congupna Primary School strives to maximise the potential of all students through high academic expectations and a supportive school culture. We know that all children can learn and can become effective lifelong learners. We foster a strong partnership between students, staff, parents and the community. We provide a safe, caring and dynamic learning environment that supports strong interpersonal relationships in a climate of collaboration and mutual respect between students, staff, families and the wider community. Our relentless focus on learning provides opportunities for the optimum progress of all students. We promote a philosophy that supports the development of independence, adaptability, cooperation and the creative abilities of all of children which empowers them to become resilient, active and harmonious members of our ever changing world.

Vision

Congupna Primary School is a school community empowering respectful, healthy, independent lifelong **learners** to be global, creative thinkers who will achieve and make a difference in a rapidly changing world.

Values

This School Values Policy should be read in conjunction with the Respectful Relationships Policy as they work side by side to ensure a universally accepted set of values and approach to everything we do at Congupna Primary School.

1. We are **KIND**

- *To let everyone in the school know that **Congupna Primary School** looks after its students, their families and friends, the teachers and office workers, gardeners and cleaners and all visitors, with kindness, and*
- *To make sure everyone in the school knows how to look after others with kindness.*

2. We are **BRAVE**

- *To let everyone at **Congupna Primary School** know how we show we are brave and when it is particularly important to be brave. We are brave as part of being the best us and respecting ourselves and showing respect for other people, and*
- *To make sure everyone in the school knows how to look after others by being brave.*

3. We are **CURIOUS**

- *To guide our behaviours and help us all to grow to be the best that we can be from everything we do at Congupna Primary School.*

Respectful Relationships

The Respectful Relationships Policy should be read in conjunction with the School Values Policy as they work side by side to ensure a universally accepted set of values and approach to everything we do at Congupna Primary School.

At Congupna Primary School, we expect that every girl, boy, woman and man:

- *Is respected,*
- *Knows they deserve respect and*
- *Shows respect in the way they treat others.*

This Policy has been developed to:

1. *Make sure everyone in the Congupna Primary School knows that all girls and all boys will experience the same care and protection from harm regardless of differences between them.*
2. *To let everyone in the school, our friends and families know that Congupna Primary School is brave and is being brave in the way it protects all children in its community from harm caused by violence between adults, adults and children and between children.*
3. *To help anyone take action if they see or hear about someone experiencing harm from violence or experience harm themselves.*

Implementation:

Congupna Primary School will:

- a) Provide a preventative and inclusive school culture and collaboratively develop and implement a fair and respectful whole-school engagement and school wide-positive behaviour management approach. (See **APPENDIX 1-** Whole school Prevention and Inclusion)
- b) Communicate the rights and responsibilities of all students, staff and parents/carers. (See **APPENDIX 2-** Right and Responsibilities)
- c) Implement curriculum that will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- d) Promote active student voice and participation and provide students with a sense of ownership of their environment and as a strategy for improving student outcomes and facilitating school change.
- e) Support families to engage in their child's learning.
- f) Provide social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- g) Have processes in place to identify and respond to individual students who require additional assistance and support.
- h) Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Engagement Strategies

Our school is underpinned by our strong School Values and commitment to the Respectful Relationships Program as a Lead School. We have range of strategies in place to promote engagement, positive behaviour and respectful relationships for all students in the school.

All students differ in their needs and we recognise that some students, as a group or as individuals may need extra social, emotional or educational support for them to experience success at school, and so we have strategies to identify these students and provide them with the support they need.

Our school works collaboratively with our school community to establish fair and respectful behaviour policies and practices based on the school's purpose, vision and values.

In line with our School Values and commitment to Respectful Relationships, we also have intervention strategies in place to address the behaviours which can negatively impact on the learning environment of the self and others. (See **Appendix 4-** Shared Expectations Behavioural Expectations-Engagement, Attendance and Behaviour).

Identifying Students in need of Extra Support

Congupna Primary School uses the following processes to identify students in need of extra support:

- Enrolment information.
- Learning progress- through literacy and numeracy assessments.
- Observational information from staff.
- Information from parents/carers.
- Attendance data.

Shared Behavioural Expectations

This information is detailed in:-

- **APPENDIX 3** - Shared Expectations of the School's Values
- **APPENDIX 4** - Shared Expectations-Engagement, Attendance and Behaviour

School Actions

This information is detailed in-

- **APPENDIX 5** -School Actions, Response and Consequences
- **APPENDIX 6** –A staged Response for Managing Student Behaviour

Engaging with Families

As outlined in our School Values, we place great importance on the role of parents/carers and families. We provide an environment where parents/carers and families feel welcome and we encourage them to be partners in the student's learning.

Families are encouraged and supported to engage with our school in a variety of ways such as:

1. *Meeting with staff, engaging in phone conversations or communicating through student diaries.*
2. *Through participation in school events.*
3. *Providing feedback and input into the school operations and curriculum delivery through policy development and surveys (such as the parent opinion survey).*
4. *Joining School Council.*
5. *Participating in the Parents & Friends Committee.*
6. *Volunteering with programs, (Eg. Classroom Volunteering, School Vegetable Garden).*
7. *Assisting with Fundraising (eg. Football & Netball Club Catering, Bunnings Barbecues, Cluster Day Lunches).*

Evaluation:

- This policy will be reviewed as part of the school’s three year review cycle.

Certification:

This policy was adopted at the School Council meeting held at Congupna Primary School on the 2nd day of May, 2017.

Signed.....

Signed

School Council President

Principal

APPENDIX 1 - Whole School Prevention and Inclusion

Preventative School Culture

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

Our school regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in the Junior School Council, school and house captains and the formulation of classroom protocols. Educational decision making processes take student views into consideration. The school continues to build on opportunities for our students to take on age appropriate, meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through whole staff professional learning that encourages innovative pedagogy informed by The Visible Learning Framework (Professor John Hattie), The Inquiry based learning Model, the Department's Framework for Improving Student Outcomes (FISO) and the Victorian F-10 Curriculum.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

Prevention Programs

1. Attendance

The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The school has actively embraced the "It's not OK to be away" approach along with CASES21 monitoring of student absence, lateness and detention processes, and where it is deemed necessary are followed up by personal contact with parents or guardians.

2. Trust and Safety Policy

Congupna Primary School is a positive environment that builds trusting relationships, provides a safe place and supports friendly actions to protect its students, families and staff.

This is an important policy because it:

- Shows the difference between a real friend and a pretend friend, being trustworthy and not being trustworthy,
- Guides action we must take to protect students, staff or families who are made to feel afraid or worthless by someone else's behaviour, and
- Exemplifies the School's values *We are KIND, we are BRAVE, we are CURIOUS (We promote Respectful Relationships)* and uses the Brave, Curious and Kind Policies.

This policy satisfies the need for an Anti-Bullying and Bystander Policy. It is supported by procedures for:

- Method of Shared Concern for group bullying
- Cyberbullying
- Incidents of individual bullying

3. Inclusion, Wellbeing & Transitions

School operations are monitored to improve transition into and from the school at every year level. To encourage positive behaviours and interactions the staff use a range of positive values programs.

4. Professional Learning

Teacher Professional Learning is given high priority at Congupna Primary School to ensure the strategies and approaches adopted are implemented with integrity. The literacy and numeracy improvement processes are implemented through classroom program. There is a priority for ongoing Professional Development at weekly staff collaborative team sessions and on student free curriculum days. Targeted and specialised Professional Learning is also implemented and aligns with our School Strategic Plan and Annual Implementation Plans.

5. Positive Behaviour and Relationships

Our school promotes the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through interviews, reports, parent-teacher interviews, phone calls, meetings and through the use of student diaries.

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

6. Restorative Question Approach

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you had realised what had happened?• What impacts has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

APPENDIX 2- Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline 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 them when making decisions and delivering services.

All Members of the Congupna Primary School community have a RIGHT to:		
<ol style="list-style-type: none"> 1. Fully participate in an environment free of discriminatory behaviour – including gender, racist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion. 2. Be treated with respect and dignity. 3. Feel valued, safe and supported in an environment that encourages freedom of thought and expression. 		
All Members of the Congupna Primary School community have a RESPONSIBILITY to:		
<ol style="list-style-type: none"> 1. Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community. 2. Participate and contribute to a learning environment supports the learning of self and others. 3. Ensure their actions and views do not impact on the health and wellbeing of other members of the school community. 		
All Students have the right to:	All Staff have the right to:	All Parents/Carers have the right to:
<ol style="list-style-type: none"> 1. Learn and socialise without interference or intimidation in a safe and secure environment. 2. Be treated with respect and fairness as individuals. 3. Expect a learning program that meets their individual needs. 	<ol style="list-style-type: none"> 1. Expect to be able to work in an atmosphere of order and cooperation. 2. Use discretion in the application of rules and consequences. 3. Receive respect and support from the school community. 	<ol style="list-style-type: none"> 1. Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. 2. Expect a positive and supportive approach to their child's learning. 3. Expect communication and participation in their child's education and learning.
All students have a responsibility to:	All Staff have a responsibility to:	All Parents/Carers have a responsibility to:
<ol style="list-style-type: none"> 1. Be prepared to learn. 2. Explore their full potential. 3. Respect the rights of others. 	<ol style="list-style-type: none"> 1. Build positive relationships with students as basis for engagement and learning. 2. Use and manage the resources of the school to create stimulating, safe and meaningful learning. 3. Treat all members of the school community with respect, fairness and dignity. 	<ol style="list-style-type: none"> 1. Build positive relationships with members of the school community. 2. Ensure students attend school and have the appropriate learning materials. 1. Promote respectful relationships.



Positive Behaviour Matrix

“Living our School Community Values”

At Congupna Primary School we have chosen three values that we all aspire to be: We are **KIND**, We are **BRAVE** and We are **CURIOUS**. We have decided that our whole school community should live up to these values including students, teachers, parents, carers and community members.

We believe that these are very important values to aspire to above and beyond our Primary School education. We also believe that these values should be ‘lived’ outside the school boundary fence and that we can all contribute to a positive environment in the best interests of our students.

By using a Matrix we are attempting to highlight the sort of positive behaviours that might be found in the classroom, in the school yard, in the community and in our homes through the lens of each of our school community values.

We are KIND	
In our Classrooms	<ul style="list-style-type: none"> • We respect everyone’s right to learn • We respect everyone’s right to safety • We help others when we can • We are good friends • We are all active listeners
In our School Yard	<ul style="list-style-type: none"> • We play with all children • We take turns • We let others join in • We help others when we can • We try to be someone who others like to play with
In our Community	<ul style="list-style-type: none"> • We always support the school • We support other members of our school community • We understand that others make mistakes • We understand that mistakes present learning opportunities
In our Homes	<ul style="list-style-type: none"> • We encourage eye contact when speaking • We promote the use of ‘good manners’ • We listen to the children in our care

We are **BRAVE**

In our Classrooms	<ul style="list-style-type: none"> • <i>We understand that we learn if we make mistakes</i> • <i>We always try our best</i> • <i>We ask questions to help us learn</i> • <i>We never give up</i> • <i>We tell the truth</i> • <i>We respect everyone's opinions,</i> • <i>We appreciate everyone's differences</i>
In our School Yard	<ul style="list-style-type: none"> • <i>We stand up to Bullying</i> • <i>We ask for help when we need it</i> • <i>We introduce ourselves to new people</i> • <i>We seek help from the school community</i>
In our Community	<ul style="list-style-type: none"> • <i>We raise issues promptly and respectfully</i> • <i>We respect others opinions and differences</i> • <i>We have difficult conversations for the benefit of all our school community but particularly our students</i>
In our Homes	<ul style="list-style-type: none"> • <i>We encourage our children to be brave</i> • <i>We support our school community</i> • <i>We seek help or support from school</i>

We are **CURIOUS**

In our Classrooms	<ul style="list-style-type: none"> • <i>We know we need to be Learners for Life</i> • <i>We love to learn new things</i> • <i>We want to answer our own questions</i> • <i>We set and achieve learning goals</i> • <i>We know the only constant is change</i>
In our School Yard	<ul style="list-style-type: none"> • <i>We try playing with new people</i> • <i>We try playing new games</i>
In our Community	<ul style="list-style-type: none"> • <i>We ask how we can help children learn</i> • <i>We ask how we can help the school</i> • <i>We suggest ways the school could try to make things better</i>
In our Homes	<ul style="list-style-type: none"> • <i>We take an interest in our child's wellbeing</i> • <i>We take an interest in our child's education</i> • <i>We take an interest in our school community</i> • <i>We take an interest in our school</i>

APPENDIX 4- Shared Behavioural Expectations –Engagement, Attendance and Behaviour

Staff Expectations:

Engagement

School Leadership will:

1. *Uphold the right of every child to receive an education.*
2. *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.*
3. *Collaborate with the Congupna Primary School community to develop policies and procedures consistent with its values and aspirations and the Education Department's Guidelines.*
4. *Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.*

Teachers will:

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

Attendance

In compliance with Departmental procedures and legislation school staff will:

1. *Promote regular attendance with all members of the school community.*
2. *Monitor and follow up on absences.*

Behaviour

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

School leadership will:

1. *Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.*
2. *Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.*
3. *Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.*

Teachers at Congupna Primary School will:

1. *Use the School Wide Values and the Student Engagement and Inclusion policy as a basis for negotiating a class-based set of shared expectations with students,*
2. *Teach students social competencies through curriculum content and pedagogical approach.*
3. *Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.*
4. *Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.*
5. *Involve appropriate specialist expertise where necessary.*

Student Expectations:

Engagement

All students are expected to:

1. *Respect, value and learn from the differences of others.*
2. *Have high expectations that they can learn.*
3. *Reflect on and learn from their own differences.*

Attendance

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

Behaviour

Students are expected to:

1. *Support each other's learning by behaving in a way that is curious and respectful.*
2. *Have high expectations that they can learn.*
3. *Be considerate and supportive of others.*
4. *Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy.*
5. *Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.*

Parents/Carers Expectations:

Engagement

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

Attendance

All families will adhere to the guidelines of the Department and current legislation. Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

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

APPENDIX 5 -School Actions, Response and Consequences

Procedural Fairness

Student management procedures will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Consistency is also a key component of procedural justice or fairness. In this context, procedural fairness relates to the procedure followed in the behaviour management process, as distinct from the outcome. This will involve:

1. *Allowing all parties to voice their version of events, ensuring that thorough evidence was collected, and consideration was given to the context and circumstances of the event.*
2. *Giving clear, evidence based reasons for decisions made.*
3. *In the case of suspension or expulsion, procedural fairness would involve ensuring that thorough evidence is collected, that the student is given an opportunity to voice their version of events, and that the student’s individual education needs are considered prior to making the decision to suspend or expel.*

(See also APPENDIX 6- A Staged Response to Managing Student Behaviour Issues)

Appropriate Behaviour

Congupna Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using Restorative Practice outlined in the **Prevention Section** and summarised as an approach that is used to address student behaviour in various settings and levels to:

1. *Re-establish significant relationships;*
2. *Ensure consequences for misbehaviour are relevant and meaningful;*
3. *Foster and develop individual responsibility and empathy.*

Appropriate Behaviour recognised by:	Inappropriate Behaviour recognised by:
<ol style="list-style-type: none"> 1. <i>Classroom Students of the Week celebrated for displaying School Values.</i> 2. <i>Social & Emotional Learning Skills Programs celebrating positive behaviours.</i> 3. <i>Individual Goal Setting.</i> 4. <i>Student Reports.</i> 5. <i>Weekly School Newsletters.</i> 4. <i>Leadership Opportunities.</i> 5. <i>Positive Feedback.</i> 6. <i>The Right to represent the school.</i> 	<ol style="list-style-type: none"> 1. <i>Talking to the student and referring them to our shared expectations.</i> 2. <i>Discussing appropriate behaviours in the classroom.</i> 3. <i>Contact with parents.</i> 4. <i>Making changes to the student’s learning program to better equip him/her to behave positively.</i> 5. <i>Implement Restorative Practices.</i> 6. <i>Action to ‘make it right’ agreed to (Eg. may include cleaning up damage to property).</i> 7. <i>Support the student to develop skills designed to better equip him/her to behave positively in the future.</i> 8. <i>Counselling.</i> 9. <i>Withdraw privileges.</i> 10. <i>Hold Student Support Group meetings.</i> 11. <i>Negotiate alternative pathways or settings for student or as a matter of last resort, suspension or expulsion.</i>

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns; as part of staged response a range of strategies will be used. These may include:

1. **Discussing** the behaviour problems and reaching an agreement for future behaviour.
2. **Explicit Teaching** of appropriate behaviours.
3. **Monitoring** and **providing feedback** (eg. Student diary).
4. **Time-Out** allowing students a “Cooling Off” period.
5. **Withdrawal** a student may be withdrawn from the yard, an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting with in the school.
6. **Counselling** for individuals in order to modify inappropriate behaviour.
7. **Behaviour Management/Student Support Group Meeting** involving parents/caregivers and/or relevant Department of Education support staff and Outside Agencies to assist with behaviour modification.
8. **Suspension & Expulsion:** For serious disciplinary measures we follow the disciplinary measures outlined by the Department of Education.

Suspensions:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx>

Expulsions:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsions.aspx>

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.

APPENDIX 6- A STAGED RESPONSE FOR MANAGING STUDENT BEHAVIOUR ISSUES

The school provides programs, services and information resources that engage students by

- *Modelling the values of We are KIND, We are BRAVE, We are CURIOUS.*
- *Providing a safe and support environment in which students can learn and grow.*
- *Ensuring the regular attendance of students at school.*
- *Engaging students educationally, socially, behaviourally, physically and emotionally.*

A Staged Response

1. *This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.*
2. *Serious incidents will require a more formal restorative session that involves staff and/or a principal class officer, all persons affected in the incident and it will be documented.*
3. *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.*
4. *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 and a focus on School Values 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: PREVENTION & EARLY INTERVENTION - PROMOTING POSITIVE BEHAVIOURS

- *Establish consistent school wide processes to identify students at risk of disengagement from learning.*
- *Establish consistent school-wide processes and programs for early intervention.*

STAGE 2: TARGETED INDIVIDUAL RESPONSE-RESPONDING TO CHALLENGING BEHAVIOURS (INCLUDING ONGOING OR ESCALATING CHALLENGING BEHAVIORS)

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

- *Establish an understanding of the life circumstances of the child/young person.*
- *Establish data collection strategies.*
- *Establish a Student Support Group.*
- *Develop a plan for improvement based on data, and review regularly.*
- *Explicitly teach and/or build replacement behaviours.*
- *Determine strategies for monitoring & measurement of student progress.*
- *Establish inclusive and consistent classroom strategies.*
- *Establish out of class support strategies.*
- *Seek external advice and consultation.*