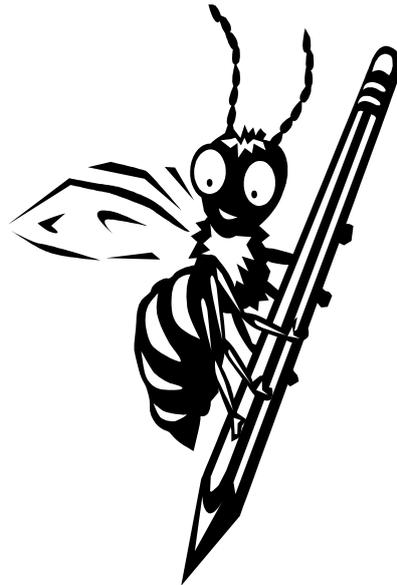


Effective Schools are Engaging Schools



School Wide Positive Behaviours Support

Our 3Bs are:

- Be respectful,
 - Be a friend
 - Be a team player
- To become a good learner.

This policy was last ratified by School Council on 5th June 2014

Next policy review: 2017

Introduction

This review replaces the 2010-2013 Student Engagement Policy.

It articulates the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.

Definition

At Toongabbie, student engagement can be defined as three interrelated components:
behavioural, emotional and cognitive.

Briefly defined as

Behavioural = Interaction with their environment and school community

Emotional = The connectives to school and feeling a part of the school

Cognitive = Learning through involvement

At Toongabbie, this equates to Behavioural + Emotional + Cognitive = A confident, engaged student!

Rationale

Toongabbie Primary School is committed to providing safe, secure and high quality learning and development opportunities for every student at the school. We promote a friendly, safe environment in which all parties endeavour to reach a high level of self esteem and strive to attain excellence. We are committed to expanding educational opportunities for all students and this is upheld in our corporate belief that all children are capable of educational and personal development and can achieve the goals set for them according to their individual needs. Our students are nurtured to develop skills of self discipline, independence and co-operation. We foster leadership, pride in our efforts and school and respect for others. An emphasis is placed on developing each child as an individual.

Purpose

This policy's purpose is the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour.

It aims to strengthen students' knowledge, skills and behaviours in interpersonal development and personal learning via development of a whole school approach to promoting student engagement in learning through improved assessment practices and implementation of personal learning domains linked to assessment practices.

Section 1: School profile

Toongabbie Primary School is situated in a rural community 20km northeast of Traralgon in Gippsland and is situated on a 1.6 Hectare block. Our spacious grounds provide a picturesque and safe play area for our students. The school serves the local community and has pride in providing a comprehensive curriculum for its students.

The school comprises of six classrooms with composite grades and includes a Principal, specialist teachers and four classroom teachers. Current enrolment is 62 students. A variety of specialist programs are provided to our students due to the diverse teaching skills of the current teaching staff. Programs include – Visual Arts, Performing Arts, L.O.T.E. (German), Physical Education and Sport, Science and Technology and Library.

We access regional support staff on a fortnightly basis for student wellbeing and assessment and teacher SW PBS coaching. Along with Literacy and Numeracy Intervention, we also have a Literacy Coach who assists classroom teachers to improve literacy outcomes for our children.

ICT has always been a major tool to assist in the teaching and learning. There is a fully functional automated library with computers for student access, catalogue access from classrooms and a school laptop pod for student access. Interactive white boards with internet and conference capabilities in all Class learning spaces.

The school engages well with the community. It has an active school council and excellent parent involvement in a range of school activities. It values and encourages open communication between parents, community members and the school. The school assists parents by offering payment plans for school fees, camps and excursions. The revamped newsletter can accessed online.

Section 2: Whole School Prevention

Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and schools should aim to promote an understanding of this link in both the school environment and in the classroom. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students.

Special Support Programs

The School Wide Positive Behaviour Support (SW PBS) program is being developed and implemented to assist children achieve Social-Emotional-Behavioural wellbeing. This program is the underlying focus of our curriculum both in and out the classroom, with the aim to embed its positive outlook and mindset into the whole school community.

Values



Our 3Bs are: Be respectful
 Be a friend
 Be a team player

To become a good learner

Through this program comes many features unique to our school, such as the Boys Shed, Girls Gazebo, Junior School Council (JSC), School Leadership Captains, Citizenship Service Awards, Cross Age Buddies, Blue Earth and Garden to Table. These aspects cater for the diverse characteristics and needs of our students.

As a whole school, we are developing our classroom and playground expectations matrix, so these positive behaviours can be taught and reinforced throughout the school.

To promote positive recognition and celebrate achievements, a SWPBS assembly is held each Friday, to acknowledge and reinforce expectations shown by students, teachers and parents.

Section 3: Rights and Responsibilities

Whole School Rights, Responsibilities and Shared Expectations

Every member of Toongabbie Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The ideal school/learning environment comes about when all children focus on how their behaviour can improve the situation in which they find themselves. Therefore, at Toongabbie Primary School, we have these rights and responsibilities as our foundations for behaviour.

Students:

Rights of Students	Responsibilities of Students
<ul style="list-style-type: none">▪ Children at Toongabbie Primary School have the right to learn in a friendly, positive, uninterrupted classroom.▪ Children at Toongabbie Primary School have the right to play in a respectful, safe and happy environment.	<ul style="list-style-type: none">• Children at Toongabbie Primary School have the responsibility to behave in a friendly manner• Children at Toongabbie Primary School have the responsibility to treat everyone with respect & dignity.• Children at Toongabbie Primary School have the responsibility to take care of the grounds, buildings and equipment.

Staff:

Rights of Teachers	Responsibilities of Teachers
<ul style="list-style-type: none">• Teachers at Toongabbie Primary School have the right to teach in a friendly, positive, uninterrupted classroom.• Teachers have the right to work in a pleasant environment where respect is extended to all.	<ul style="list-style-type: none">• Teachers at Toongabbie Primary School have the responsibility to behave in a friendly manner• Teachers at Toongabbie Primary School have the responsibility to treat everyone with respect & dignity.• Teachers at Toongabbie Primary School have the responsibility to work toward a positive attitude.

Parents and Carers:

Rights of Parents and Carers	Responsibilities of Parents and Carers
<ul style="list-style-type: none">• Parents have the right to expect a pleasant environment where respect is extended to all.• Parents have the right to communicate with the school, concerning their child's learning, wellbeing and behaviour.	<ul style="list-style-type: none">• Parents at Toongabbie Primary School have the responsibility to support the school in its efforts to maintain a safe and respectful learning environment for all.• Parents at Toongabbie Primary School have the responsibility to communicate with the school in a constructive manner regarding student learning, wellbeing and behavior• Parents at Toongabbie Primary School have the responsibility to support school attendance and to notify the school in the event of absence.

Section 4: Shared Expectations

Our whole school approach to promoting student engagement in learning through the implementation of AusVELS personal learning and social development domain and the SW PBS programs.

Staff Engagement

The school leadership team and staff will;

- support students to fully participate in the educational programs of the school
- support students to participate as a member of the whole school community
- support students to take increasing responsibility for their own learning, through managing learning and growth through goal setting and managing resources to achieve these goals
- implement student wellbeing programs that promote positive relationships and self esteem
- provide a gender inclusive environment in the classroom and playground
- encourage and foster communication between parents, carers and school staff on student wellbeing
- provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- teach and promote SW PBS expectations

Attendance

In compliance with Departmental procedures school staff will;

- monitor school attendance and follow up particularly prolonged absences
- promote student attendance through clear statements of expectation and procedures
- implement rigorous and effective systems to record and monitor attendance
- pursue and record and explanations for particularly prolonged absences
- monitor and follow up all individual cases of student prolonged absences

Behaviour

The school leadership team and staff will;

- apply the principles of Restorative Practice¹ in the event of non compliance by a student/s
- involve students in the formulation of SW PBS expectations
- teach, model and promote SW PBS expectations
- have high expectations of behaviour of all students
- model positive values and behaviours
- proactively manage individual incidents of bullying (including cyber bullying)
- remind students to report incidents and that reporting is not dobbing
- ensure all reported incidents of bullying (including cyber bullying) are followed up appropriately
- provide support to both victims and perpetrators in incidents of bullying
- clarify at the start of the each year what bullying (including cyber bullying) is, that it is not tolerated at this school, and note the school's statement of rights
- input into SW PBS data collection – office referrals, behavior diaries
- develop SW PBS Tier 2 & 3 Behaviour Plan Format for selected students

¹ Appendix – DEECD Support in Schools Jan 2010 Strategies for Bullying Intervention Jan 2009

Section 4: Shared Expectations

Student Engagement

All students will be encouraged to;

- take responsibility for their learning
- actively participate in class lessons, activities, tasks and special events
- participate to the best of their abilities

Attendance

Expectation of students will be;

- to attend daily and on time
- to pass on notes explaining absences from parents

Behaviour

All students are expected to;

- Respect the rights of other children to learn and the responsibility for teachers to teach
- Follow SW PBS expectations and guidelines
- Behave in a positive manner
- Care for school equipment/buildings
- Care for personal belongings

Parents/Carers Engagement

Parents/carers are encouraged;

- to support the school in its efforts to maintain a safe and respectful learning environment for all students
- to promote positive educational outcomes for their child/ren by taking an active interest in their child/ren's educational progress
- to communicate with the school in a constructive manner regarding student learning and wellbeing
- to ensure contact details are correct and up to date
- to support the school in modelling positive behaviours and the school values

Attendance

Parents/carers are expected;

- to support school attendance at all times when the school is open for instruction
- to ensure child/ren are on time for school each day
- to notify the school in the event of absence
- to arrange work to be supplied in the event of extended absences.

Behaviour

Parents/carers will be encouraged;

- to support and cooperate with the school when an issue of misbehavior occurs
- to support and cooperate with the school when an issue with bullying (including cyber bullying) occurs
- to contact the school, through the correct channels, if they become aware of a bullying issue or problem (including cyber bullying)

Section 5: School Actions

Attendance

Strategies to promote school attendance:

Promotion – via weekly school newsletter

- “Not okay to be away” program

Explanation notes or phone calls

- From home are requested to explain absences
- Student Absence Note – format given out
- Student Absence Note – format for teachers to record
- Follow-up with parent of children with ongoing absences (Principal)

Monitoring

- Class attendance roles taken daily
- Attendance noted in school report
- Use of data to gauge patterns of absences
- Follow up after absences of 2 days with phone calls from office.

Encouragement “to be on time” by running programs the children enjoy at nine or first thing in the morning.

- Huff n puff morning
- ReadingTargets
- Strive to have student absences below state mean
- School will continue to monitor absences

Behavioural Consequences

Refer to

- SW PBS Expectation Class room Matrix
- SW PBS Expectation Playground Matrix (in development)
- SW PBS Guidelines for computer use
- SW PBS Tier 3 Behaviour Plan Format for selected students (confidential)
(Understanding and managing escalating behaviour)
- Restorative Practises
- Bullying Policy

Detention – Exclusion – Suspension

In the event of detention, suspension and expulsion, local protocols have been outlined by the South Eastern Region. Adherence to these protocols is expected of all South Eastern Schools.

APPENDIX:

1. SW PBS Expectation Class room Matrix
2. SW PBS Expectation Playground Matrix (in development)
3. SW PBS Guidelines for computer use
4. SW PBS Tier 3 Behaviour Plan Format for selected students (confidential)
(Understanding and managing escalating behaviour)
5. Restorative Practises
6. Bullying Policy
7. South Eastern Region local protocol for suspension and expulsion

Evaluation:

This policy is to be reviewed in 3 years time to be endorsed by School Council.

1. Restorative Practices

Support in Schools – Jan 2010

Restorative Practices is a participatory and democratic response to harmful behaviour that focuses on the incident rather than solely on the offending behaviour. Community conferencing is one of the most well known restorative practices that brings together all those who are responsible for, or have been harmed by wrongful behaviour.

Strategies for Bullying Intervention – Jan 2009

Restorative Practices are increasingly being used by Victorian government schools to manage bullying incidents.

The term 'Restorative Practices' refers to a range of processes that are underpinned by the following concepts:

- Misconduct is viewed as a violation of people and relationships
- These violations create obligations and liabilities
- Problem-solving focuses on healing and making things right

These practices, ranging from proactive to reactive, involve the development and enhancement of relationships in schools and teaching of conflict resolution and other problem-solving skills. They also involve classroom management that is participatory and democratic and focuses on problem solving.

These practices require a shift in philosophy from traditional punitive models of behaviour management to those relational models which, as well as holding wrong doers accountable for their behaviour, provide support for the community affected by the wrong doing.

Specific Restorative Practices include:

Community Conferences

A community conference brings together, in the wake of a serious incident of harm, the wrongdoer and the student being bullied, along with their families and appropriate school personnel.

Conducted by a trained facilitator, a series of scripted questions is directed to participants in order to understand the incident and its antecedents and the effects of the incident on the community.

An agreement is reached whereby all participants feel that there has been some restitution and that relationships have been repaired. The agreement also reflects plans to meet identified needs of the participants, such as counselling, and to implement necessary changes to school policy and practice.

Follow-up is crucial for ongoing support and to ensure compliance with the agreement.

Small Group Individual Conferences

These are usually confined to a small group of students or an individual student and perhaps teacher(s) who have been involved in a less serious incident. Typically small group conferences might be used to deal with low-level bullying before matters escalate.

Parents, while not directly involved, are informed of the process and its outcomes. Follow-up is crucial for ongoing support and to ensure compliance with the agreement.

Classroom Conferences

These involve the whole class in addressing issues which have affected teaching and learning in the classroom and student wellbeing, such as classroom bullying and more generally, classroom disruption.

As adapted from Margaret Armstrong & Margaret Thorsborne's chapter 'Restorative responses to bullying' in *Bullying Solutions: Evidence-based approaches to bullying in Australian Schools*, Pearson Education, Sydney: 2005

Bullying Policy

Definitions:

A person is bullied when they are intentionally exposed regularly to negative or harmful words & actions by one or more people. **Bullies are** people who deliberately set out to intimidate, exclude, threaten and/or hurt others. **Bullying is** a clear form of harassment.

Cyber Bullying – Is a term used to refer to bullying and harassment by use of electronic devices through means of email, instant messaging, text messaging, blogs, mobile phones and websites.

Rationale:

- Toongabbie Primary School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- The school will adopt the following four-phase approach to bullying.

1. Primary Prevention:

- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- 'SW PBS' program implemented across the school.
- Regular surveys to identify hotspots
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Staff and students to promote the philosophy of 'No Put Downs'.

2. Early Intervention:

- Promote the concept of children reporting bullying incidents involving themselves or others.
- Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact the school if they become aware of a problem.
- Recognition and reward for positive behaviour and resolution of problems.

3. Intervention:

- Once identified; bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented

4. Post Violation:

- Consequences may involve:-
 - exclusion from class
 - exclusion from yard.
 - school suspension.
 - withdrawal of privileges.
 - ongoing counselling from appropriate agency for both victim and bully.
- Ongoing monitoring of identified bullies & victims.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

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

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Evaluation: This policy will be reviewed with student, parent and community input as part of the school's three-year review cycle.