STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The Torquay P-6 College Student Wellbeing and Engagement policy includes mandated requirements outlined in DEECD documents such as *Building Respectful and Safe Schools* and also includes a response to documents such as the *United Nations Declaration of the Rights of the Child* and *Department of Justice Charter of Human Rights and Responsibilities Guidelines for Legislation and Policy Officers in Victoria* and the *Melbourne Declaration.*

The policy also endeavours to reflect the unique views and culture of our Torquay school community and our three school values of Respect, Friendship and Doing Your Best.

This policy replaces and builds upon previous documents, such as the Torquay P-6 College Behaviour and Discipline Plan and the changes reflect a positive approach based on prevention programs – as opposed to use of discipline and response programs.

Whilst our school community contains a diverse range of opinions and approaches to education, we believe there are core areas where consistency and uniformity are also important – for example in regard to expectations of playground behaviour and the need for all members of our school community to be treated with respect.

This policy is designed to be a resource for all members of our school community, one that is continually being implemented, reflected upon and improved. As such, feedback can be relayed to any member of the Student Engagement and Wellbeing Professional Learning Team or member of the Principal Team.

Overview

The underlying purpose of this document is to provide the means by which students, staff and the community of Torquay P-6 College have a right to learn and work in a safe and positive environment in which the values of:

- Respect
- Friendship and
- Doing Your Best

are at the forefront of all that we do.

The objective 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.

SCOPE

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

Torquay P-6 College identifies student engagement and wellbeing as a cooperative partnership between students, teachers and parents. We believe that student engagement and wellbeing are inextricably linked and are the foundations required for students to learn. Students learn best when they feel happy, healthy and safe. The school is a place where every child has the right to learn and develop in a supportive, caring environment. **We are committed to providing a school that provides a safe, secure and stimulating learning environment, where all students can reach their full potential.**

This document sets out our expectations of all members of the school community and provides a resource that addresses the core aspects of engagement and wellbeing.

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POLICY

1. School profile

Torquay P-6 College (P-6) is located on the coast approximately 20 kilometres from Geelong, Victoria.

Students are drawn from Torquay, Jan Juc and surrounding rural areas within the school zone – refer to **https://www.findmyschool.vic.gov.au/**. The school has established close links with the wider community and through continued promotion within the town, has maintained good relationships with local businesses.

The School aims to provide students with a range of learning experiences which:
- develop students academic, creative, social and physical potential
- assist students to improve and value their own learning
- develop self-esteem, confidence, independence and good citizenship
- appreciate and value the importance of diversity.

The School has the motto of: 'Learning and Living by the Sea' and has established a core set of values which reflect not only the motto and its implication to the curriculum but also reflects the philosophy of the community. Our school values are Respect, Friendship and Doing Your Best.

The School is organized in seven teams covering single level classes supported by specialist programs - LOTE - Indonesian, Music, Art, STEM, and Physical Education. Other educational programs include: Reading Recovery, Environmental Education, Stephanie Alexander Kitchen Garden Program, ICT and Library. **The vast number of extra-curricular programs add diversity and richness to our core curriculum.**

The budget for the school is derived from the Department of Education and Early Childhood direct grants and locally raised funds. Parental involvement within school programs is very high. Assistance in the classrooms, and with camps and excursions, is of great value to students and staff.

2. School values, philosophy and vision

Values are the priorities individuals and society attach to certain beliefs, experiences and objects in deciding how they live and what they will treasure.

The nine values for Australian schooling are;

- Care and compassion
- Doing Your Best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion.

By focusing on the three Torquay school values of Respect, Friendship and Doing Your Best we support all children to be kind and successful.

We focus on these values through prominently displaying them at the school entrance and in classrooms, and using all three in our everyday language.

Appropriate behaviours are developed through cooperation, self-discipline, care, compassion, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

Supportive School Environment

Torquay P-6 College is committed to providing the best possible educational outcomes for each student within a supportive school environment.

Our school will:

- Provide a safe and supportive learning environment
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain effective communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Play a strong leadership role in the implementation and communication of our policies and programs to the school community
- Ensure fairness and consistency in implementing the school's Strategic Plan
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring best practices and facilitate professional development to improve the skills of staff
- Continually seek to adapt to change and to improve our programs.

Key aspects in providing this supportive learning environment include:

- Our leadership and staff having a comprehensive understanding of diversity within our whole-school community
- Focus on prevention (e.g. wellbeing issues, bullying, behaviour issues, safety concerns etc.)
- Identifying and supporting students who are or may be at risk. Support can be provided from the School Wellbeing Officer
- Thinking critically and creatively about data collection, and using it to support student learning
- Articulate the school community's shared expectations in areas of student engagement, attendance and behaviour through this document.

3. Beliefs about learning

At Torquay P-6 College we believe:
- Education is a life-long process
- Children who are engaged, feel safe and happy will be better learners
- Teachers are also learners
- Gender is not a determinant of capacity to learn
- Children of all abilities (including those with disabilities) are encouraged and supported to access educational opportunities provided
- Children learn at different rates and in different ways
- Children learn through provision of a variety of teaching and learning strategies and methods
- Students, parents and teachers are part of a team
- The school is a key institution and focal point of the community
- The engagement and wellbeing of staff is a critical factor in ensuring they are well placed to cater for the needs of their students.

An Engaged and Inclusive (and preventative) School Culture

The foundation of our school culture is the active participation of all members of the school community so they feel valued, safe and secure and are provided with meaningful opportunities to contribute to the school.

A key component of the school's approach to engagement and well-being is teaching positive behaviours and the use of logical consequences through a restorative approach to address appropriate and inappropriate behaviour.

The School Council and leadership team 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.

4. Engagement and Wellbeing strategies

Our goals are to:

- Promote respect, caring and positive relationships between all individuals and groups within the school community by building on the foundations of the Learning How to Learn Program
- Build a sense of belonging that promotes wellbeing and awareness of student's rights and responsibilities
- Provide an environment to strengthen each student's ability to cope with their surroundings and build resilience

- Provide support services and programs for students at educational risk
- Encourage students to be responsible for the outcome of their own actions and to accept the consequences of their behaviour through restorative practices.

Programs implemented to promote student engagement, high attendance and positive behaviours (include, but are not limited to):

Across Whole School	Class/department Levels	Community / Parent Linked
Whole school wellbeing – led by Wellbeing PLT and School Welfare Office	Senior Leadership Program	Provide opportunities for parent involvement
Student Central Tracking	3-6 Camping program	Senior Homework
Junior School Council	Swimming / surf / survival program	Teddy Bears Picnic
Excursions / Incursions	5-6 Sports program (Lightning Premiership, Athletics, Cross country)	Fundraising activities
Differentiated curriculum	Huff 'n' Puff	Mother's/Father's day stalls
Learning How to Learn Program	P-2 athletics	Athletics/Sports day
Senior Clubs program		Parent helpers
Lunchtime Clubs program		Community sports program
Whole school assembly (including Pupil of the Week and other awards)		
Social Skills program		
Buddy program		

Caring for Pupils in a Large School

The size of Torquay P-6 College ensures that we are able to offer a wide and comprehensive range of classroom and extra-curricular programs, including a lunchtime clubs program and an extensive specialist program.

Torquay P-6 College fosters relationships across sections of the school by running a series of transition programs (also listed in this document) and encouraging strong leadership and mentoring programs.

Our school is also divided into seven learning communities, with team teaching and pods. Students build relationships with a wide range of teachers across the school through specialist programs and other extra curricula activities. We value the idea that **every teacher is responsible for every child**.

The whole school community shares expectations for behaviour, attendance, participation, resources, relationship building, the physical environment, curriculum, provision of support and partnerships. This is reflected in the school's values; **respect, friendship** and **doing your best**.

These shared expectations are:

- clear and specific
- positive and focused on pro-social behaviours
- supported by procedure and programs to ensure success
- consistent, fair and reasonable
- linked to appropriate actions and consequences

Schools – Principals, Teachers and School Staff

Torquay P-6 College aims to provide an educational environment that ensures all students are valued and cared for. Our school expectations reflect:

- our school values – respect, friendship and doing your best
- inclusive teaching practises
- accessible, educational provision for all students
- parent/carer partnership and liaison
- provision of appropriate student services
- community partnerships
- provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Student expectations

Students in our school will develop as individual learners who will increasingly manage their own learning by setting goals and managing resources. Our school expects students to:

- positively participate fully in the school's educational program
- demonstrate respect for themselves, their peers, their teachers and other members of the community
- attend school regularly
- respect the rights of others including the right to learn
- enjoy being at school
- support classmates and teachers
- value the physical school environment

Parents and Carers

- parents are expected to take an active interest in the school
- support their children attending school
- co-operate with requests from the school
- promote positive educational outcomes for their children
- ensure regular attendance
- communicate clearly with the school

5. Torquay P-6 College Rights and Responsibilities Policy

Rights

The Charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services. The Four Basic Principles include: **Freedom, Respect, Equality and Dignity**. The agreed Rights, Responsibilities and the Shared Expectations listed below are also based on the Disability Discrimination Act (1992) and the Education and Training Reform Act (2006)

Freedom

- The right to a supportive, safe, secure and dynamic environment, which encourages freedom of thought and expression
- The right to have input into issues that affect you
- The right to access school and community resources

Respect

- The right to learn in an inclusive school community with access to full participation
- The right to value, celebrate and acknowledge cultural rights and diversity
- The right to have support at the point of need.

Equality

- The right to receive a rewarding and meaningful education through challenging learning goals
- The right to defend or explain your actions
- The right to be treated as an individual.

Dignity

- The right to a dignified existence
- The right to be, and to feel, respected
- The right to privacy.

As such, we believe school community members have the right to:

- Feel safe and be safe
- Be treated with respect
- Have equal access to school resources
- Be provided with a learning environment in which their academic, social, emotional and physical potential can be fully developed
- Have a voice
- Arrive at school on time and leave on time
- Work and learn in a supportive and stress free environment
- Be treated as a valuable and unique human being.

Responsibilities

- To follow our school values of Respect, Friendship and Doing Your Best and our school and class rules

- To help make our school a positive, safe learning environment for all members by co-operating and collaborating with others
- To allow others to learn and play to the best of their ability
- To create an environment where all stake holders have a voice
- To maintain school standards of dress in accordance with the Uniform Policy
- To take care of, and respect, both school and personal property.

6. Expectations of student behaviour

Students are expected to behave in a respectful and responsible manner at all times. Students are required to be polite and courteous in their interaction with other students and staff members. Students are to be mindful that the way they behave in public is a reflection on the school as a whole.

Anti-Harassment

All students have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student has the responsibility to make this happen.

The school will provide a positive culture where bullying is unacceptable. All members of the school community have the right to be respected by others, the right to learn, participate and teach; and the right to be safe and secure.

When implementing this policy, the school will apply a "restorative approach" to student wellbeing. The focus of a restorative approach to intervention will be on:

- Addressing the underlying cause of behaviour;
- Acknowledging and accepting responsibility for the harm caused to the school community;
- Using restorative practices to address the behaviour, repair the harm and reintegrate students back into the school community;
- Making the commitment of time and resources necessary to repair relationships restoratively.

Restorative approaches may be addressed on an individual basis or through group conferences depending on the circumstances.

What is Harassment and Bullying?

Harassment can be deliberate or unintentional and is any behaviour, verbal, physical, social or written, which is unwelcome or offensive, hurtful, degrading or abusive, which cause embarrassment, pain or stress.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Harassment may occur between:

- Fellow students
- Members of staff
- Staff members and students
- Parents and members of the school community

Both males and females can be the subject of harassment.

Harassment may include:

- Unwelcome physical contact
- Unwelcome questions about a person's private life
- Comments about a person's sexuality or sex life
- Sexual jokes
- Wolf whistles, cat calls or unwelcome noises
- Graffiti about people
- Offensive pictures and written materials, including all forms of social media
- Suggestive or offensive comments about a person's appearance or lifestyle
- Intimidation
- Isolation
- Ostracism

What are some of the effects of harassment?

For Students
- Poor physical health
- Missed classes due to stress
- Feeling threatened in the school yard
- Lack of sleep
- Poor school performance
- Withdrawal from class participation
- Low opinion of the school
- Low self esteem
- Retaliation
- Anger
- Rebound harassment
- Anxiety related mental health issues, including depression.

Management of Bullying

When a bullying is reported or observed the following will occur:

- The children concerned may be sent to either to the classroom teacher, Team Leader, Assistant Principal or the Principal, as appropriate.
- After investigation the following will occur:
    - the student is reminded of the impact and consequences of their behaviour is explained
    - the student is involved in a behaviour modification program and counselling, which may include negotiation and communication with the victim.
    - the victim is supported and counselled.
    - monitoring of the progress of both parties will be the responsibility of the classroom teacher and link Assistant Principal.
    - If the bullying behaviour continues, sanctions will apply as set out in the School Engagement and Well-Being policy, and may result in detention, suspension, exclusion or expulsion.

Acts of bullying and harassment may also have an impact on staff wellbeing.

Further DEECD information about bullying is available at:
http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachers.aspx

Torquay P-6 College Community Code of Conduct

We recognise the school community is made up of the parents, students and staff who attend and work at the school, together with members from the local and the wider community.

The school seeks to engage with the community so as to enrich the school through:

1. Parental involvement in:
- Educational programs
- Supporting the teaching and learning program
- Evaluation of curriculum
- Decision making and providing feedback
- Supporting the implementation of policies and practices
- School community life
- Supporting fundraising.

2. Wider involvement in:
- Extending the resources available to the school
- Extending the educational and cultural experiences
- Utilising assistance provided by outside authorities and / or agencies
- Supporting the fundraising activities.

The school and / or wider community is kept fully informed of the school's activities and achievements through:
- A weekly newsletter, available on line and in hard copy
- Reporting on the activities of the school
- School Council Annual Report
- School website
- Department Blogs
- Skoolbag App
- Classroom Noticeboards
- Sentral
- Articles in the local papers
- Presentations at whole school assemblies
- Parent-teacher interviews and conferences
- Information evenings.

The school will follow appropriate protocol in dealing with community members by:
- Giving support, consideration and appreciation to individuals and organisations contributing to the school's activities
- Ensuring the rights of community members are respected and confidentiality is maintained
- Ensuring the demands placed on personnel and other resources are reasonable
- Encouraging and being receptive to community feedback.

Framework for Student Support – Whole School Prevention

Primary Prevention

- Build belonging and promote engagement and wellbeing through school programs
- Enhance emotional and social health of all students
    e.g. Learning How to Learn, use of class mission statement and agreements, provision of engaging curriculum, lunch-time clubs and extra-curricular activities, extensive specialist programs.

<u>Early intervention</u>

- Strengthen coping strategies and reduce risk factors, including absenteeism
- Identify, assess and manage students 'at risk'
- Establish consistent school wide processes to identify students at risk of disengagement from learning
  e.g.
  Education Maintenance Allowance scheme
  Intervention programs including multi-literacies, reading recovery
  Breakfast club
  Social skills program
  Transition programs
  Wellbeing and Engagement PLT
  Engage Student Services Support Officers
  Use Student Attitudes to School Survey to inform planning
  Whole school approach to Engagement and Wellbeing

<u>Intervention</u>

- Provide effective intervention and support students
- Provide support (and develop skills) for staff dealing with students at crisis point
  <u>e.g.</u>
  Review and utilize referrals to the Student Support Services Officers
  Conduct testing and determine funding levels for Programs for Students with a Disability (PSD)

<u>Postvention</u>

- Manage trauma and limit impact
- Provide appropriate support to students, their families and other members of the school community affected by emergency situations
- Displan (regular practice drills)
- Emergency management plan

School level	Support students academically – brainstorm of ideas	Support your students social/life skills – brainstorm of ideas
Prep	✓ Planning activities that require and challenge students' skills ✓ Accommodate individual needs ✓ Allowing time to discuss learning and discoveries with each other through teacher conferences ✓ By consistently observing their writing and through developing ✓ individual goals and assisting students to progress ✓ Building confidence in early writing by modelling and teaching students to sound out and use the Write to Read approach ✓ Team teaching and team planning ✓ Encouraging different responses and asking purposeful questions during share time after a session, to ascertain the different levels of learning that occurred ✓ Bright, happy voice and demeanour and modulating my voice during the day to keep students interested	✓ Ensuring children have others to socialise with outside of class time ✓ Modelling and encouraging appropriate behaviours, giving reasons why other behaviours are not always appropriate (eg- calling out, pushing) ✓ Encouraging children to 'have a go' at everything and all achievements, big or small are always praised ✓ Change table seats weekly so that students get to know other students with whom they wouldn't normally pair up ✓ Encouraging students to become more independent and taking responsibility for their belongings ✓ Creating a happy and safe learning environment ✓ Helping students build resilience by developing self-worth/self-confidence and risk taking ✓ Building independence and problem solving skills ✓ Teaching students to be good listeners- eyes, ears and heart ✓ Teaching students how to be a good friend ✓ Encouraging a love of singing- ✓ Social Skills program, recognising empathy ✓ Lunchtime clubs
Level 1-2	✓ Planning activities that require and challenge students' skills ✓ Accommodate individual needs ✓ Allowing time to discuss learning and discoveries with each other through teacher conferences ✓ By consistently observing their writing and through developing	✓ Ensuring children have others to socialise with outside of class time ✓ Modelling and encouraging appropriate behaviours, giving reasons why other behaviours are not always appropriate (eg- calling out, pushing) ✓ Encouraging children to 'have a go' at everything and all

	✓ individual goals, assists students to progress ✓ Team teaching and team planning ✓ Encouraging different responses and asking purposeful questions during share time after a session, to ascertain the different levels of learning that occurred ✓ Bright, happy voice and demeanour and modulating my voice during the day to keep students interested	achievements, big or small are always praised ✓ Change table seats weekly so that students get to know other students who they wouldn't normally pair up with ✓ Becoming more independent and taking responsibility for their belongings ✓ Creating a happy and safe learning environment ✓ Helping kids build resilience by developing self-worth/self-confidence and risk taking ✓ Building independence and problem solving skills ✓ Teaching them to be good listeners- eyes, ears and heart ✓ Teaching them how to be a good friend ✓ Social Skills program, recognising empathy ✓ Lunch time clubs
Level 3-4	✓ Planning activities that require and challenge students' skills ✓ Accommodate individual needs ✓ Allowing time to discuss learning and discoveries with each other teacher conferences ✓ By consistently observing their writing and through developing ✓ individual goals, assists students to progress ✓ Team teaching and team planning with data driving plans and teacher judgements ✓ Encouraging different responses and asking purposeful questions during share time after a session, to ascertain the different levels of learning that occurred ✓ Bright, happy voice and demeanour and modulating my voice during the day to keep students interested	✓ Ensuring children have others to socialise with outside of class time ✓ Modelling and encouraging appropriate behaviours, giving reasons why other behaviours are not always appropriate (eg- calling out, pushing) ✓ Encouraging children to 'have a go' at everything and all achievements, big or small are always praised ✓ Change table seats weekly so that students get to know other students ✓ Assisting students to become more independent and taking responsibility for their belongings ✓ Creating a happy and safe learning environment ✓ Helping kids build resilience by developing self-worth/self-confidence and risk taking ✓ Building independence and problem solving skills

	- Learning to Learn - Find interests and passions of children - Reading recovery program - Reading rocks - Hands on visual resources - ILPs - Extension activities for numeracy - Running records - Reading ability groups - Cafe conferences - Spelling targets - Science and integrated topics - Environmental program	- Teaching them to be good listeners- eyes, ears and heart - Teaching them how to be a good friend - Social Skills program, recognising empathy - Lunchtime clubs - Tribes - Learning to Learn - Find interests and passions of children - Drama activities - Debrief and support social emotional incidents - Show and tell - Class meetings - Team building days - Cooperative group work and challenges
Level 5-6	- Planning activities that require and challenge students' skills - Accommodate individual needs - Allowing time to discuss learning and discoveries with each other teacher conferences - By consistently observing their writing and through developing - individual goals, assists students to progress - Team teaching and team planning - Encouraging different responses and asking purposeful questions during share time after a session, to ascertain the different levels of learning that occurred - Bright, happy voice and demeanour and modulating my voice during the day to keep students interested	- Ensuring children have others to socialise with outside of class time - Modelling and encouraging appropriate behaviours, giving reasons why other behaviours are not always appropriate (eg- calling out, pushing) - Encouraging children to 'have a go' at everything and all achievements, big or small are always praised - Change table seats weekly so that students get to know other students who they wouldn't normally pair up with - Becoming more independent and taking responsibility for their belongings - Creating a happy and safe learning environment - Helping kids build resilience by developing self-worth/self-confidence and risk taking - Building independence and problem solving skills - Teaching them to be good listeners- eyes, ears and heart

		✓ Teaching them how to be a good friend ✓ Social Skills program, recognising empathy ✓ Lunchtime clubs ✓ Guitar, Debating Environmental centre – camp Senior responsibilities ICT, JSC, School Captains and Sports Captains, Red Cross, Meals on Wheels, Premier Reading Challenge Choir Sport – athletics, lightning premiership, cross country, netball, football, I sea I care, Swimming program – swim, surf and survive, Excursions – JSODA, Imax, bio lab, robotics incursion, Mad Day, Book week

Torquay P-6 College School Agreements (Rules) and Playground Expectations

Our **school agreements** are based on the following principles:

- Play safely
- Care for yourself, others and property
- Resolve problems calmly, sensibly and fairly
- Follow our school values of Respect, Friendship and Doing your best.

Our **classroom agreements** are based on the following principles:

- Each classroom negotiates and develops a set of agreements at the start of the year, as part of our Learning How to Learn and Tribes Program
- These rules are based on our school values, as noted above, and are worded in a positive way
- Rules set reasonable boundaries for student behaviour and make consequences clear in advance
- Consequences should be meaningful to students, and should show a progression related to the seriousness or repeated nature of the behaviour
- Where a teacher deems it appropriate, a breach of classroom rules may lead to the involvement of the team leader and / or link assistant principal
- Parents will be contacted, if necessary, to inform them and to discuss the issue further
- They are displayed in the classroom as a reference.

Students will:
- Follow directions of staff at all times
- Move around the yard safely, including walking along paths and in quiet play areas
- Wear a broad brimmed hat outside (in Terms 1 and 4)
- Play safely on the playground equipment in their assigned areas (Preps, Junior and 3-6 playgrounds)
- Not tackle when playing games such as football
- Be considerate and respectful of other members of our school community and their property
- Stay within the school boundaries
- Move promptly to classrooms and meeting areas when the music starts
- Do NOT play in the toilets
- Eat playlunch and lunch within classrooms and designated areas
- Use the bins provided for rubbish (all food scraps and wrappers are to be recycled).

Items not permitted
Students will be alerted, as required, when certain items (e.g. certain trading cards, yo-yos etc) are not permitted to be brought to school. The school reserves the right to place a ban on an item in the event of it causing bullying, stealing or other inappropriate behaviour. Smoking, drinking alcohol, drug use and any other illegal action by any persons in the school grounds are banned.

Creating your classroom discipline plan – Use of Consequences

In spite of the care taken in negotiating classroom rules the consistent attention to positive recognition, there will be times when students will choose not to follow the rules of the classroom. When this disruptive behaviour occurs, staff must be prepared to deal with it calmly and promptly.

Why are consequences important?

By carefully planning consequence, by knowing in advance what you will do when students misbehave you will be in a better position to respond appropriately. This is likely to result in students being treated fairly and less stress for you and them.

Consequences are a choice.

It is important that consequences be presented to students as a choice. When a teacher gives students a choice, he or she places responsibility where it belongs – with the student.

For example:

Teacher :   Fred, our classroom rule is no teasing. If you tease any student in the class, you will choose to sit by yourself and do your work. It's your choice.

Fred continues teasing.

Teacher: Fred, you are teasing Betty. You have chosen to sit by yourself at the table in the back of the room.

Remember – choice is the key word. When you give students a choice, they learn that they can be in control of what happens to them. Keep in mind that consequences are NOT punishment. Consequences are actions that students know will occur should they choose to break the rules of the classroom. Consequences must be seen as natural outcomes of inappropriate behaviour.

Consequences do not have to be severe to be effective.

Teachers often think that the more severe a consequence, the more impact it will have on a student. This is not correct.

The key to effective consequences is that they are used consistently. It is the inevitability of the consequences, not the severity that makes it effective. Minimal consequences, such as five minutes working away from the group, for example, can often be as effective as after- school detention when they are given consistently.

The easier it is for you to give consequences, the more likely it will be that you will use them.

Consequences must be something that students do NOT like, but they must never be physically or psychologically harmful.

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

How to use consequences

Establishing a Classroom Management Hierarchy

The best way to use consequences with your students is to organise them into a hierarchy as part of your classroom management plan.

A classroom management hierarchy lists the consequences in order in which they will be imposed for inappropriate behaviour within the day.

1. The hierarchy is progress, starting with a **warning.** (This is important as it provides the student with an opportunity to choose more appropriate behaviour before a more substantial consequences is received/chosen.)
2. The consequences then become gradually more substantial each time the student chooses to disrupt.

Teacher judgement is required with the following conditions:

1. Continual inappropriate behaviour
   A student receives an unreasonable number of consequences in a day, over a week or through-out a term. In this case, the teacher should contact the Team Leader to discuss the behaviour being displayed and a plan put in place. If this is not considered successful then the parents should also be involved in developing a plan. Finally, the link Assistant Principal is involved.

2. Severe clause
   Sometimes it is necessary to act quickly and decisively to stop a student's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some way stopping a class from functioning, a student would not receive a warning. He or she loses the right to proceed through the hierarchy of consequences. Severe misbehaviour calls for an immediate consequence that will remove the student from the classroom or yard.
   The link Team Leader and / or Assistant Principal should be immediately contacted and then the parents, after discussion.

Appropriate Behaviour Logical Consequences
Appropriate behaviour may be recognised by: - Weekly assembly, including Pupil of Week and other awards (one student per week, where possible) - Student reports - Newsletters - Leadership opportunities - Positive feedback, including praise and encouragement, stickers - The right to represent the school

Inappropriate Behaviour Logical Consequences

When students to not meet the required expectations, the restorative approach is used to address student behaviour in various settings and levels to:

a. Re-establish significant relationships
b. Ensure consequences for misbehaviour are relevant and meaningful; and
c. Foster and develop individual responsibility and empathy.

These steps will be followed from 1 through 10, but some steps may be skipped or repeated as deemed necessary by the classroom teacher after discussion with the team leader and / or link assistant principal.

1. Talking to the student and referring them to the shared expectations – reaching an agreement for future behaviour (document this)
2. Discussing appropriate behaviours in the classroom referencing negotiated rules
3. Making changes to the student's learning to better equip him/her to behave positively
4. Working with team leader, assistant principal and support personnel and services to engage and support student
5. Time out, allowing a 'cooling off' period, if required
6. Appropriate behaviours taught and agreed to, including implementation of behaviour management plan, if necessary
7. Payment for damage sought
8. Withdraw privileges
9. Withdraw student temporarily from class or activities
10. Hold student support meetings, involving parents
11. Give detention (after parent / care givers notified)
12. As a last resort, negotiate alternative pathways or settings, suspension and / or expulsion.

Student Behaviour Flowchart

Dear Parents/carers,

At Torquay P-6 College, we are extremely proud of our senior students. We believe they have a vitally important role in our school as leaders and role models. Their behaviour as a group is exceptional. There are, however, times where inappropriate behaviour issues can arise with a minority of pupils.

To ensure that all senior students are aware of school expectations, the senior team utilise a Behaviour Flowchart. This will be discussed in each classroom.

Dear Students,

You each have the responsibility to follow our school and classroom rules, to uphold the values of our school (**RESPECT, FRIENDSHIP, DO YOUR BEST**) and to follow the directions of **all** staff members. If you choose to behave in an unacceptable manner consequences will apply, as written below.

Level 1

If you behave in an unacceptable manner, which impacts significantly on the learning and / or safety of other students or yourself, you will be given a warning and appropriate consequences will be given.

You will be required to take responsibility for your behaviour and you will be supported in working out how to find a resolution through responding to a restorative set of 4 key questions:

a. What has happened?
b. Who has been affected?
c. How can we involve everyone who has been affected in finding a way forward to resolve this?
d. What have you learnt so that you can behave differently in the future?

Level 2

If you behave in an unacceptable manner a second time, your parents will be notified. Once again, you will be asked to respond to the 4 key questions and take positive action to resolve the issue.

Level 3

If you behave in an unacceptable manner a third time, you will be placed on a 'contract of behaviour', developed by your classroom teacher and an assistant principal and the following process will apply:

a. Your teacher, senior team leader or assistant principal will call your parents to schedule a meeting
b. The four key questions approach will be used once again
c. You will be withdrawn from one or more of the following: MAD day, Community sports, Camp, Blue Light Disco, Adventure Park excursion, class activities. (*These can be adapted for each level of the school.*)

d. Year 6 students may have limited participation in the graduation activities.

Your teachers support this process to ensure your schooling is safe, fun, productive and worthwhile, and that these steps are not required – but the most important person in deciding this is <u>YOU!</u>

Classroom Withdrawal Reflection Sheet

What happened?

Who has been affected by your behaviour?

Which school value did you not act out?

What would you do differently?

How can you fix things up?

Playground Incidents (Restorative Practices) Response

Minor Incidents – as determined by teacher judgement	Serious Incidents – as determined by teacher judgement
E.g. unfair play, non-specific 'being mean to me', 'not letting me play', minor teasing, minor swearing, littering	E.g. assault, serious bullying, leaving the grounds without permission, swearing at staff, refusal to follow staff directions, vandalism
Yard duty teacher selects from the following types of responses: - Student asked to apologise - Reminder of school values: Respect, Friendship, Doing Your Best - Student walks with teacher - Time out in area of playground - Teacher may notify classroom teacher (if behaviour is sustained then classroom teacher must be notified).	Yard duty teacher will: - Contact classroom teacher and also notify team leader and link assistant principal via email - Refer to Behaviour Management Plan (Appendix 1) Yard duty teacher may: - Select from any of the responses in the this policy, as best fits the situation - Send / accompany the student directly to a member of the Principal team for further follow up. -

We recognise there are innumerable variations of behavioural issues and appropriate responses will vary, depending on the student.

Playground Incident report - This is now done on Sentral and a record is kept

Example incident record:

(An incident report must accompany any student referred to another teacher, Team Leader or Assistant Principal. A copy must be given to the classroom teacher and link Assistant Principal for filing.)

Name of student_____Grade_____Reporting teacher_____

Date:_____Time_____

Type of incident (please circle):

1. Teasing / name calling
2. Interfering with other pupil's games
3. Using inappropriate language
4. Fighting
5. Rock throwing
6. Leaving school grounds
7. Refusing to comply with reasonable instruction
8. Bullying
9. Other_____

Follow up:

1. Resolved with student/s
2. Referred matter to class teacher
3. Referred matter to assistant principal

What the student did:

1. Apologised
2. Sent to another area of yard
3. Walked with teacher / time out in area of yard
4. Picked up litter
5. Sent to office
6. Other_____

_____

_____

Referred to (please circle):

Classroom teacher   Team Leader   Assistant Principal

Parents contacted (please circle): YES   NO

Individual Conference – restorative practices script (Teacher and one student)

If you did not see the incident, start with:

- What happened?

Then:

- What were you thinking when you…….?

When you know or see what happened, start with:

- What were you thinking when you……?
- What have you thought about since?
- Did you make a good choice or a bad choice?
- Who has been affected by what you did and in what ways?
- How can you fix things up?
- What can I do to help you?
- Can we put this behind us and move on?

Managing the conference:

- Give options and choices about how to sort out the incident
- Arrange the students sitting or standing (respect/dignity)
- Cover the introduction and ground rules
- Read through the script in order
- Adapt the language for students to reflect their age.

Small Group Conference (Teacher and several students – offenders and victims):

To the offender:

- What were you thinking about when you…….?
- What have you thought about since it happened?
- Did you make a good choice or a bad choice?
- Who has been affected by what you did and in what ways?

To the victim:

- What did you think when this happened to you?
- What has been the hardest thing for you?
- How do you feel about this now?

To the offender:

- What do you need to say or do to fix things?

To the victim:

- What would you like to see happen to fix things?

To both parties:

- Does anything else need to happen to repair the harm?
- Would an agreement help?
- Can we live with that, is it fair?
- Can we move on and leave this behind us?

Large Group Conferences (additional questions to provide understanding, explore further and put safeguards in place)

Introduction:

- We want to understand what has happened, how each of you has been affected and see how we can repair the harm that has been done.

Questions:

- What needs to be understood about what has happened?
- What would prevent people from feeling safe?
- What needs to change for people to feel better?
- How can we make sure that this does not happen again?
- What needs to happen to reduce tensions to allow everyone to work together?
- What would a good outcome look like?
- What can be learned from this experience?
- How should we respond if this happens again?
- What can I/we do to help?

Notification to Parents of an Unacceptable Behaviour Incident

Date:

To:

Your child_____, has engaged in unacceptable behaviour today.

The details of the incident are:

_____

_____

_____

Following discussion with your child, the consequences are:

Your support in discussing this incident with your child, as well as ways to avoid a continuation of the behaviour would be appreciated.

Could you please sign the slip below and return it to the school office tomorrow.

Teacher:_____

Team Leader / Assistant Principal / Principal _____

Reply Slip

Child's Name: _____   Grade:_____

Parent/carer signature:_____

Comment:_____

_____

_____ _____

Implementing discipline procedures - suspension and expulsion

Before a suspension occurs

In order to suspend a student, a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of the student.

A student support group is then set up to explain to the student and parent/guardian that an expulsion is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to the student, parent/guardian or the school.

When a suspension can occur

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back),they:

(a) threaten or constitute a danger to the health, safety or wellbeing of any person

(b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property

(c) possess, use, or deliberately assist another person to use prohibited drugs or substances

(d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member

(e) consistently interfere with the wellbeing, safety or educational opportunities of any other student

(f) consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

Procedures for suspension

When a principal decides on suspension, a student support group meeting is set up to:

• explain to the student and parent/guardian why, when and where the suspension will happen (e.g. in-school or out of school)

• provide contact details for additional support services

• develop, in conjunction with the student (if appropriate), parent/guardian and the students' teacher/year level coordinator, a Student Absence Learning Plan outlining school work to be done during the suspension.

If a student is suspended, the school must provide the student and parent/guardian with a Notice of Suspension before the suspension begins.

If the suspension is for five consecutive days, the principal must provide the parent/guardian with details of the post-suspension student support group meeting.

Implementing discipline procedures - suspension and expulsion

Immediate suspension

A student can be suspended immediately if their behaviour warrants ordinary suspension or if they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In the case of immediate suspension the parent/guardian will be told without delay and a student support group will be held within 48 hours to ensure appropriate support for the student is in place. The school must provide the student and parent/guardian with a Notice of Suspension at the student support group.

When expulsion can occur

Students can be expelled if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

(a) threaten or constitute a danger to the health, safety or wellbeing of any person

(b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property

(c) possess, use, or deliberately assist another person to use prohibited drugs or substances

(d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member

(e) consistently interfere with the wellbeing, safety or educational opportunities of any other student

(f) consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

AND

The student's behaviour is of such magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

Expulsion procedures

Prior to expulsion, a student support group is convened to discuss the expulsion and allow the student and parent/guardian an opportunity to be heard. At this meeting a Notice of Expulsion is given to the student and parent/guardian, along with a copy of the Expulsion Appeal proforma. The Department of Education and Early Childhood Development's regional director (or nominee) will also attend the student support group. For students in Out of Home Care, the principal must ensure the meeting is attended by the DHS case manager and the student's primary carer or person the student normally lives with.

School protocol procedures

All schools acknowledge their responsibility to provide a safe, caring and challenging learning environment for their students. A key aspect of this responsibility is the provision of effective student management policies and procedures. Schools acknowledge that on occasions some students benefit from a fresh start in new surroundings.

In the event that it can be documented that a school has made substantial effort through the Student Engagement Policy Guidelines 2009 and it is clearly in the best interest of the student, a fresh start in new educational surroundings will be sought as a "Second Chance Protocol".

The aim of the Second Chance Protocol is to give students who are at the point of being expelled (in line with the Student Engagement Policy Guidelines 2009) the opportunity to transfer to another school for a trial period. This trial period is designed to support the student in improving behaviour for successful integration into the new setting. If the student's behaviour does not warrant suspension/expulsion during this trial period, the student becomes an ongoing enrolment of the new school.

COMPUTER USE AGREEMENT

Access to the computers and our network at Torquay P-6 College is provided to enrich the process of learning. Students are expected to act responsibly and show respect to others when using computers. Using our network / computers is a privilege not a right. Students' actions on our network may be tracked.

Access to the school network and the distribution of new netbooks (Year 5/6 students only) will be completed once the policy agreement has been signed by the student and their parent / guardian. Violation of these terms may result in cancellation of computer network privileges, school disciplinary action and/or appropriate legal action.

When I use technology, both at school and at home, I have responsibilities and rules to follow. I agree to:

- be a safe user whenever and wherever I use that technology.
- be responsible whenever and wherever I use technology and support others by being respectful in how I talk to and work with them.
- never write or participate in online bullying. This includes posting inappropriate messages about other students or staff, forwarding inappropriate messages and supporting others in harmful, inappropriate or hurtful online behaviour.
- not have accounts on social media sites where I do not meet the requirements of their conditions of use (eg. minimum age requirements).
- report to an adult if I feel unsafe or uncomfortable online or see a friend being unsafe or being made to feel uncomfortable by others.
- use the "Report Bullying" page on the intranet or speak to an adult if I am feel I am being bullied online.

When at school I agree to:

- behave in a way consistent with the Torquay P-6 College school values when online or using mobile technology.
- keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password.
- use technology and the internet at school for learning, use the equipment properly and not interfere with the work or data of another student.
- not bring or download unauthorised programs, files or games.
- not go looking for rude or offensive sites or delete web browsing histories.
- use an 'online name' and avatar when sharing my work online.
- remember that content online is someone's property and ask my teacher / parent to help me get permission if I want to use information or pictures.
- think carefully about what I read on the internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- not interfere with the school network, network security settings or attempt to log in as another user.
- talk to my teacher or another adult if:
  - I need help online.
  - I am not sure what I should be doing on the internet.
  - I come across sites which are not suitable.
  - someone writes something I don't like, makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
  - I feel that the welfare of other students at the school is being threatened

When I use my mobile phone, iPod or other mobile device at school I agree to:

- use it only when directed by my teacher for learning purposes.
- be responsible in my use and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

When using recording equipment (including mobile devices) I will:

- only take photos and record sound or video when it is part of a class or lesson.
- seek permission from individuals involved PRIOR to taking photos, recording sound or videoing them (including staff).
- never send or post to an online space photos, recorded sound or video of myself or anyone else.
- seek teacher permission before uploading any other content to websites, blog etc.
- be respectful in how I talk to and work with others online and never write or participate in online bullying.

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricula activities.

When using any netbook connected to the school network (even when it is taken home), in addition to the statements above, I agree to:

- Not install any illegal software and allow any unauthorised software to be deleted.
- Use only the supplied logon information and not create any additional user accounts.
- Provide access to the netbook to Torquay P-6 College staff for inspection at any time.
- Use the protective cover provided and use it in a way that minimises any damage.
- In the case that the netbook is faulty, present the netbook to Torquay P-6 College staff to be assessed and;
  - if it is covered by warranty the repairs will be managed by Torquay P-6 College.
  - if it is faulty due to mistreatment or neglect and covered by the school insurance policy, pay the insurance premium (currently $110) to enable repairs to be carried out.
  - if it is not covered by the school insurance policy or warranty, pay the full repair or replacement cost.

This agreement operates in conjunction with the "Netbook Do's and Don'ts" list provided to all Year 5 and 6 students. Torquay P-6 College reserves the right to confiscate any netbook and revoke network privileges for a period determined by school staff and technicians.

In addition to this, please note that many types of inappropriate online behaviour are subject to possible criminal investigation, over which the school has no control.

NETBOOK DO's & DON'Ts

These guidelines will ensure your net book is ready to use for learning every day.

DO	DO NOT
Charge your computer **AT HOME** every night and bring it to school every day	Bring games to school
Use a USB to store games or music at home	Share games or music at school
Be careful that you don't download or open a virus	Put personal details on the internet
See your teachers if you think you have a virus	Respond to any inappropriate / abusive emails
Save any inappropriate / abusive emails and show to your teachers	Get your net book out on the bus or leave it visible in the car
Keep your net book in your school bag when going to and from school	Use your netbook outdoors (e.g. before school) or near food / drink
Use the internet at home only with adult supervision	Access inappropriate sites or click on ads and pop ups
Use resources like iTunes, Creative Commons and flickr at home	Charge netbooks in the classroom
Feel free to download free or paid music at home if your parents allow	Use any peer to peer (P2P) programs such as lime wire or bit torrent or download illegal music, games or movies
Ask your teacher to store your computer over night if your bag is too heavy etc...	Use chat or communication software at school unless authorised by classroom teachers
Feel free to change your wall paper or screen saver	Put stickers on your net book or graffiti the case (a small name sticker is acceptable)
Back up your work regularly on the classroom hard drives	Cry if you lose all your work because you did not back it up
Play with your net book at home and school	Let other people play with your computer at home or school

✂---

PLEASE RETAIN THE SECTION ABOVE FOR YOUR OWN RECORDS AND RETURN THIS SECTION TO THE SCHOOL OFFICE BY _____

I agree to follow this ICT Acceptable Use Policy. I understand that my access to the Internet and technology at school will be renegotiated if I do not act responsibly.

Student Name:...................................…………………………………..............…...........

Student Signature:…………………….....................…….. 　 Date: ....

I agree to allow my child to use the Internet at school. I have discussed the policy above with my child and agree to abide by this ICT Acceptable Use Policy:

Parent/Guardian Name:...............................……………………………………........................

Parent/Guardian Signature:……………………………….   Date: ....

Evaluation

- Relevant data will be reviewed by the school leadership team (this will include student absence data, 4-6 attitudes to school survey, and Parent Opinion Survey
- This policy will be reviewed as part of the school's three year review cycle

This policy was last ratified by School Council in May 2019