

## **1 POLICY STATEMENT**

The following statements are required as part of this policy;

### **1A PURPOSE OF THIS POLICY**

This policy is in place to ensure;

- the collaborative development and implementation of a fair, respectful and inclusive whole-school approach to student engagement and behaviour management
- curriculum programs provide for the development of positive values and respectful relationships
- students have opportunities to be active participants in the school and their education
- families are recognised as partners in the education of their children and are supported to be engaged as active members of the school community
- social, emotional and academic support is provided to all children as required.

### **1B SCHOOL PROFILE STATEMENT**

Opened in 1974, Gladstone Views Primary School serves a diverse cultural community with the majority of students coming from the Gladstone Park area. The overall socio-economic rating for the school, based on Student Family Occupation, is considered as low-mid.

The school is located at the back of the Gladstone Park estate, overlooking the Broadmeadows valley and Merri Creek. There is one main school building which includes administrative areas, art and science rooms and fifteen relatively open plan classrooms. Additional to this is a full size gymnasium and two relocatable classrooms. The grounds are neat and well presented, and separate play equipment is provided for children of different ages.

Specialist programs covering physical education, science, visual art, performing arts and Italian are provided weekly, and extra-curricular activities include; excursions, school based presentations, inter-school sport and camps.

Before and after school care is utilised, on average, by 10% of the student population each day.

### **1C SCHOOL VALUES, PHILOSOPHY AND VISION**

Our unwavering focus, in partnership with parents and carers, is on the academic, social and emotional growth of every child. The staff are committed to high levels of students achievement, engagement and attendance. Children are supported in every aspect of their learning; academic, emotional and behavioural.

The school values of kindness, integrity, resilience and wellbeing are key to the philosophy of the school, along with inclusion, and community involvement. Positive and effective relationships between staff, students and families are seen as essential to the success of every child.

### **1D RIGHTS AND RESPONSIBILITIES STATEMENT**

It is the right of all members of the school community to have a safe, inclusive and productive school environment. Staff, students and parents/carers have a right to be treated with respect and dignity. Harassment, violence, discrimination, intimidation and bullying will not be tolerated at Gladstone Views Primary School.

Students have the right to feel safe at school and to learn without interference from others so they may actively pursue high levels of academic, social and emotional development.

Teachers have the right to be informed, within Privacy requirements, of matters relating to students that may impact on teaching and learning.

Students have a responsibility to contribute positively to the school, to participate fully in their education, and to demonstrate the school values of; safety, responsibility, cooperation, honesty, respect and learning.

Parents/carers have a responsibility to take an active interest in their child's education, to model and reinforce positive behaviours and to ensure regular attendance. They have a responsibility to support the school in maintaining a safe and respectful environment for all students, and to engage in regular and constructive communication with school staff regarding their child/ren's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching; to know how students learn and to teach them effectively, to know the content they teach, to know their students, to plan and assess for effective learning, to create and maintain a safe and challenging learning environment and to use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement, Wellbeing and Inclusion Policy.

## 1E EQUAL OPPORTUNITY STATEMENT

We recognise and accept the equality of men and women, and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical health, political beliefs, pregnancy, race, religious beliefs or personal associations.

## 1F CHARTER OF HUMAN RIGHTS STATEMENT

We respect and promote the following four basic principles of human rights and responsibilities; freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following; the right not to be discriminated against, the right to privacy and reputation, the right to freedom of thought, conscience, religion and belief, and cultural rights. Staff, students and parents understand that with human rights comes a responsibility to respect the human rights of others.

## 1G DISABILITIES STATEMENT

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate students with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

## 2 ENGAGEMENT STRATEGIES

Whole School	Targeted	Individual
<p>Provision of a safe, inclusive, positive and comfortable environment for all students.</p> <p>Delivery of Victorian Curriculum, including specific programs focussed on social and emotional development including Respectful Relationships.</p> <p>Use of a range of researched approaches to cater for the diverse learning needs and stages of students.</p> <p>Communication of the school's Engagement, Wellbeing and Inclusion Policy to all families.</p> <p>Communication of clear expectations and consequences for behaviour, and ongoing reference to the school values.</p> <p>Modelling of hyper-dignity by all staff through care, protection, compassion and forgiveness.</p> <p>Provision of opportunities for students to provide feedback and be actively involved in their own learning, as well as to contribute to the school as a whole.</p> <p>Development of effective relationships with students and families.</p> <p>Regular communication with parents/carers through the school newsletter and COMPASS.</p> <p>Provision of opportunities for parents/carers to contribute through formal avenues such as School Council as well as through surveys and volunteering.</p>	<p>Planning in teams to ensure differentiation and 'best practice' in every classroom.</p> <p>Analysis of data to guide teaching, measure student growth and evaluate programs.</p> <p>Provision of remedial programs eg. LLI.</p> <p>Engagement of families in the education of their children.</p> <p>Monitoring of students' social, emotional and academic growth.</p>	<p>Identification of, and provision for, individual student needs.</p> <p>Meetings with families to discuss student progress, concerns, and to celebrate successes. This includes formal Student Support Group meetings.</p> <p>Provision of resources to support students through the Program for Students with Disabilities.</p> <p>Development of individual learning plans to address specific needs.</p> <p>Collaboration with Student Support Services and outside agencies, and referral as needed.</p> <p>Use of technology to communicate learning with families eg. Fresh Grade.</p>

### 3 ATTENDANCE

Regular school attendance is considered a key factor in improving student outcomes. Students enrolled at Gladstone Views Primary School are expected to attend school daily.

#### 3A ATTENDANCE EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Attend school every day  Return to class on time after breaks	Update enrolment details as needed  Ensure daily attendance of their child/ren  Ensure their child/ren arrive at school on time  Advise the school as soon as possible of absences and provide a reason for all absences  Consult with the school in regard to unavoidable extended absences due to illness and support their child/ren to continue learning	Promote regular attendance  Record attendance and absences accurately and in a timely manner  Follow up all unexplained absences promptly and consistently  Support students with problematic attendance in consultation with families/carers  Report attendance data in the school's Annual Report

#### Following Up Daily Absences

1. Parents are required to provide a written note with a satisfactory explanation (personal visit or telephone call is also appropriate but must be documented) for each absence from school.
2. When no explanation is received from parents, the absence is recorded as an "unexplained" absence.
3. Where no parent explanation is received within **3 days** of return to school, the classroom teacher is to send home an 'Unexplained Student Absence' letter.
4. If there is no response to the letter, the class teacher is to contact the parent by phone requesting a verbal explanation.
5. Where there are frequent long and/or regular absences eg. one day weekly, more than 5 days per term (even if reasonable explanation/s are given) the class teacher should seek advice and support from the Assistant Principal.
6. If children do not return to class immediately after a recess or lunch break;
  - check that all students are in attendance.
  - allow a few minutes for tardiness.
  - if any student/s are not accounted for, notify the office **IMMEDIATELY**.

#### Following Up Chronic Absences

- Step 1 Class teacher to inform Assistant Principal of student's high absences.
- Step 2 The AP to send home a note informing the parent of the number of absences.
- Step 3 Class Teacher to keep AP informed of Child's future absences.
- Step 4 Parent Support Group meeting for parent to meet with AP and Class Teacher. Attendance goals discussed and recorded.
- Step 5 If attendance does not improve support from the Regional Guidance officer to be sought.

### 4 LEARNING

A positive climate for learning is established through; intellectual engagement and self-awareness, setting expectations and promoting inclusion, empowering students and building school pride, and considering health and wellbeing issues.

#### 4A LEARNING EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Have all personal school equipment available for use  Attempt all activities and do their best  Allow others to learn  Contribute to a safe and comfortable environment .	Support their child/ren in preparing for the school day/term/year  Encourage their child/ren to attempt activities and support the development of resilience  Communicate with the school staff in relation to their child's involvement in school activities	Comply with their duty of care obligations  Consider the needs of students in the development of a safe and supportive learning environment  Provide opportunities for students to reflect on, and have input into their learning  Ensure all students experience success

## 5 BEHAVIOUR

High standards of behaviour by students, parents/carers and staff are expected at all times. Expectations will be clearly communicated to all members of the school community at the start of each year and throughout the year as required.

### 5A BEHAVIOUR EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Demonstrate the school's core values; <u>Safety</u> Refraining from any sort of abuse or bullying (physical, verbal, cyber) Obeying all reasonable staff instructions Using equipment carefully Thinking before acting  <u>Responsibility</u> Accepting the consequences for actions Doing what you say you will Making good choices Taking action to help others  <u>Cooperation</u> Sharing and taking turns Solving problems peacefully Including others Being helpful  <u>Honesty</u> Telling the truth Following the rules of games Doing the right thing when no-one is watching Being yourself respectfully  <u>Respect</u> Using manners Considering the rights of others Treating all people fairly Looking after the environment  <u>Learning</u> Listening carefully Asking questions Giving 100% Making mistakes	Have high expectations of their child/rens behaviour  Understand and support the school's behavioural expectations  Work in partnership with staff to enforce consequences and develop strategies to address individual needs  Communicate changing circumstances, health issues and other relevant matters to school staff  Work respectfully with staff and demonstrate the school's core values	Deliver an inclusive and comprehensive curriculum  Model and promote positive behaviours  Address the social, emotional and academic needs of all students  Use a staged response to deal with behavioural issues  Consistently apply the Student Engagement Wellbeing and Inclusion Policy

## 5B Responding to Challenging Student Behaviour

Where a student acts in breach of the expected behaviour standards, a staged response will be initiated. Factors that may have contributed to a student's behaviour will be considered prior to consequences, that are proportionate to the behaviour and uphold procedural fairness, being instated.

*Corporal punishment is prohibited in all Victorian schools and must not be used under any circumstances.*

*Suspension and expulsion may only be used when the grounds set out by the Department of Education and Training are met and may only be approved by the Principal.*

### Staged Response for Minor Breaches of Expected Behaviour

(initial refusal to work, talking out of turn, speaking harshly to others etc. – incidents of a minor nature where no harm is done)

Step 1	State expected behaviour (‘I notice most people are speaking nicely in their group today.’)
Step 2	Name the child and give a brief, clear positive instruction (‘Sam, speak nicely to Fred.’)
Step 3	Name the child, state the required behaviour, and the consequence if the undesired behaviour continues (‘Sam, our classroom we show respect by speaking nicely to others. If you continue to speak like that I will ask you to; Δ work by yourself Δ move to another area of the classroom Δ sit alone and reflect on your behaviour for 5 minutes
Step 4	Name the child and enforce the consequence stated in step 3  After 5 to 10 minutes, speak to the child about their behaviour and if they are ready, allow them to join back in with the original activity/group
<b>If the student continues with the behaviour and/or refuses to comply with the consequence</b>	
Step 5	Name the child, and state that they are to move directly to another classroom for the remainder of the class session (if the session is more than half over, the student is to remain out of the classroom for the whole of the next session.  After the child returns to the classroom, and at a convenient time, talk to the child about their behaviour, clearly state the desired behaviour and make arrangements for them to complete any unfinished work due to being exited (if appropriate).  Complete a report on COMPASS.
<b>If the student refuses to leave the classroom, contact the office and the Principal / Assistant Principal will attend.</b>	
Step 6	The Principal / Assistant Principal will give the student time to calm down and ask them to explain their behaviour. Discussion with the student to include actions to restore damaged relationships and school expectations. Parents may be notified at the discretion of the Principal / Assistant Principal.  Update COMPASS if required.

### Staged Response for Serious Breaches of Expected Behaviour

(purposeful swearing, purposeful hitting or kicking, teasing in a group situation, damage to etc. – incidents of a more serious nature in which emotional or physical harm is caused)

Step 1	Withdraw the student from the situation immediately and provide time for the student to calm down (if necessary and appropriate)	<b>Possible Consequences</b> Δ student to take action to repair relationships Δ student to ‘pay’ for damage caused Δ restricted play area in the yard Δ inside supervision during school breaks Δ withdrawal of student from activity/class/event Δ in-school suspension Δ suspension Δ expulsion  <b>Possible Supports</b> Δ behaviour plan Δ behaviour contract Δ referral to support services
Step 2	Assist the student to tell their side of the story (document response) Talk to any reliable witnesses (document responses) Form a belief regarding the circumstances of the event	
Step 3	Determine consequences from the list to the right Implement consequences or go to Step 4	
Step 4	Contact parents/carers and discuss the event and consequences Determine if support for the student is required (see list on right) Make a plan to provide the required support Document a time for review of the support provided	
Step 5	Update COMPASS (if required)	
Step 6	Review supports with parents/carers	

## 5C Responding to Unreasonable Behaviour of Adults

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business include when a person;

- Δ is rude, aggressive or harasses others
- Δ sends rude, confronting or threatening material
- Δ is manipulative or threatening
- Δ speaks in an aggressive tone
- Δ uses social media to raise concerns or make complaints about the school
- Δ Is physically intimidating

These sorts of behaviours and/or failure to uphold the school values may lead to further investigation and the implementation of appropriate consequences. This may include;

△ mediation

△ the use of alternative means of communication

△ issuing a formal notice restricting or preventing entry to the school or attendance at school events

△ seeking of an intervention order

△ informing the Police or other authorities.

## **6 Provision of Support for Students**

All students at Gladstone Views Primary School will be provided with the support they require to be successful. Individual needs will be determined through;

△ information gathered on enrolment

△ ongoing discussion with parents/carers

△ attendance and academic (specifically English and mathematics) data

△ observations by staff in relation to behavior and attitude

### **RELATED POLICIES DET:**

Policy Requirements and Development

Student Support Groups

Detention

Suspension

Expulsion

