



Glenroy Central
Primary School

Student Wellbeing and Engagement Policy

Reviewed: May 2024

Review date: May 2026



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 93064144.

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.

Glenroy Central Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students only reach their full potential 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, supporting and inclusive school environment consistent with our school 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 behaviour expectations and management
7. Engaging with families
8. Evaluation

1. School Profile

Glenroy Central Primary School is located on the northern edge of the City of Moreland in the North West Victoria Region. The school is located in Logan St Glenroy that opened on the current site in April 2012. The school consists of five buildings: an Administration building, Junior and Senior Learning Communities,

a full-sized Gymnasium/ Performing Arts facility and a kindergarten. The current enrolment is about 280 students as well as 50 children in kindergarten programs. We currently have 24 teaching staff with a mixture of full time and part time staff. We have 13 Education Support Staff. Also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a Library technician, IT support, a Primary Welfare Officer and a Mental Health and Wellbeing Leader. An Out of Hours program is run in conjunction with the nearby catholic school Corpus Christi through Extend Australia that provides both before and after school care.

The school is located in a disadvantaged community that is challenged by many issues. We have a multicultural community with 65% of our population being Arabic. Our most recent arrivals have included immigrants, asylum seekers and refugees from Nepal, Iran, Pakistan and India. We have about 78% of our families who are on Health Care cards and 80% who have a language background other than English.

Our school works in Learning Communities and is therefore very team focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There is one Learning Specialist allocated to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams. These two Learning Specialists are also members of the Leadership Team of the school - The School Improvement Team. The Mental Health and Wellbeing Leader is also part of this Leadership Team in addition to teaching in one of the Learning Communities.

At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student wellbeing. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Toolbox and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity-based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar and Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our spelling program.

Our specialist programs consist of Physical Education, STEM, Performing Arts, Visual Arts and our LOTE is Auslan. Each Learning Community has four sessions per week for the specialist programs on a set day while the Collaborative Teaching Team from that community has planning time together.

2. School Values, Philosophy and Vision

Glenroy Central Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Glenroy Central primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government

- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Mission and Vision statement: To provide a safe, inspiring and challenging learning environment that promotes independent, engaged and curious learners who can realise their greatest potential and contribute positively to the community.

Motto Inspire Challenge Achieve

Our Values: Curiosity, Collaboration, Citizenship Character, Caring (**Appendix 1**)

3. Engagement Strategies

Our school has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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.

Universal (Tier 1)

- 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
- 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
- an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- 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 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 learning communities, and formally in school assemblies and communication to parents
- monitoring student attendance through an Attendance Committee and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing opportunities for students to attend term planning sessions and provide feedback on content and activities in Investigations programs
- providing opportunities for students to contribute to and provide feedback on decisions about school events through the Student Voice Ambassadors and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.

- providing leadership opportunities for students that promote the *student voice* in the school including school and house captains and participation in interschool sports teams.
- creating opportunities for cross—age connections amongst students through Our House Spirit program, drama club, athletics, choir, sign choir and lunchtime clubs.
- all students are welcome to self-refer to the Primary Welfare Officer, School Chaplain, Team Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- the school wide positive behaviour supports with our staff and students that are focussed on:
 - Respectful Relationships
 - Safe Schools
 - CASEA
 - Zones of Regulation
 - Social Thinking and Social Detectives programs
 - Buddy programs
 - Our House Spirit
- explicitly teaching social skills that build both confidence and independence to enable students to maximise their relationships with family, friends and members of the school community
- expecting students to attend school daily to maximise their opportunities to learn
- focusing on whole school improvement in literacy and numeracy outcomes for students from a range of cultures and linguistic and socio- economic backgrounds
- providing opportunities for professional learning with an emphasis on the priorities identified in the school strategic and annual implementation plans
- using individual and group work based on differentiated learning in literacy and numeracy to add to the depth of learning experienced
- implementing a whole school approach to restorative practices that build relationships and encourage respect, responsibility and pride
- facilitating parent, teacher and student meetings that provide opportunities for students to share their achievements and discuss their learning goals
- providing breakfast to students through the Breakfast Club program every morning

Targeted (Tier 2)

- each Learning Community has a Team leader who monitors the health and wellbeing of students in their LC, and acts as a point of contact for students who may need additional support
- all Koorie students are connected with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, teachers or other school staff each year
- targeted social skills and friendships groups implemented
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual (Tier 3)

Glenroy Central PS implements a range of strategies that support and promote individual engagement. These 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 Learning Plan and/or a Behaviour Support Plan

- considering if any environmental changes need to be made, for example changing the learning space set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

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

- 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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of extra support

Glenroy Central PS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment and while the student is enrolled
- Attendance rates
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Engagement with families
- Welfare and health organisations
- DET Student Support Services

5. Students' Rights and Responsibilities (Appendix 2 and 3)

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, 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 teacher or a member of the school leadership team.

6. Student Behavioural Expectations and Management (Appendix 4 and 5)

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with the school's Bullying Prevention policy. When a student acts in breach of the behaviour standards of our school community, the 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from learning communities.

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 learning community or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Assistant Principal, Principal or Welfare staff
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Responding to challenging behaviours

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 5**)

Discipline (Appendix 6)

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 the 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
- Restorative approach (eg repairing damage cause)
- Withdrawal of privileges

- Withdrawal from activities for a specified period. Where appropriate, parents/cares will be informed of such withdrawals
- Behaviour Management Plan
- Detention
- 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 is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Our 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
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with take home reading and other curriculum-related activities
- involving families in school decision making
- co-ordinating resources and services from the community for families
- involving families in Student Support Group Meetings and developing individual plans for students

Parents / carers responsibilities for supporting their child's attendance and engagement are outlined in **(Appendix 4)**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Code of Conduct. **(Appendix 7)**

8. Evaluation

Glenroy Central 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.

Some sources of data used are:

- Student survey data
- Incidents data
- School reports
- Parent survey data
- Data from case management work with students

- Absence and lateness data from Accelerus
- Cases21
- SOCS

Glenroy Central PS will also regularly monitor available data dashboards to ensure any wellbeing or engagement concerns are acted upon in a timely manner and any intervention occurs as soon as possible.

9. Appendices

Appendix 1: School Values

Appendix 2: Statement of Rights and Responsibilities

Appendix 3: Rights and Responsibilities-School Leadership Team, Staff, Students and Parents, Carers and the Community

Appendix 4: Shared Behaviour expectations

Appendix 5: Staged response checklist for student behaviour issues

Appendix 6: Process for responding to breaches of Behaviour Expectations

Appendix 7: Code of Conduct

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
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

- [Suspension process](#)
- [Expulsions - Decision](#)

Evaluation

This policy has been endorsed by the Principal and will be reviewed as part of the school's three-year review cycle and in the event of any incident which may prompt a review of the policy.

Related policies:

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

- | | |
|---|---------------------------|
| • Attendance | • LGBTIQ Student Support |
| • Student Engagement | • Behaviour – Students |
| • Child Safe Standards | • Suspensions |
| • Supporting Students in Out-of-Home Care | • Expulsions |
| • Students with Disability | • Restraint and Seclusion |

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

Attendance Policy, Bullying Prevention Policy, Child Safe Policy, Inclusion and Diversity Policy, Lateness Policy, Student Support Group Policy

Consultation

Consultation on this policy was undertaken with student representative groups 03/05/2024, parent groups 10/05/2024 and School Council 23/05/2024

Appendix 1



Our school values help us to live and learn together as a community. Staff, students and parents selected these five values as a frame of reference for bringing out the best in all of us. They are the foundation for a safe and caring school, committed to working and learning together.

Value	Students will	Staff will	Parents will
Curiosity	<ul style="list-style-type: none"> • Be interested and engaged in learning new things • Inquire into new topics and ideas • Learn as much as possible during the school day • Take pride in discovering and learning new things • Take risks and learn from their mistakes • Apply ideas, information and skills to new situations • Confidently ask questions 	<ul style="list-style-type: none"> • Be open to innovation and integrating new ideas • Encourage students to ask questions and develop new ideas • Assist students to make connections and identify patterns • Engage students in complex thinking to manage new situations and solve problems • Promote creative and imaginative solutions to problems • Use thinking routines to develop learning and complex thinking • Provide challenging rather than routine tasks • Give students the opportunity to experiment, reflect and take action on ideas in the real world 	<ul style="list-style-type: none"> • Encourage their children to explore, be curious, come up with questions and investigate how things work • Ask their children to think of different ways to solve problems • Provide choices of activities that involve planning and decision making • Ask their children to describe their thinking and give reasons for it • Demonstrate to children that it is okay to make mistakes • Value their child’s ideas and efforts
Collaboration	<ul style="list-style-type: none"> • Work in groups to achieve the same goals • Encourage each other by giving positive feedback • Allow everyone to be involved and listen to others • Take turns and share the workload • Share ideas, resources and materials • Learn how to work effectively with others and as part of a team • Work as an active member of the interdependent team remembering that for the team to succeed everyone in the team must succeed • Utilise the social, emotional and intercultural skills of all team members 	<ul style="list-style-type: none"> • Work in teams using evidence and research to maximise knowledge, talents and resources • Be accountable for planning and implementing programs that meet the needs and extend the skills of students • Interact with colleagues in a cooperative and respectful manner • Seek to understand the perspectives of all stake holders and work in partnership with them • Provide opportunities for students to work collaboratively across a range of curriculum areas 	<ul style="list-style-type: none"> • Share ideas, listen and talk to each other • Promote teamwork between parents, students, teachers and the community • Use positive attitudes to solve problems • Positively support the student-teacher relationship • Contribute to the school by participating in events and serving on committees

Value	Students will	Staff will	Parents will
Citizenship	<ul style="list-style-type: none"> • Be inclusive of all • Resolve differences with others through discussion and compromise • Respect every student's right to learn as much as possible at school • Keep track of and look after their own belongings • Respect the work and belongings of others • Link their learning to the real world in order to empower themselves as global citizens • Engage in global issues at a local level to build understanding and knowledge 	<ul style="list-style-type: none"> • Share good practice, provide feedback and celebrate success • Be open minded to new learning and respectful of all ideas • Identify and integrate global perspectives into the curriculum that promote understanding of and empathy for others • Engage with the local community around global issues • Take on leadership roles in teams and across the school 	<ul style="list-style-type: none"> • Respect differences, appreciate diversity • Respect the knowledge and expertise of all stakeholders • Respect school property • Encourage an understanding of school rules and boundaries • Maintain confidentiality • Be courteous and use good manners • Where possible engage with the school community by supporting projects based on global issues
Character	<ul style="list-style-type: none"> • Be at school every day and on time to maximise learning • Prepare for learning and have a growth mindset when tasks get challenging • Set personal and educational goals and work to achieve them • Aim high to achieve above expectations • Give each learning activity a go • Show resilience through using feedback to improve work • Display work and celebrate achievements • Self-regulate our emotions and think before acting 	<ul style="list-style-type: none"> • Being a responsible and reliable member of the team • Have high expectations and actively seek to improve knowledge about teaching and learning • Rigorously monitor and assess student progress and work • Build reflection and feedback into daily work to improve practice • Model excellence in teaching practices • Take risks and encourage risk taking in others • Undertake work that upholds and complies with DET standards and values 	<ul style="list-style-type: none"> • Ensure that their child attends school consistently • Have high expectations of teaching and learning • Actively participate in their child's learning - in school and at home • Actively seek information about the school's teaching and learning objectives and programs • Encourage their children to do well and to aspire to high levels of achievement • Celebrate all achievements large and small • Discuss issues in a positive way that encourages resilience and persistence
Caring	<ul style="list-style-type: none"> • Treat all people in a caring and respectful way • Be helpful to those in need • Show compassion and concern for others by asking if they need help • Be proud of our school • Use good manners • Encourage others to do the right thing and comply with the school rules • Make sure all students are included in play and learning 	<ul style="list-style-type: none"> • Treat all community members in a caring and respectful way • Respect differences and appreciate diversity through daily structures and the learning program • Explicitly incorporate our school values into Learning Community processes and structures • Be courteous and use good manners • Show an awareness of the social, emotional and physical wellbeing of all students and report all concerns following processes 	<ul style="list-style-type: none"> • Treat all community members in a caring and respectful way • Respect the differences of all groups that make up the school community • Participate in school events that promote diversity and cultural understanding • Include new parents in activities and conversations to build community • Be courteous and use good manners • Encourage their children to include others and be kind • Be a positive role model for children

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 Bullying Prevention Policy)

Teachers also have the right 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 teaching. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Wellbeing and Engagement Policy.

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

RIGHTS AND RESPONSIBILITIES

School Leadership Team (Principal, Assistant Principal, Leading Teachers, Learning Specialists)

Rights	Responsibilities
To feel safe and comfortable in the school environment,	To create a safe and supportive environment.
To do as much work as possible for school improvement.	To facilitate a culture and environment in which a positive work ethic is valued.
To be valued and respected.	To build positive relationships with members of the school community based on mutual respect.
To work with staff, students and members of the community.	To understand and support one another.
To be free from harassment	To ensure that others are not harassed.
To respond to the needs and interests of all and set future directions for the school	To listen to all points of view before making critical decisions.

Staff- (teaching and non-teaching)

Rights	Responsibilities
To be valued and respected.	To build positive relationships with members of the whole community based on mutual respect
To be treated with courtesy and respect by students, parents and their peers.	To treat others with the respect and courtesy that builds meaningful relationships and a sense of belonging and connectedness To communicate positively with others
To expect all students to learn, work to build their capacities and respond positively to others.	To respond to student needs and improve student learning outcomes To ensure that all students experience success and share their achievements with others To build a mutual understanding of learning, relationships and membership of the global community
To work productively in a safe, secure and stimulating environment.	To report breaches of safety To work co-operatively with others To focus on school goals and targets To continue their professional learning
To expect students to understand and work within the Student Wellbeing and Engagement Policy guidelines.	To follow the student engagement guidelines To implement Behaviour Management strategies To create a safe and stimulating environment that ensures regular attendance To maintain their duty of care To provide positive role models and explicitly teach social skills To talk about problem solving strategies To use the logical consequences of action to change behaviour

RIGHTS AND RESPONSIBILITIES

Students

Rights	Responsibilities
To be valued and respected.	To build positive relationships with members of the whole community based on mutual respect.
To do as much work as possible.	To be responsible for their own <u>learning</u> . To respect the right of other students to learn, to do their best and to succeed at school.
To feel comfortable and safe in the Learning Community and at school.	To keep themselves and others <u>safe</u> in the Learning Community and at school.
To be supported through the implementation of the Student Wellbeing and Engagement Guidelines.	To follow the Student Wellbeing and Engagement and Guidelines.

Parents, Carers and the Community

Rights	Responsibilities
To expect that their child/ren will be educated in a safe, secure and caring environment that focuses in fostering and improving student learning outcomes.	To adequately prepare their child for school. To ensure that students attend school, have a positive attitude to learning and work in partnership with the school to make a difference and add value to their child's learning opportunities To ensure that their child attends school at the optimal level
To expect that their children will be treated with courtesy and respect and valued as individuals.	To promote respectful relationships with others To support school policies and programs
To be informed about issues or problems that affect their child's learning, connectedness to school and their sense of belonging at the school.	To work co-operatively with the school to foster their child's love of learning To keep the school informed about any issues that may affect their child's capacity to learn

Shared Behaviour Expectations

	<u>Students</u>	<u>Parents/Carers</u>	<u>Principal / Teachers & Staff</u>
Engagement (participation in the Learning Communities and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • Preparedness to engage in and take full advantage of the school program • Effort to do their best • Self-discipline to ensure a cooperative learning environment and model school values • Team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on the child's progress needs • Support their child in the preparedness of the school day and in the provision of a supportive home environment • Monitor their child's school involvement and the progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • Attend and be punctual every-day that the school is open to students • Be prepared to participate fully in lessons • Bring a note from parents explaining an absence / lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • Ensure that their child's enrolment details are correct • Ensure their child attends regularly • Advise the school as soon as possible when a child is absent • Account for all student absences • Keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • Mark rolls accurately twice daily • Follow up on any regular student absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Communicate with parents/carers if any action is required regarding issues with non-attendance
	<u>Students</u>	<u>Parents/Carers</u>	<u>Principal / Teachers & Staff</u>
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Model the schools core values of Curiosity, Collaboration, Citizenship Character, Caring 	<p>Parents Carers are expected to:</p> <ul style="list-style-type: none"> • Have high expectations of their child's behaviour and an understanding of the schools behavioural 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasis</p>

	<ul style="list-style-type: none">• Always treat others with respect• Never physically or verbally abuse others• Take responsibility for their behaviour and its impact on others• Obey all reasonable requests of staff• Respect the rights of others to learn. No student has the right to impact on the learning of others• Respect the property of others	<p>expectations</p> <ul style="list-style-type: none">• Communicate with the school regarding their child's circumstances• Cooperate with the school by assisting in strategies to address individual needs	<p>the wellbeing of the child</p> <p>The school will employ whole school and Learning Community practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p>
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Appendix 5



Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School Actions
Define and teach school wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School Actions
Assess the behaviour and its function, influences and triggers (include student, parents/ carers and school wellbeing staff as appropriate)	
Develop Behaviour Support Plan or Individual Education Plan (involve parent/carer)	
Consider if any environmental changes need to be made	
Teach replacement behaviours	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out of school behaviour management options such as the Student Development Centres (if available)	

Process for responding to breaches of Behaviour Expectations

Rules	Teacher Responsibility	Assistant Principal/ Principal
<p><u>Inside the Learning Community</u></p> <ul style="list-style-type: none"> ➤ Students must obey all reasonable requests of staff ➤ Students must always treat others with respect ➤ Students must respect the rights of others to learn. No student has the right to impact on the learning of others ➤ Students must bring correct equipment to all sessions ➤ Students must work to the best of their ability 	<p>1. Friendly reminder- Students are given a chance to stop what they are doing, behave safely and sensibly so that they and the other students can learn.</p> <p>2. Warning- Students are given a warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop now.</p> <p>3. Two minutes time out away from the group</p> <p>Students are told that their behaviour is affecting others and because they have not stopped after a chance and a warning they are to move away from the group for a small amount of time.</p> <p>4. Five minutes time out away from the Learning Space occupied by that group (but still in eye sight of the teacher) (recorded in behaviour book)</p> <p>For extremely dangerous situations, students are sent to a Leading Teacher, Assistant Principal or Principal.</p> <p>Students are to be sent to the principal after their name has been recorded in the book two times in one day and have committed a third offence in one week.</p> <p>If students have had their name recorded three times in the behaviour book then the Leading Teachers will contact the parents.</p> <p>If students are sent to the Principal more than once in the same week, parents will be notified and requested to attend a meeting to establish a behaviour management plan. An appropriate consequence will be given based on context.</p> <p>Each term, students will be given a fresh start.</p>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> ➤ Speak to the student prior to actioning ➤ Behaviour book ➤ Restorative chat with affected parties ➤ Student contract ➤ Student support meeting ➤ In house suspension
<p><u>Outside behaviour</u></p> <ul style="list-style-type: none"> ➤ Students must always treat others 	<p>Friendly reminder- Student returns to the activity or game if the yard duty teacher</p>	<ul style="list-style-type: none"> ➤ Either the Assistant Principal/Principal discusses

<p>with respect</p> <ul style="list-style-type: none"> ➤ Students must play fair and not harm others 	<p>believes that the student has been cooperative, reflected and can be trusted not to adversely affect the safety and well-being of other students in the yard.</p> <p>Warning- Student behaviour is affecting the safety and well-being of others around them. The student walks with the yard duty teacher for 10 minutes and ways the student can restore the situation are discussed. Student returns to play after restoring the situation.</p> <p>Time out from the yard Student behaviour is serious and/or dangerous and warrants immediate exclusion from the yard. Yard duty teacher sends to the office for assistance.</p> <p>If a student refuses to follow the instructions of the yard duty teacher they are to report it to the Assistant Principal/Principal at the end of the yard duty session.</p>	<p>the incident and ways to restore the situation and improve behaviour.</p> <ul style="list-style-type: none"> ➤ Consequences for the misbehaviour are set.
<p><u>Attendance and Punctuality</u></p> <ul style="list-style-type: none"> ➤ Students must arrive to school on time ➤ Notification from home must accompany all absences 	<ul style="list-style-type: none"> ➤ Students who arrive late to school must be sent to the office for a late pass ➤ Attendance must be entered twice a day 	<ul style="list-style-type: none"> ➤ Students who are late are to spend time inside at lunchtime ➤ Speak to parents regarding lateness issues ➤ Follow through with parent /carer regarding lateness and absence issues
<p><u>Bullying</u></p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Report to Principal / Assistant Principal 	<ul style="list-style-type: none"> ➤ Contact parents/carers ➤ Consequences may include an apology, anti-bullying contract, student task related to anti-bullying/cyber bullying, counselling
<p><u>Property and Security</u></p> <ul style="list-style-type: none"> ➤ Students are to respect all school property. 	<ul style="list-style-type: none"> ➤ Challenge behaviours around rights and responsibilities and impose consequences. 	<ul style="list-style-type: none"> ➤ Challenge behaviours around rights and responsibilities and impose consequences. ➤ Parent / carer notified and maybe required to pay the cost for damages. ➤ If extensive and persistent issue, organise a parent meeting to review behaviour and discuss next steps.

Code of Conduct

Glenroy Central Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

Our school is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of and a responsibility for ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people and enables them to thrive in their learning and development.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

RESPONSIBILITIES:

AS PRINCIPALS AND SCHOOL LEADERS WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general well-being of all students in attendance.
- Identify and support students who are or who may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
- Call the police if a person does not leave school grounds when asked to do so.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
- Model positive behavior to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of their child and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

- Communicate with the principal and school leaders in the event they anticipate or face any tension or challenging behaviours from parents.
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students and students with culturally and/or linguistically diverse backgrounds.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Notify and inform the school office immediately if any changes should occur to child's emergency/enrolment information records.
- Never confront another person's child about any issues pertaining to them or to my child.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Read and be well informed of current school related events on the school's website and in the newsletter.
- Speak initially with teachers in respect to any concerns relating to our child.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes when there are complaints.
- Never smoke on the school grounds, including the Drop Off zone.
- Not park in the staff car park for any reason unless assisting with operating the canteen.
- Be actively involved, to the best of our ability, in the activities and programs of the school.
- Treat all staff, students and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

- Adhere to the school's Child Safe Policy and uphold the school's commitment to child safety at all times.
- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy in how to communicate with the school.

UNACCEPTABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or that do not uphold the values of this code of conduct include when a person:

- Is rude, aggressive or harasses others.
- Sends rude, confronting or threatening letters or emails.
- Is manipulative or threatening.
- Speaks in an aggressive tone, either in person or over the telephone.
- Makes sexist, racist or derogatory comments.
- Inappropriately uses social media as a forum to raise concerns/make complaints against the school.
- Is physically intimidating, eg standing very close
- Photographs or films a child in the school environment except in accordance with school policy
- In the school environment or at other school events where students are present, consumes alcohol or takes illicit drugs.

CONSEQUENCES

The School Principal is responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the values of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences, which may include:

- Formal notice preventing entry onto school premises or to attendance at school activities.
- Written notice will follow any verbal notice given.
- The Police being informed, which may result in a charge of trespass or assault.
- An intervention order being sought.