

NEWPORT LAKES PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Newport Lakes 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. We are continuously collecting, analysing and acting upon the data that we collect about how our students are feeling at school.

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.

SCOPE

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

CONTENTS

- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

School profile

Newport Lakes Primary School was officially opened on 1st April 1856 and celebrates its 164th year of the provision of education to the students of Newport in 2020. Newport Lakes Primary School is a dynamic teaching and learning environment with a strong connection in the local community. Part of the Hobsons Bay network of schools, it is the oldest continually operating government school in the Western Metropolitan Region.

Newport Lakes Primary School has developed close ties to the local community and enjoys support from our local shops and community services. With strong community support, together with the growth in the number of young families in the Newport area, enrolments have significantly increased in recent times. The school has increased significantly in size from 140 children in 2008, to 398 in 2015. A total of 530 students are enrolled at this school in 2020. 13 percent are EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students. 47% of our EAL students speak Arabic at home. Of the 530 students at NLPS, 492 were born in Australia and 38 born overseas. There are at least 15 other languages spoken by our families such as German, Polish, Gujarati, Vietnamese, Hindi, Persian, Greek, Romanian, Chinese, Korean, Tigrinya, Cantonese, Spanish, Bengali, Thai, Korean and Auslan. We have 42 staff members,



including a school nurse. We pride ourselves on the harmonious environment we are able to provide with such a vast range of diversity in our school community. Most of our students live in the immediate residential area and many walk and ride to school on a daily basis.

With 21 classrooms, planned specialist programs in PE, Art, LOTE (Indonesian), Drama and Music, the staff share a strong commitment to individual and whole school shared professional learning. A before and after school care program operates at the school which is independently managed by a not for profit organisation. The program also offers full day care during school holiday periods. In 2018/2019 the school had a major \$3.04 million upgrade. The new facilities include four new classrooms, teaching and learning spaces, student toilets, and a music and multi-purpose hall. The new classrooms provide modern learning spaces and the multi-purpose hall offers a dedicated music learning space and gym, allowing greater opportunity for the students to develop new skills. The multipurpose building space in the front of the school continues to accommodate the whole school community for shared events.

The school vision and five values support our code of conduct and form the basis for our approach to student wellbeing. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Child Safe Standards

Protecting the safety and wellbeing of children enrolled at Newport Lakes Primary School is our highest priority. Families put their trust in the leadership, staff, volunteers and external providers to keep their children safe as they learn. We know students learn best when they feel they are in a safe and supportive environment.

As required by [Ministerial Order 870](#) all schools are required to:

- have zero tolerance for child abuse
- demonstrate commitment to providing a child safe environment
- have systems to protect children from abuse, and take all allegations and concerns seriously with the commitment to respond to them consistently in line with the school's policies and procedures
- be committed to raising awareness of the importance of child safety
- actively work to listen to and empower children
- promote the cultural safety of indigenous children, children from culturally and/or linguistically diverse backgrounds and children with a disability

In response to the Ministerial Order, the Victorian Government has introduced seven Child Safe Standards across all organisations in the Victorian communities where children spend time.

These standards will:

- build a stronger and more consistent approach to preventing and responding to child abuse
- support the empowerment of all students
- embed a culture of child safety at Newport Lakes Primary School

Schools should be the safest place for children after the family home, and these new standards will support the work that school staff do to maintain the safety and security of our children.



Child Safe Standards will build on existing School Policies and strengthen the work across Victorian early years services. Newport Lakes Primary School is committed to the protection of all children from all forms of child abuse.

Meeting the Standards is about considering the needs of all children, particularly those who may be vulnerable due to age, family circumstances, abilities, or indigenous, cultural or linguistic backgrounds.

The 7 Child Safe Standards are:

Standard 1 – Strategies to embed an organisational culture of child safety, including thorough effective leadership arrangements.

Standard 2 – Child Safe Policy

Standard 3 – Child Safe Code of Conduct

Standard 4 – Screening, Supervision and Training for New and Existing Personnel

Standard 5 – Processes for Responding to and Reporting Suspected Child Abuse

Standard 6 – Strategies to Identify and Reduce or Remove Risks of Child Abuse

Standard 7 – Strategies to Promote the Participation and Empowerment of Children.

School values, philosophy and vision

Newport Lakes Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. The school values are explicitly taught and actively promoted in a whole school student wellbeing positive behaviour program. Students, staff and members of our school community are encouraged to live and demonstrate our core values of:

RESPECT: We think about and act in a positive way towards ourselves and others.

RESILIENCE: We keep on trying.

CRITICAL THINKING: We solve problems and use our minds well.

RESPONSIBILITY: We take care of ourselves, our community and our world.

COMPASSION: We always treat each other well.

Our school's vision is to develop students that are resilient, responsible, respectful and compassionate, within a safe and nurturing learning environment. We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners. We believe all students can learn and as members of diverse communities we can make a difference to the world around us.



AT NEWPORT LAKES PRIMARY SCHOOL I WILL...

AT NEWPORT LAKES PRIMARY SCHOOL WE VALUE

RESILIENCE

- choose to have a positive outlook
- have a go and do my best even if I find things difficult
- attempt to solve issues myself before seeking help from others

- tell an adult if I find or see anything that makes me feel uncomfortable or worries me

- make the most of my break times

- make the most of my break times

- do the best I can
- stay positive and focused on the task at hand regardless of any distractions or outcomes

- take my time and use stairs correctly
- wait patiently for others when at the lockers and in corridors

RESPECT

- speak using kind words and tone
- be an active listener
- listen to other people's ideas and opinions
- be accepting of other people's interests and backgrounds
- be mindful of other people's safety
- recognise other people's right to learn
- respect the space I am in

- care for and look after all ICT equipment
- treat other people's property and documents with care and consideration
- communicate respectfully when using all forms of ICT

- respect choices made by the individual or group
- acknowledge that all students have the right to share the space

- respect choices made by the individual
- adjust voice volume to suit location
- select appropriate activities for the area

- value each others' privacy and property
- respect other people's right to learn

- consider the privacy of others
- consider the learning taking place in classrooms

RESPONSIBILITY

- take ownership for my actions
- make smart choices
- be a positive and sensible role model for others

- keep food and drink away from ICT equipment
- keep personal information secret
- report any issues or instances of cyber bullying
- be 'Smart, Safe and Responsible' when I use ICT

- pack up and return resources that I use
- use equipment sensibly
- be mindful of other people in the space where I am playing

- move appropriately
- pack up resources that I use
- use equipment sensibly
- be mindful of other people in the space where I am playing
- select appropriate activities and use suitable voice volume

- be accountable for equipment - both school and personal
- make positive choices to support my learning and that of my peers

- use areas appropriately for their specific purpose
- move suitably for the area

COMPASSION

- consider the needs and feelings of others
- be inclusive
- notice and take appropriate action when other students need help or assistance

- understand that everyone has varied access and abilities in terms of using ICT
- treat others online how I would treat them face to face

- be inclusive
- be kind to others

- be inclusive
- treat others the way I would like to be treated

- celebrate everyone's successes

- consider the privacy of others
- consider the learning of others

CRITICAL THINKING

- be inquisitive and ask questions
- evaluate information to find an answer
- reflect on my thinking

- use ICT as a tool to research, communicate and collaborate
- remember to use multiple sources when researching
- only submit my own work

- make sure everyone is aware of how the activity is going to run
- make sure that everyone understands the rules
- try to solve the problem myself
- look for another option before I seek teacher assistance

- make sure everyone is aware of how the activity is going to run
- make sure that everyone understands the rules
- try to solve the problem myself
- try to find another solution before I seek teacher assistance
- use the area for its intended purpose

- use my time wisely
- make sure that learning is my number one focus
- contribute to the creation of a positive learning classroom

- use the space for its intended purpose
- use the stairs in the correct manner

ALWAYS

COMMUNICATION TECHNOLOGIES

SCHOOL YARD

QUIET YARD

IN THE CLASSROOM

CORRIDORS, STAIRS TOILET AREA



Every member of the 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. A comprehensive education program in relation to bullying will continue to be implemented at Newport Lakes Primary School. The school's approach to preventing/addressing bullying, cyberbullying and harassment will be supported through a range of whole school preventative programs including our school-wide Health program, our Resilience, Rights and Respectful Relationships (RRRR) Curriculum and School Wide Positive Behaviour Strategy (SW-PBS).

We value the positive contributions of students and we work hard to create a sense of belonging and connectedness; we believe these are conducive to positive behaviours and effective engagement in learning. The physical environment at Newport Lakes Primary School has been designed to cater for positive behaviours and effective engagement in learning. For example, we encourage outdoor lessons and multi-age opportunities where possible.

PRINCIPLES FOR HEALTH AND WELLBEING

The principles below are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

- **Principle 1:** Maximise access and inclusion. Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.
- **Principle 2:** Focus on outcomes. A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.
- **Principle 3:** Evidence-informed and reflective practice. Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.
- **Principle 4:** Holistic approach. Educators and support staff work collaboratively, and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.
- **Principle 5:** Person-centred and family sensitive practice. Successful schools see people in the context of their families and environment and seek to support and empower people to lead and sustain healthy lives.
- **Principle 6:** Partnerships with families and communities. Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.
- **Principle 7:** Cultural competence. To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.
- **Principle 8:** Commitment to excellence. Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

SCHOOL-WIDE POSITIVE BEHAVIOUR STRATEGY

Belief

Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide positive behaviour support (SW-PBS) is to establish a school climate in which appropriate behaviour is the norm for all students. It provides schools with a well-researched, evidence-based framework for improving the engagement of all students, including those with behavioural difficulties. It



provides school communities with an effective, evidence-based approach to creating positive, safe and engaging school environments and focuses on three levels of implementation.

Primary prevention: a universal provision of school and classroom-wide systems for all students, staff and school community members. The aim is to provide highly predictable school and classroom environments through the establishment of school-wide expectations of all members of the school community, and implementation of school-wide behaviour management strategies that focus on empowerment rather than control.

Secondary prevention: specialised group systems for students who demonstrate at-risk behaviour.

Tertiary prevention: specialised and individualised systems of support for individual students who have not had their needs adequately met through universal and group support.

This approach to behaviour management aims to create a positive, engaging and safe school environment, a culture of student competence and an open, responsive management system for school leaders, staff, students and parents/carers.

The principles that underpin SW-PBS align with the Department's Effective Schools Model. SW-PBS focuses on promoting:

- professional leadership
- establishment of shared vision and goals
- high expectations of all learners
- accountability – evidence-based systems and interventions
- learning communities
- stimulating and secure learning environments.

SW-PBS provides a school with an improvement framework for ensuring that the learning environment of their school is focused on creating positive regard and engagement. The framework requires the establishment of school-wide expectations that are developed in collaboration, explicitly taught prior to errors occurring, and reinforced with all school community members. SW-PBS focuses on data and inquiry to drive continuous improvement in the school's behaviour management processes and policies.

RESPECTFUL RELATIONSHIPS

Newport Lakes Primary School works hard to promote a culture of respect, fairness and equality. We are committed to promoting gender equality and respectful relationships. We promote these values through the Respectful Relationships program being implemented into the school curriculum and being widely publicised throughout our school. The *Resilience, Rights and Respectful Relationships* learning materials have been designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. These curriculum materials were developed by the University of Melbourne and were created in response to The Royal Commission into Family Violence. It is hoped that by being proactive early in a child's life and talking about what gender equality and respectful relationships look like, communities will be able to significantly reduce – and hopefully eradicate – the current statistics:

- 1 in 3 Australian women have experienced physical violence (ABS 2012)
- 1 in 5 Australian women have experienced sexual violence (ABS 2012)
- Women and girls with disabilities are twice as likely to experience violence as those without
- Intimate partner violence is the leading contributor to death, disability and illness for women aged 15 to 44.

All staff and students are held accountable if they use language and/or demonstrate behaviour that promotes unequal relationships, perpetuates gender stereotypes or condones violence, including sexist or homophobic jokes, victim blaming, sharing discriminatory materials, dismissing acts of gender-based violence as trivial etc. We use Restorative Practices to maintain positive



relationships at our school and to repair any harm that is caused to relationships between members of our community.

Acknowledgement of Country

The school leadership team and staff acknowledge the Traditional Owners of the Land on which Newport Lakes Primary School resides, the Wurundjeri people, and pay their respects to their Elders both past and present. Our teaching and learning programs ensure that Indigenous Australian culture and identity is explored, understood and celebrated by all students.

Support for LGBTQI+ students and families

Newport Lakes Primary School is committed to creating a safe and inclusive environment for all its students, including LGBTQI+ students and those from LGBTQI+ families, or students who identify as intersex or gender diverse. Any student who affirms or transitions their gender identity at school will be highly supported. We challenge any form of homophobia, biphobia, transphobia and intersexism, to prevent discrimination and bullying. We acknowledge that Newport Lakes Primary School is an important formative environment where children are developing their sense of who they are. We work to openly affirm/support the developing identities of all our students so they can feel proud of who they are and that they belong.

Cyber Safety

Newport Lakes Primary School recognises the importance of instilling safe and responsible online practices in our students, and we are an accredited eSmart school. The Internet provides access to a continuously growing wealth of knowledge and information. This information comes from a vast range of sources including private and public institutions, as well as individuals. The educational value of the information available on the Internet is significant. However, it also includes information of questionable educational value, not to mention information that is inaccurate, abusive, offensive or illegal. Newport Lakes Primary School has an 'ICT Code of Conduct' and procedural guidelines for accessing and using the Internet at school for all students from Prep to Grade 6 (See eSmart Policy).

Learner Agency

Learner agency is a fundamental component of our daily practice at Newport Lakes Primary School. Staff provide multiple opportunities for students to take responsibility and be involved in decision-making. We endeavour to strengthen the intrinsic motivation of all students, so that they are taking control of their own learning. We believe that learner agency applies to our staff as well; everyone is a learner at our school.

Newport Lakes Primary School Principles of Learning and Teaching

Learning and Teaching will be:

- authentic, purposeful and relevant.
- joyful and contribute to positive, emotional wellbeing.
- collaborative and will involve working together in a trusted community that displays commitment to ongoing learning.
- reflective of personal ownership, where everyone in the community is responsible for their own contribution.
- catered for through a diverse, inclusive and accepting environment.
- reflective of high expectations of our colleagues, ourselves and our students.
- acknowledged through genuine effort, with importance placed on the learning processes, rather than the outcome.

Engagement strategies

Newport Lakes 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 strategies:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Newport Lakes Primary School use an instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Newport Lakes Primary School 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
- our school's values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement are 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
- learner agency is promoted and encouraged - students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings.
- create opportunities for cross—age connections and inclusive and responsible play amongst students through school plays, athletics, music programs and peer support programs
- teachers have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Child Wise Personal Safety program
 - Safe Schools
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- a minimum requirement of one Health session per week taught in every classroom
- celebrate diversity and promote inclusion
- positive reinforcement e.g. verbal praise, stickers, stamps, postcards sent home
- student leadership roles - School Captain, Arts Captain, House Captain, Respectful Relationships Mentor, Pod Squad Leader, or Junior School Council representative
- ongoing community-building activities in classrooms (starting with 'Learning To Learn' inquiry in first 20 days of each school year)

Targeted strategies:

- Newport Lakes Primary School assists students to plan their Year 10 work experience, supported by their Career Action Plan



- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual strategies:

Newport Lakes Primary School monitors our students closely to determine whether there is a need for any school-based or Department-based intervention, or the involvement of external services, including vulnerable and at-risk students.

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - a. school-based wellbeing supports
 - b. Student Support Services
 - c. Appropriate external supports such as family services, other allied health professionals, OnPsych Counselling Services, Headspace, child mental health services or Child First (DHHS)
- Program for Students with Disabilities
- Speech therapy
- Literacy intervention
- GRIN program (Getting Ready in Numeracy)
- being responsive and sensitive to changes to a student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

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

- 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



- engagement with families
- self-referrals or referrals from peers

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity.

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 who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Students have the responsibility to:

- be cooperative, considerate and courteous
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- act as an upstander
- alert a teacher if they or another student is feeling unsafe
- use respectful language
- use playground equipment and grounds safely
- take care of school and other peoples' property
- keep our playground clean
- remember the role that everyone has to play in creating a sustainable community
- behave on camps and excursions in a way that demonstrates our values
- always wear a hat during terms one and four when outside.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Newport Lakes Primary School's Bullying Prevention policy.

Restorative Practices

The school is committed to the use of Restorative Practices. We believe that this is our 'way of being' as developing and maintaining positive relationships with those around us, is integral in our daily lives. When a relationship has been damaged as a result of negative behaviour, we use a consistent dialogue between all members of our school community to repair the harm that has been done.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)



- promote the management of relationships rather than behaviour management (Cameron & Thorsborne 2001)
- separate the behaviour from the person (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Restorative discussion prompts	
To the wrongdoer... (spoken to first)	To the person who was harmed...
✓ Tell me what happened.	✓ Tell me what happened.
✓ What were you thinking or feeling about when you...?	✓ How are you feeling about this?
✓ What would have been a better choice?	✓ How can we fix this?
✓ Who has been affected by what you have done?	✓ Can we put this in the 'finished box'?
✓ How can we fix this?	
✓ Can we put this in the 'finished box'?	
Some suggested ways to repair the harm:	
<ul style="list-style-type: none"> • Explore the idea of differences • Earn some money to pay for the damage • Learn about someone else's culture • Make a personal apology to the person who was harmed • Directly fix up the damage yourself • Be a good model for others • Forgive and move on 	

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>



Actions to Address Inappropriate Behaviour

Consequences occur as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and certain to happen. They should, if possible, relate to the expectation of appropriate behaviour.

Action	By Whom	Why	When	How (examples)
Step 1 Cautioning	Duty Teacher Classroom Teacher	To return to appropriate behaviour.	When student's behaviour is disruptive. For example; spoiling games, calling out, interfering with others, not on task.	Remind student of appropriate expectation. Ask them to return to task.
Step 2 Intervention	Duty Teacher Classroom Teacher	To refocus and educate the student that their behaviour is having a negative impact on theirs and others' learning.	When Step 1 has been unsuccessful.	Relocate student within classroom or allow them to work in another classroom in the same year level. Student's teacher to follow up with the child to reflect on the initial behaviour and agree on appropriate behaviour moving forward.
Step 3 Teacher and Student Action Plan	Class Teacher Assistant Principal Principal	To assist student to modify unacceptable behaviour.	When student's behaviour continues to intrude on other students' wellbeing.	Establish an agreement, plan or contract with student and communicate with parents where appropriate.
Step 4 External assistance	Class teacher Assistant Principal Principal Student support group (SSG)	To set up and monitor a formal action plan to manage concerns about student behaviour.	When the student's behaviour intrudes beyond normal manageable limits.	Parents, leadership staff and external student support services to assist the teacher to develop a behaviour plan.
Step 5 Suspension	Principal	Action plan has failed to modify seriously disruptive behaviour.	When all of the above steps have been unsuccessful.	In line with DET guidelines.
Step 6 Expulsion	Principal	Student's behaviour has not changed. Student is deemed to be an unacceptable risk to others.	When all of the above steps have been unsuccessful.	In line with DET guidelines.



To be read in conjunction with ***Student Engagement and Inclusion Guidelines 2020***.

Step 1 Implementing Preventative Strategies and Cautioning

Implementing preventative and early intervention strategies to support positive behaviours is a key part of our Student Engagement Policy. Prevention and early intervention strategies should:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/ or behaviour.

Step 2 Intervention

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the child or young person. It is important that intervention strategies meet the following criteria.

- Targeted interventions should be based on systemic collection and analysis of data.
- Intervention strategies should include the teaching and/or building of pro-social replacement behaviours.
- Progress should be measured and support reduced slowly and gradually.
- Intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s.
- Both academic and social strategies should be addressed.
- Partnerships should involve and support parents/carers.
- The formation of a student support group is a critical element in the staged response.

Step 3 Teachers and Student Action Plan

The action plan and student support group aims to:

- develop an understanding of the child or young person
- utilise data collection monitoring systems that will inform decision-making
- identify the child or young person's learning, social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement
- involve key specialist learning and wellbeing support staff, for example the literacy coach, student welfare coordinator, primary welfare officer, reading recovery teacher and/or school psychologist
- develop an Individual Learning Plan or Student Behaviour Contract with the student's classroom teacher/s and ensure support to implement the plan
- support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies.

Step 4 External Assistance

Meetings of student support groups must involve:

- school principal (or delegate)



- student (as appropriate)
- student's main classroom teacher, or the year level coordinator
- parents/carers
- professionals who have been supporting the student or their family, for example the student welfare coordinator, psychologist, youth worker, etc.

Step 5 Suspension

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:

- Threaten or constitute a danger to the health, safety or wellbeing of any person
- 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
- Possess, use, or deliberately assist another person to use prohibited drugs or substances
- Fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- Consistently interfere with the wellbeing, safety or educational opportunities of any other student
- 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.

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:

- the behaviour for which the student is being suspended
- the educational needs of the student
- any disability or additional learning needs of the student
- the age of the student
- the residential and social circumstances of the student.

Reference: *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines (DEECD, 2009)*

Step 6 Expulsion

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- the student does anything for which they could be suspended (see reasons for suspension (a) to (f) above)
- the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

<https://www2.education.vic.gov.au/pal/expulsions/policy>



Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

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

Corporal Punishment is NOT PERMITTED at Newport Lakes Primary School under any circumstances. The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

Engaging with families

Newport Lakes Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

Evaluation

Newport Lakes 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
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

See also: *NLPS Bullying Prevention policy, Child Safe Standards*

REVIEW CYCLE

This policy was last updated in August 2020 and is scheduled for review in 2022.

