

STUDENT WELLBEING, ENGAGEMENT AND INCLUSION POLICY

Rationale:

Findon Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values. This policy applies to all school activities, including camps and excursions.

Definitions:

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self regulation.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

Aim:

The aim 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Shared Expectations and Community codes of conduct
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

1. School profile

Findon Primary School was established in 1986 and is located approximately 38 kilometres north of Melbourne. The school is a Foundation to Year 6 primary school with a committed staff. Our school grounds provide opportunities for outdoor learning, and passive and active play spaces. Our school is culturally diverse with approximately 50% of families speaking a language in addition to English. The school also has a representation of families from the Koorie community. We are proud of our diverse and inclusive school community. The Findon Primary School community respects diversity and promotes the values of fairness and equity. We aim to provide a positive learning environment, which is responsive to and supportive of children's educational and social development through the implementation of a consistent approach to student wellbeing. We recognise that the acquisition of social skills is a developmental process and that children are at varying stages. The rights and responsibilities of students, teachers and parents are paramount within the wellbeing and discipline program as we work toward common goals in an environment which encourages cooperation in the education process.

2. School values, philosophy and vision

At Findon Primary School we believe our core purpose is to develop children to be literate, numerate and curious, and to be part of a positive, vibrant and engaged community. We aim to develop students who are motivated, engaged and resilient, and who contribute to the wellbeing of others. Our positive school culture is predicated on student engagement being the basis for learning. To support this, all teaching teams and the leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between members of the school community is promoted through collegiality, e.g., mentoring and peer observations, and professional learning teams that encourage and develop innovative pedagogy using the Department's Victorian Curriculum Standards, Student Engagement Policy Guidelines and Department of Education and Training (DET) initiatives.

VISION

At Findon Primary School, our vision is that our children will become lifelong learners with positive feelings of self worth. As young adults they must be confident, tolerant, adaptable and resilient. They will be effective team members who understand their rights and responsibilities within a global community.

Our school values underpin our actions and provide direction in our decision making.

OUR VALUES AT FINDON PRIMARY SCHOOL

Rights and Responsibilities

Everyone has the right to learn.

Everyone has the right to be safe.

Everyone has the right to be respected.

VALUE	DEFINITION
Respect	<input type="checkbox"/> Respecting ourselves and others <input type="checkbox"/> Respecting our environment <input type="checkbox"/> Respecting differences in ideas, opinions and behaviours <input type="checkbox"/> Being inclusive and tolerant of all others
Responsibility	<input type="checkbox"/> Showing responsibility through your words and actions and ensure that your words and actions match <input type="checkbox"/> Being accountable to yourself and others <input type="checkbox"/> Showing personal and communal responsibility and Leadership skills by making good choices <input type="checkbox"/> Encouraging others to demonstrate personal and communal responsibility
Honesty	<input type="checkbox"/> Always telling the truth—through actions and words <input type="checkbox"/> Being honest with yourself, others and in difficult situations
Doing Your Best	<input type="checkbox"/> Working to the best of your abilities in all areas of learning and behaviour <input type="checkbox"/> Being organised by having all equipment, asking questions and planning and using time efficiently <input type="checkbox"/> Showing positive and optimistic learning behaviours <input type="checkbox"/> Having confidence in your ability and persevering when there are challenges, not being afraid to make mistakes <input type="checkbox"/> Demonstrating resilience in learning and social situations by communicating with others and restoring relationships <input type="checkbox"/> Staying on task and striving for excellence
Care and Compassion	<input type="checkbox"/> Caring about yourself and the wellbeing of others <input type="checkbox"/> Acting in a caring and compassionate manner <input type="checkbox"/> Being inclusive and getting along with others, by being sensitive and respectful to others

Ratified by School Council May 2020

Review date May 2022

3. Engagement strategies

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

Universal

- high and consistent expectations of all staff, students and parents/caregivers
- 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 through values education
- welcoming all parents/caregivers 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
- deliver a broad curriculum that is tailored to student interests, strengths and aspirations
- teachers use a consistent instructional framework to ensure an explicit, common and shared model of instruction that evidenced based, and that high yield teaching practices are incorporated into all lessons
- teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching (VIT)
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and families so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole school, cohort and individual level
- students have the opportunity to contribute to and provide feedback and leadership on decisions about school operations through the Class Leaders, Junior School Council, House Captains, School Captains and other forums including year group meetings and class meetings. Students are also encouraged to speak with their teachers and Principals whenever they have any questions or concerns
- create opportunities for cross age connections amongst students through school productions, athletics, arts events and peer support programs
- all students are able to access the Wellbeing Coordinator, School Nurse, Junior School Council, House Captains, School Captains, teachers and Principals if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning. An appropriate pathway of support will be developed
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationship Education (RRE)
 - Promoting Alternative Thinking Strategies (PATHS)
 - Values Education
- support materials and referrals to address issue specific behaviour (i.e. sleep, anger, anxiety)
- opportunities for student inclusion (i.e. sports teams, lunch time clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- access to regional support as required (i.e. Koorie Support Officer, Department of Education and Training (DET) Student Support Officers, Out of Home Care LOOKOUT centre, School Nurse Program, Engagement Officers)

Targeted

- each Learning Team has an Instructional Leader, Team Manager and Data Manager, responsible for monitoring the academic performance, health and wellbeing of students in their year, and act

Ratified by School Council May 2020

Review date May 2022

as a point of contact for students and families who may need additional support, in addition to all members within the team being a point of contact

- where required, access to Individual Learning, Behaviour Support or Attendance Improvement plans
- Student Wellbeing Officer will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- staff will apply a trauma informed approach to working with students who have experienced trauma, supported by DET Student Support Services and relevant external agencies
- access to regional support as required (i.e. Koorie Support Officer, DET Student Support Officers, Out of Home Care LOOKOUT centre, School Nurse Program, Engagement Officers)

Individual

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parents/caregivers to talk about how best to help the student engage with school
- Student Support Group Meetings and Care Team Meetings with all stakeholders related to the individual student
- Individual Learning Plan, Behaviour Support Plan, Attendance Improvement Plans
- Program for Students with Disabilities
- Consideration for any environmental changes that need to be made, for example changing the classroom set up
- referring the student to:
 - school based wellbeing supports (counsellor)
 - Student Support Services (DET Psychologists, Speech Therapists)
 - additional regional support as required (i.e. Koorie Support Officer, Out of Home Care LOOKOUT centre, School Nurse Program, Engagement Officers)
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First
 - Reengagement programs such as DET 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 Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for 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 support

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

- DET and in school allied support services flowchart/s
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self care, social connectedness and motivation
- behaviour indiscretions, and where evident, detention and suspension data
- engagement with families
- Individual Learning Plans, Student Support Group Meetings and Care Team Meetings

- Student self raised concerns
- Inclusive Support Practices to support student needs
- 1:1 and small group work
- Strength based learning
- differentiated curriculum and alternative learning programs
- specialist intervention and support, e.g., Levelled Literacy Intervention (LLI), Language Support Program (LSP), speech therapy, counselling, psychological support

Parent/Caregiver Support:

- Sharing information from meet the teacher conversations at the beginning of the school year
- Parent involvement and negotiation in developing Individual Learning Plan, Attendance Improvement Plan or Behaviour Management Plan
- Student Support Group Meetings and Care Team Meetings
- Planning of reasonable adjustments for the student to access the curriculum
- Providing educational planning that is ongoing throughout the student's school life
- Monitoring of the progress of the student

Staff Support:

It is recognised that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support can be provided in the form of:

- professional learning opportunities
- meetings with Instructional Leaders, Team Managers, Data Managers, collegial teams, school counsellor and Principals
- opportunities to meet with specialist intervention staff, e.g. speech therapist, psychologist
- student support groups and care team meetings

5. Community Shared Expectations, Rights and Responsibilities and Codes of Conduct

Findon Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviour for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Guiding Principles

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour. At Findon Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal and communal responsibility are developed and acknowledged. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence.

Consequences relating to inappropriate behaviour must take into consideration the student's background, maturity and development and the nature and frequency of the inappropriate behaviour.

Classroom Expectations

There are three basic classroom expectations:

- Hands, feet and objects to yourself
- One person speaking at a time
- Do what you are asked the first time

Each classroom teacher develops two more agreed expectations with their class at the start of the year.

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents/caregivers 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:

Ratified by School Council May 2020

Review date May 2022

- 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, be safe and be respected
- Work within Findon Values and behaviour expectations

Students who have a concern are encouraged to speak to a trusted adult. Trusted adults and help seeking behaviour are taught as part of our Respectful Relationships Education.

Staff:

Rights/Responsibilities

- To teach
- To develop and provide appropriate, relevant and challenging curriculum that gives all students the opportunity to experience success in their learning
- To be respected
- To provide a safe environment for learning
- Act fairly and with care
- Listen and consider different points of view
- Acknowledge parents/caregivers as partners in the education of their children
- Communicate effectively with parents/caregivers and colleagues
- Act positively in relationships with students, parents/caregivers, colleagues and the community
- To be valued professionally
- Actively support school teaching and learning protocols
- Maintain and develop professional practice
- Work cooperatively with parents and colleagues in the best interests of all students
- Adhere to Victorian Institute of Teaching (VIT) standards

Parents:

Rights Responsibilities

- To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged
- Ensure children attend school every day so they can engage and learn
- Provide children with the resources they need to engage in school activities
- Support children in home learning tasks
- To be respected
- Act fairly and with care
- Listen and consider different points of view
- Be an active partner with teachers in the education of children
- Support the school in maintaining a safe and respectful learning environment for all students

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.

Schools – principals, teachers and school staff

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

Findon Primary School's rights:

- **The right to learn**
- **The right to be safe**
- **The right to be respected**

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students

- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

Codes of Conduct

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

Student Code of Conduct

The student code of conduct is based on our school rights:

- the right to learn
- the right to be safe
- the right to be respected

Students are expected to:

- behave in a respectful and responsible manner
- cooperate with teachers and staff
- allow other students to learn without interference
- be punctual for class
- participate in all relevant learning programs

We support students to achieve these by:

- modelling appropriate behaviour
- rewarding effort and positive behaviour
- coaching and/or counselling
- differentiating learning programs for students

Students are expected to commence lessons at 9.00am so they can fully participate in learning programs.

Parent/Caregiver Code of Conduct

Findon Primary School values a strong and constructive parent and community connection. Our learning community includes students, staff, parents/caregivers:

Parents/caregivers are expected to:

- display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- support school procedures and make appointments where there is a concern to be discussed

Support the implementation of Student Expectations by:

- following attendance and punctuality procedures
- supporting home learning
- supporting school expectations around student behaviour
- observing confidentiality when participating in school programs and communication

Support staff in their educational expectations of children by:

- providing the school with any relevant information which will assist their child's education and well being
- attending parent teacher meetings and conferences
- reading school newsletters and information notices

Staff Code of Conduct

Teachers are expected:

- to adhere to the VIT principles outlined in the Victorian Teaching Professional Code of Conduct
- to lead students and colleagues by modelling preparedness, respect, learning dispositions and by making positive contributions to the learning community
- to be conversant with DET policies, theory of learning and curriculum, and to translate these into teaching practices, relationships and interactions which promote positive learning outcomes and foster a positive learning environment
- to deliver a curriculum of inclusion, rigour, and accountability, with differentiated learning opportunities to develop students' skills, knowledge and independence

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values, Behaviour Management Policy and Bullying Prevention Policy. When a student acts in breach of the behaviour standards of our school community, Findon Primary School will institute a staged response,

Ratified by School Council May 2020

Review date May 2022

consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/caregivers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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.

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs, where appropriate, for individual students
- empowering students by creating opportunities for student voice and for taking responsibility for being involved in decision making
- providing an environment that fosters positive behaviours and effective engagement in learning
- recognising and highlighting achievement and appropriate behaviour in various ways, such as assemblies, student reports, newsletter articles, and leadership opportunities

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

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

Broader support strategies will include:

- involving and supporting the parent/caregiver
- involving the student wellbeing leader
- counselling
- convening student support group or care team meetings
- developing individualised flexible learning, behaviour or attendance plans
- involving DET student support services
- involving community support agencies

Disciplinary measures that may be applied include:

- reminder/warning to a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student to another spot in a classroom or other reasonable and proportionate responses to misbehaviour
- exiting a student for reflection to another classroom
- withdrawal of privileges
- referral to senior staff in positions of responsibility
- restorative practices
- detention
- behaviour plans and reviews
- suspension
- expulsion

Findon Primary School Behaviour Process

The values chart is displayed in every learning area including specialist classrooms and is incorporated into each teacher's classroom behaviour plans. The staged approach to behaviour management is also communicated with students and visual within the classroom. Each learning area operates within the rules and responsibilities as established by the teachers and students. Classroom behaviour plans are developed and a copy provided to students and parents/caregivers through the beginning school process in the first few weeks of school each year. The process through which these rights and responsibilities are followed is consistent throughout the school and follows these steps:

Step 1: First Chance/Reminder Students are given a chance and reminder to stop what they are doing, behave safely and sensibly so that they and their class can learn/be safe/be respected. Unambiguous strong non verbal cues -face the child, maintain eye contact and provide the first chance/reminder. Body language is very important for students to receive the message.

Step 2: Warning

Two important reasons for calmness:

1. A child's brain is a work in progress – as a result they frequently respond more emotionally or intuitively than an adult does, with less regard or understanding for natural or logical consequences, particularly when under stress.
2. Provide the appropriate model for children. The best way to create responsible students is to ensure they are around responsible adults.

(Gary Fernstermacher)

Stage 1: Student is provided with a reminder then warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop immediately. Where possible, discretion in managing student behaviour is preferred, though not always possible.

- 1 Identify the student
- 2 Describe the behaviour
- 3 Indicate which rights are being denied
- 4 Expectations/requests around responsible behaviour

"David, you're talking. These students can't hear. Please be quiet". Such a verbal request may stimulate a student response such as, "But it's not my fault because..." Such reactions by students should not side track, no matter what. When confronted with an excuse or an explanation, or even a provocative tone, remember that this is not the time to address it, and to first deal with the irresponsible behaviour. In the face of any provocative or verbal resistance to the initial request, move into the second stage.

Stage 2: Calmly repeat your request. For example, 'I hear you' or 'I understand' and then repeat original request. This 'broken record' routine is essential to show that the immediate aim is to stop the inappropriate behaviour. The routine can be used a number of times if necessary. It is important to note that at no time should anger be evident. The repetition of the request should be done calmly.

Step 3: Time out in the classroom

Students are told that their behaviour is affecting others and because they have not stopped after a chance/reminder and a warning, they are to move away from the group for five minutes.

Stage 3: If calm repetition does not work, offer the student a choice. The choice is straight forward – either stop the unacceptable behaviour or accept an unpleasant and undesired consequence. E.g. "Georgia, you have a choice, please stop talking to Jane or you will be seated elsewhere".

If a student resists to the point where they will not follow instructions, do not argue. It is better to hear the resistance and calm the student by acknowledging the reality of the situation.

'I don't intend to force you, however, if you choose not to move, then immediately after the lesson I am going to...The choice is yours, you have 10 seconds to think about it.'

Step 4: Time out in another room – student takes timer set for 15 minutes

Students are sent to another classroom for 15 minutes where they complete a reflection sheet. After 15 minutes they return to their own classroom and resume their work. At the end of the session the class teacher discusses the behavioural issue with them, and indicates what behaviours need to be adopted to restore the relationships and situation. Families will be notified of this classroom exit through a note home and/or phone call.

The following steps are to be taken if the student is unable or unwilling to cooperate:

Step 5: Accompany (if possible) or send student with escort to the office. Ring through to Principal class to outline behaviour. Class teacher will notify the family this has occurred.

Step 6: When student returns to learning area, discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the relationship and situation. This is the critical relationship building part of the behaviour management program.

With incidents that occur in the classroom that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times.

In the case of steps 3, 4 & 5 teachers have the right to use their discretion in detaining students at recess or lunchtime to complete any unfinished class work as a result of being exited. In some instances, if a student engages in an unsafe, disrespectful manner that is not aligned with their developmental stage, a teacher may use discretion and ask the student to move to a different space in preference to a reminder to the rule or value. Returned student exit sheets are retained on student file.

Playground Behaviour

At Findon Primary School there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. The following is an explanation of the consequences outlined on the playground incidence chart.

Managing Playground Behaviour- A staged response

1. First Chance/reminder –Remind student of how the behaviour is impacting others

2. Warning – Provide student with a warning and the student returns to the activity or game if the yard duty staff member believes that the student has been cooperative, reflective and can be trusted not to adversely affect the safety and wellbeing of other students in the yard.

3. Time out of the Yard

Teacher completes Time Out slip which is taken to the rostered Time Out teacher. Slips are located in yard duty bags. The student is taken to the designated time out room for the designated time. Students will receive either between 10-30 minutes of reflection, depending on the severity of the behaviour. A reflection sheet is completed and the Time Out teacher conducts a restorative conversation with the student/s involved. The reflection sheet is given to the classroom teacher and sent home for parent/caregiver to sign and return. Reflection sheets are then placed on student file. A record of all time out incidents is kept at the school. Minor yard behaviour incidents may involve students completing a community service or walking with the class teacher.

3. Time out – serious behaviour

Student behaviour is serious and warrants immediate exclusion from the yard, (e.g. high level: physical fighting). The student is asked to go inside to the office by yard duty staff member. If the student does not cooperate, a request is made to the office for assistance, e.g., student is paged over the PA to come to the office, or a staff member assists by escorting the student inside. The yard duty staff member, senior staff or Principals discuss the incident and ways to restore the situation and improve behaviour. Notes are recorded of the discussion. Parents are contacted to discuss the situation and consequences put in place.

Student Support Meeting

In more severe behavioural discretions, Student Support Meetings (SSG) or Care Team Meetings may be convened to exchange information and facilitate solutions to behavioural problems or difficulties of students. These will be convened at the school. These meetings are to be held at a time suitable to the school and parents/caregivers. The purpose of procedures for such meetings vary depending on individual needs, and promote positive behaviours through a staged response. Teachers, parents/caregivers, student, and a nominated senior staff member attend the SSG. Other personnel/representatives may be present as relevant to the situation, if the principal considers it warranted, or the student or the student's parents/caregivers request. The principal must ensure suitable language interpretation facilities are made available. Notes will be kept of all meetings held.

Physical restraint and seclusion will not be used at Findon PS unless immediately required to protect the safety of the student or any other person and will be in accordance with DET Restraint Policy <https://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx>

Corporal Punishment is prohibited in our school and will not be used in any circumstances.

Suspension and Expulsion

Suspension and Expulsion are last resort discipline measures for Findon, and the Principal will follow DETs

Suspension

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

and Expulsion

<https://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsions.aspx> policies in such cases.

7. Engaging with families

Findon Primary School values the input of parents/caregivers, and strives to support families to engage in their child's learning and build their capacity as active learners and individuals.

We work hard to create successful partnerships with parents/caregivers 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/caregivers and staff
- providing parent/caregiver volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum related activities
- involving families in discussions and decisions around their child
- coordinating resources and services from the community for families
- including families in Student Support Groups, and negotiating individual plans, attendance improvement plans and behaviour management plans for students.

8. Evaluation

This policy shall be reviewed every two years.

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

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

- student survey data
- incidents data
- school reports
- parent survey
- staff survey
- case management
- CASES21
- Student Online Cases System (SOCS)

References

- DET Student Engagement Policy
<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx>
- Effective Schools are Engaging Schools
- Approaches to Teaching – Gary Fermstumacher (2009)
- Disability Standards for Education
<https://www.education.gov.au/disability-standards-education-2005>
- Respectful Relationships Learning
<https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>
- Findon Bullying Prevention Policy
- Findon Digital Technologies Policy
- Charter of Human Rights http://www5.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
- Equal Opportunity Act http://classic.austlii.edu.au/au/legis/vic/consol_act/eoa2010250/
- VIT Teacher Code of Conduct https://www.vit.vic.edu.au/_data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf

- Melbourne Declaration on Educational Goals for Young Australians
http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
- Rights and Responsibilities Posters
- PATHS posters
- Kids Matter Framework
- Restorative Practices - Kristy Elliot
- Attendance Policy
- PSD Policy
- Digital Technologies Policy
- Bullying Prevention Policy
- Behaviour Management Policy
- Behaviour Management Process in the Classroom
- Class Reward Systems
- Outside Behaviour Code of Conduct
- Time Out Procedure
- Privilege Process