SURFSIDE PRIMARY SCHOOL
STUDENT WELLBEING AND ENGAGEMENT POLICY 2021

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive and to be treated with respect and dignity.

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1. PURPOSE

The purpose 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 and inclusive learning environment for all students
(b) our 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.

2. SCHOOL PROFILE

Surfside Primary School is a medium sized school with just over 525 students and has been operating since 1993. It is located in a residential area 2 km north/east of the central business district of the seaside resort of Ocean Grove, 28 kilometres from the provincial city of Geelong, on Victoria's Bellarine Peninsula. The school is currently zoned to ensure all local students have access to their local school. We have a number of Koorie families, and students where languages other than English are spoken at home.

Surfside 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. Student wellbeing and student learning outcomes are closely connected.

We strive to provide a nurturing, active, vibrant, and challenging environment that embraces the importance of caring for and catering for the whole child, and preparing them for the 21st century in every way possible. Each student's strengths, interests and stage of development are identified and catered for and a wide variety of experiences and learning offered to empower students to reach their personal best, both academically and socially.

In addition to bright and colourful classrooms, students access the art room, music room, library and gym, as well as our Kitchen and edible garden. The school is located on a large parcel of land with a variety of play spaces, which allows students many opportunities to be physically active and engaged. Students are actively encouraged to walk or ride to school.

We are an accredited Kids Matter school, fully accredited Healthy Achievement school and a lead Respectful Relationships school.

3. SCHOOL VALUES PHILOSOPHY AND VISION

Surfside Primary school's values and school philosophy is integral to the work that we do and is the core foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, honesty, teamwork and achievement at every opportunity.

Our community is built on nurturing trustful relationships between students, staff, parents and the community. Strong emphasis is placed on building a positive school community where students are known, feel safe, connected and engaged in their learning. We work hard to cultivate a caring and inclusive environment and to provide programs focused on the development of the whole child and respectful of student's diverse and individual needs.

Our school's **vision** is "To inspire our students to be creative, innovative and emotionally equipped to thrive."

Our **school motto** is "Believe in Yourself"

Our **values** are:

- **Respect** – For ourselves, each other and our environment
- **Teamwork** – We work, learn and play together
- **Honesty** – we tell the truth, expect the truth and reflect on our actions
- **Achievement** – We set goals, work hard, stick to the task and celebrate our accomplishments

Students, staff and members of our school community are encouraged to live by and demonstrate our core values of respect, teamwork, honesty and achievement at every opportunity.

As a **School Wide Positive Behaviour school** we actively focus on establishing a safe, supportive and positive learning environment by explicitly teaching and celebrating desired classroom and playground behaviours and expectations that align to our school values.

Our **Code of Conduct** – Safe, Fair and Friendly assists students to reflect on choices they have made and **restorative practices** are used for reflection and teaching.

As a **Child Safe school**, Surfside Primary School

- Is fully committed to protecting the safety of children and to treating all members of the school community with equality, dignity and respect regardless of their gender or race.
- Recognises the prevalence and impact of gender based discrimination and harassment and is committed to building a school culture that challenges the stereotypes, power differences and social norms that foster gender inequality.
- Is fully committed to preventing child abuse, identifying risks early, and will take every reasonable action to eliminate the risk of child abuse.
- Has a zero tolerance approach to all forms of child abuse, bullying and cyber bullying and policies and procedures are in place to address issues.
- Is committed to providing a safe workplace for staff experiencing domestic and family violence.

REFER APPENDIX ONE
Goals and Targets for 2021 AIP

4. ENGAGEMENT STRATEGIES

Surfside Primary school has developed a broad 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.

Respectful relationships between staff and students are modelled and promoted. We place key emphasis on proactive and prevention programs including Starting Right programs, School Wide Positive Behaviour, Respectful Relations, Bully Stoppers SEL (Social and Emotional Learning) programs designed to develop emotional intelligence and moral development and healthy online behaviours.

At Surfside Primary School, we have high expectation for our students to:

- Behave in a manner that supports the school's values of respect, honesty, teamwork and achievement.
- Adhere to school rules and class learning agreements
- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect themselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of their educational opportunities.

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

4.1 Universal-(Engagement strategies that create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing)

Whole school

Promotion of school wide positive behaviour:

- Implement whole school positive behaviour programs through the School Wide Positive Behaviour Program
- Promote and cultivate positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Developed codes of conduct and high expectations for all member of the school community
- Create a culture that is inclusive, engaging and supportive
- Establish and implement classroom learning agreements
- Establish consistent school-wide processes to identify and support students at risk of disengagement from learning

- Establish a process that collects objective data about student behaviour in order to respond and provide timely and specific targeted intervention when required**. (See Appendix 8 – BETL observation Tool)**
- Monitor student behaviour through Chronicle entries on Compass
- Teach skills to students to take responsibility for their behaviour and to reflect on the consequences of their actions
- A relocation and reflection process that removes the student from the social setting/classroom so the teacher can continue teaching and students can continue learning with a focus on social responsibility
- Implement Restorative practice and ensure all staff are trained.
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communicated to parents
- Policy and procedures in place to address Attendance, Bullying and Cyber Bullying.

Support for students

- All students are welcome to self-refer to the Student Wellbeing Coordinators Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- Programs, incursions and excursions are developed to address issue specific behaviour (i.e. social skills program)
- Opportunities for student inclusion (i.e. sports teams, student clubs, recess and lunchtime activities)
- Identification of students learning needs and a differentiated curriculum to support or extend students.
- Consistent use of restorative practice throughout the school

Attendance

- 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
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level

Community connections and transitions

- Welcoming all parents/carers and being responsive to them as partners in learning
- Carefully planned transition programs to support students moving into different stages of their schooling
- Celebration of learning through expos and special events.
- Comprehensive transition program for children enrolling into Prep from kindergarten or childcare
- The employment of a fulltime wellbeing coordinator and a Mental health and Wellbeing teacher

Curriculum

- Explicit teaching of the Respectful Relationships program from Foundation through to year 6 on a biannual cycle.
- Explicitly teach students how to minimise their risk of sexual abuse and assault through the ChildWise program
- Programs, incursions and excursions developed to support student learning and social and emotional wellbeing
- One to one i-Pad devices used in years 3-6.
- Provision of a Kitchen and garden program for students in year 3-6.
- Travel smart and walk to school programs

Classrooms

- Teachers plan collaboratively and use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact 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
- Our school's Statement of 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
- Class circle times, with staff trained in the Circle time script.
- Starting Right program at the beginning of each year
- Inquiry and investigation units of work
- Class learning agreements- co-written with the students at the beginning of the year

Students

- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice group and Year 5 and 6 leadership positions.
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Opportunities for cross—age connections amongst students through buddies and special celebration days
- Teachers seek feedback from students in the form of conferences, exit tickets, check in and surveys.
- Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

4.2 Targeted (Engagement strategies that meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies)

Surfside Primary School implements a range of strategies that support and promote cohort and individual engagement. These can include:

- Collection and analysis of whole school and cohort data
- Analysis of Attitude to School survey
- Administering of regular student check ins and surveys
- The Leadership team oversees and discusses each cohort of students and follows up the progress of those students identified as having additional learning and wellbeing needs
- Each year level has a member of staff linked to the whole school's School Improvement Wellbeing and Engagement team
- The provision of an engaging curriculum that differentiates to cater for the needs of all students.
- Referrals to wellbeing coordinator and to external service where required
- Life skills, oral language and social skills programs run as required
- Chronicles of any attendance, behaviour, wellbeing, or academic concerns are maintained through Compass and monitored.
- Tutoring program in operation from Foundation to year 6 for targeted intervention.
- Professional learning is provided to staff where areas of additional need are identified.

4.3 Individual

Surfside Primary School implements a range of strategies that support and promote individual engagement:

- 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 Education Plan and/or a Behaviour Support Plan with SMART goals
- Applying for PSD funding for eligible students.
- Employment of ES staff to support classroom teachers.
- Making environmental adjustments, for example changing the classroom set up, or altering the curriculum.
- Referring the student to:
    - school-based wellbeing supports
    - Student Support Services
    - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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 an Attendance Improvement Plans in collaboration with the student and their family
- Conducting regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care and with other complex needs that require ongoing support and monitoring
        - All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Individual engagement strategies for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.
- Ensuring all Aboriginal and Torres Strait Islander students have an Individual education plan
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.

5. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Surfside Primary school is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Ongoing communication with Unit leaders, along with the use of Compass chronicles ensure students are identified and appropriately supported. Surfside 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
- Information from family, previous school or kindergarten including Transition Statements
- attendance records
- academic performance data
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation (At risk screening tool)
- engagement with families
- self-referrals or referrals from peers

6. 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. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

All **students** have the **right** to:

- Be treated with respect and fairness as individuals
- Learn and socialise without interference or intimidation in safe and secure environment
- Feel safe, secure and happy at school
- Expect a learning program that meets their individual needs
- Learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- Express their ideas, feelings and concerns.

All students have the **responsibility** to:

- Be prepared and ready to learn
- Explore their full potential
- 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.

All **staff** have the **right** to:

- Expect to be able to work in an atmosphere of order and cooperation
- Use discretion in the application of rules and consequences
- Receive respect and support from the school community

All **staff** have a **responsibility** to:

- Build positive relationships with students as a basis for engagement and learning
- Use and manage the school's resources to create stimulating, safe and meaningful learning
- Treat all members of the school community with respect, fairness and dignity

All **parents** have the right to:

- Know that their children are in a safe, happy learning environment where they are treated fairly with respect
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation in their child's education and learning

All **parents** have a responsibility to:

- Build positive relationships with members of the school community
- Ensure students attend school and have the appropriate learning materials
- Promote respectful relationships and be respectful in all interactions and communication.

Refer to Appendix 2: Rights and Responsibilities

7. STUDENT BEHAVIOURAL EXPECTATIONS

At Surfside Primary School our positive school culture is predicated on student engagement being the basis for learning. The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential.

Student voice is encouraged through participation in the student voice groups, a range of year 5 and 6 leadership positions, and the formulation of classroom protocols. Educational decision making processes take student views into consideration. The school continues to build on opportunities to consult with our students, gather feedback and encourage our students to take on age appropriate, meaningful responsibilities both within the school and the broader community.

Under the umbrella of School Wide Positive Behaviour, a key component of the school's approach to prevention is teaching positive behaviours. Our school's Matrix of Expectations aligns expected behaviours to our school values. **(Appendix 3).**

Graduated staged measures are implemented in response to incidents of inappropriate behaviour or choices. The use of restorative practices and logical consequences are used in the first instance to ensure students are heard, understood and issues are dealt with consistently and fairly.

Behaviours in the classroom and the playground have been categorized and defined as minor or major behaviours and a corresponding Compass Chronicle is used by staff to record, alert the leadership team and follow up incidents and issues. These processes and procedures are clear to all staff and students.
(Appendix 4)

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

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

8. ENGAGING WITH FAMILIES

Surfside 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
- producing an engaging newsletter with regular updates to our learning programs, policies and procedures.
- promoting school events and celebrations through the school's Facebook page
- communicating through the Compass platform
- welcoming parents to assembly's and special events.
- scheduling meetings with teachers to share in their child's progress.
- encouraging parents to be active participants in their child's learning.
- maintaining an open, respectful line of communication between parents and staff,
- 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.
- policies are provided in an information pack to new families.
- providing parents with an information book for their child's year level which outlines the key information for the year.

9. EVALUATION

Data collection and analysis

Data is regularly collected from a variety of sources to measure the success or otherwise of school-based strategies and approaches and make appropriate modifications.

The Matrix of expected behaviours is a dynamic and fluid document and will be redrafted to ensure the school's expectations are responsive to the current school climate.

Sources of data used are:

- Attitudes to School Survey data
- Pivot survey
- Data on School Portal
- Parent survey data
- Records of chronicles
- Data from case management work with students
- Data extracted from software such as Compass

- Whole school student surveys
- Regular Student check ins

10. REVIEW OF THIS POLICY

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Last reviewed, updated and ratified by School Council in June 2021 and to be reviewed in June 2022.

11. APPENDICES

APPENDIX 1: AIP 2021

1. Learning, catch-up and extension priority
To support student growth through the implementation of the tutor program: 1 - To employ, train and deploy tutors to successfully work with small groups of students with specific focus areas 2 - To support areas of focus through cohorts utilising the improvement cycle and goal setting with specific data sets and assessments 3 - To continually implement and monitor on a 6-8 week cycle regarding the success of the tutoring program To empower students to engage in creating authentic and purposeful writing: 1 - To develop and implement a sequential progression of writers workshop and the 6+1 traits of writing 2 - To establish opportunities for authentic and purposeful writing experiences 3 - To establish common teacher understanding and consistent practice in spelling To empower students to engage in challenging, authentic and purposeful mathematical problem solving: 1 - To build teacher, student and community understanding of learning characteristics and dispositions in numeracy 2 - To build teacher and student capacity in the four proficiencies in numeracy (Understanding, Fluency, Problem Solving and Reasoning) 3 - To build student proficiency and community understanding in solving and exploring challenging tasks

2. Happy, active and healthy kids priority
To support the mental health and Wellbeing of students within Surfside Primary School 1 - To employ and induct a mental health and wellbeing coordinator through targeted Departmental initiative 2 - To support the implementation of SWPBS and Respectful Relationships 3 - To work with specific small groups and support SSS and outside agencies to work with vulnerable students To ensure high levels of student learning through purposeful student engagement: 1 - To develop and implement a whole school understanding of student voice 2 - For students to understand what it means to be a confident, resilient and reflective learner 3 - To develop a collective pride, confidence and ownership of the Surfside learning community

3. Connected schools priority
To further develop a school-wide approach to communication at all levels that engages parents and celebrates student growth and achievement (Digital platform) To further build staff capacity to implement digital platforms to initiate communicate between home and school (Seesaw)

APPENDIX 2: RIGHTS AND RESPONSIBILITIES

At Surfside Primary School we acknowledge that every member of our school community has a right to participate in an educational environment that is safe supportive and inclusive. Everyone in our community deserves to be treated with respect and dignity.

This premise is guided by the school's legal responsibility to adhere to the following relevant legislation.

Charter of Human Rights and Responsibilities Act 2006

The Victorian *Charter of Human Rights and Responsibilities Act* 2006 (the Charter) is a simple but important law that sets out our freedoms, rights and responsibilities. The Charter's purpose is to protect and promote human rights by recognizing that all people are born free and equal in dignity and rights. The Charter helps to protect people from injustice and allows everyone to participate in and contribute to society. It enshrines basic civil and political rights in law, and requires public authorities, including government schools, and their employees to act compatibly with human rights and to consider human rights when making decisions and delivering services

Equal Opportunities Act 1995

Under the *Equal Opportunity Act 1995* it is against the law to discriminate against a person on the basis of: age, disability, gender identity, physical features, political belief or activity, race (including colour, nationality, ethnicity and ethnic origin), religious belief or activity, sex. It is also against the law to sexually harass someone. The *Equal Opportunity Act 1995*l covers discrimination in educational settings

Education and Training Reform Act 2006

This Act includes a set of overarching principles upon which the practice of education is to be based.

It requires all providers, both government and non-government owned, to deliver their programs and teaching in a manner that supports Australian democratic practices, including a commitment to: elected Government, the rule of law , equal rights for all before the law, freedom of religion, freedom of speech and association, the values of openness and tolerance. In addition, the legislation is underpinned by a commitment to diversity, choice innovation and access to education and training of the highest quality.

Disability Discrimination Act 1992

The Disability Standards for Education 2005 clarifies the obligations on schools and the rights of students under the *Disability Discrimination Act* 1992.The Standards cover enrolment, participation, curriculum development, student support services and harassment and victimization.

All schools are required to comply with the Standards introduced by the Federal Government in August 2005

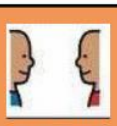
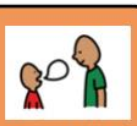
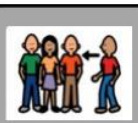
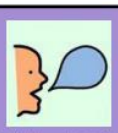
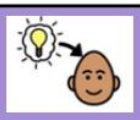
APPENDIX 3: SWPBS MATRIX

Surfside PS – Matrix of expectations

	All the time	Inside	Outside	Online
Respect	Care for your belongings Follow teacher instructions Use your manners with everyone Enter, move and leave a room in an orderly way Flush the toilet, wash your hands Keep your food nude Be on time	Allow everyone to learn Listen politely Give others personal space Inside voice, working volume	Take care of sports equipment Share play space fairly Put rubbish in its place Walk your bike and scooter in the school. Care for our garden and shared spaces	Protect passwords Be responsible for your actions and words Use only school apps Maintain privacy
Honesty	Be positive Give effort Ask for help Tell the truth first time Own up to mistakes	Give and receive feedback Challenge yourself	Play fairly Be a good sport Manage your emotions	Report unacceptable behaviour Your IPad is for your use only
Teamwork	Never give up Be inclusive Smile and say hello to people you pass Be Safe, Be Fair, Be Friendly	Follow class agreements Work together Share ideas, time and resources Be a good audience	Play by the rules Be helpful Wait your turn Be a problem solver	Be a good friend Practice being a positive bystander Follow netiquette
Achievement	Be your best Have a go Learn from mistakes Go to the toilet during breaks	Keep workspaces tidy Be ready to learn Celebrate the success of others Work hard to achieve your goals	Be a positive role model Have fun Include others	Use technology at the right time, in the right way, for the right purpose

Visual Matrix of Expectations

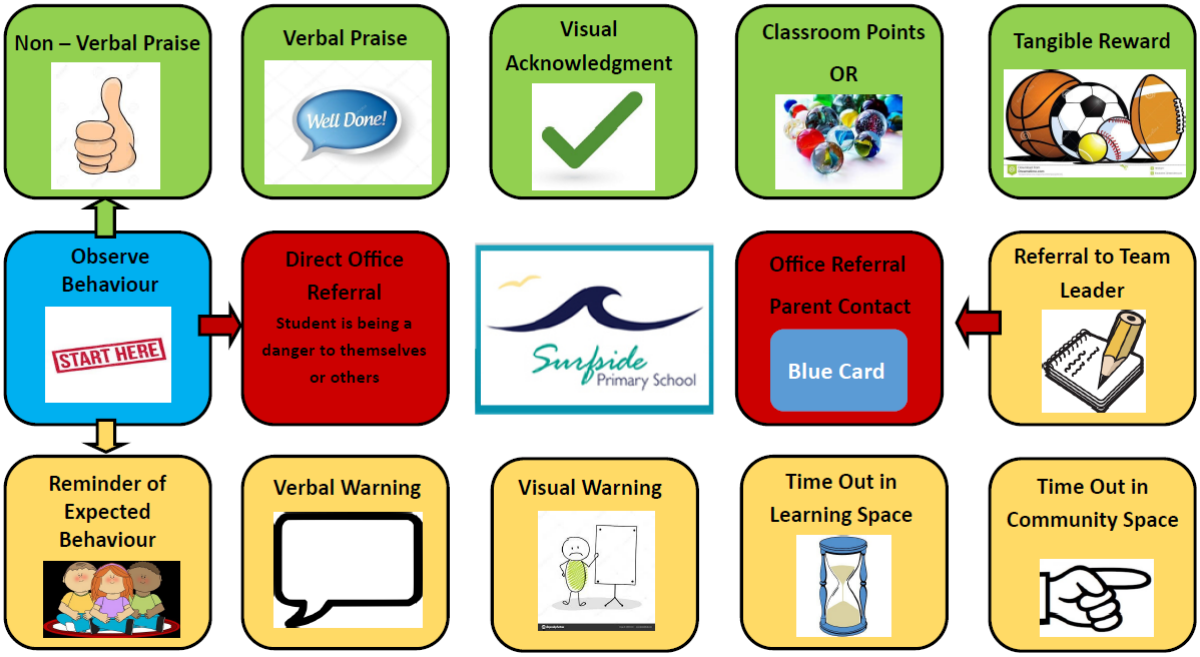
Surfside Primary School - Matrix of expectations 2021 Draft

RESPECT	We use kind words with ourselves and others	We look after our things	We Give 5 to show we are listening	We care for the environment
HONESTY	We own up to our mistakes	We tell the truth the first time	 We give and receive feedback	 We ask for help when we need it
TEAMWORK	 We include others	We help others	We follow the rules of the game	We share equipment
ACHIEVEMENT	 We follow teacher instructions	 We try different ways to solve problems	We have a go at everything	We never give up

APPENDIX 4: BEHAVIOURAL FLOW CHART FOR STUDENTS

We show **RESPECT**
We are **HONEST** and can be trusted
We work together as a **TEAM**
We set goals to **ACHIEVE** our best

Surfside Primary School Behaviour Flowchart



APPENDIX 5: RESTORATIVE PRACTICE SCRIPTS

Script for Junior students

What Happened?
When…. Happened what were you thinking?
When you ….. did you do the right thing or the wrong thing?
When you ….. how did ….. feel?
At school it's not OK to …..
Next time I want you to….. or What can you do differently next time?
What do you need to do or say to fix things up?

Script for Senior Students

What happened?
Which rule/agreement was broken? How?
Who has been affected by your actions? How?
Was this a good choice or a poor choice?
Was this a good choice or a poor choice?
What could you have done instead?
What choice will you make next time you are faced with a similar problem?
What needs to be done now?
How will you make sure this does not happen again?

APPENDIX 6 - TRAFFIC LIGHT PROCESS FOR RESPONSE TO BEHAVIOUR IN CLASS AND PLAYGROUND

Responding to Behaviours at Surfside Primary School- IN THE PLAYGROUND

POSITIVE

- Aim for 4 to 1 ratio
- Acknowledge
- Encourage
- State the behaviour
- Green Chronicle released to parents
- Extrinsic Reward (Marble run)
- Assembly award
- Use P.A.L.P.A.T.E.S as rewards and encouragers: **(PRIVILEGE, ATTENTION, LEADERSHIP,PRAISE, ASSISTANCE, TOUCH, ESCAPES,SUPPLIES)**

IN ALL INTERACTIONS STAFF ARE EXPECTED TO BE:

- **CALM**
- **CONSISTENT**
- **BRIEF**
- **IMMEDIATE**
- **RESPECTFUL**

PROVIDE STUDENT CHOICE WITH PALPATES: REWARDS AND ENCOURAGERS:

- **PRIVILEGE** (e.g. first in game)
- **ATTENTION** (e.g. acknowledgement)
- **LEADERSHIP** (e.g. in charge of game)
- **PRAISE** (e.g. verbal)
- **ASSISTANCE** (e.g. extra help)
- **TOUCH** (e.g. special handshake, high 5)
- **ESCAPES** (e.g. early out to play)
- **SUPPLIES** (e.g. marble for marble run)

OUR SCHOOL VALUES:
RESPECT TEAMWORK HONESTY ACHIEVEMENT

MINOR INCIDENTS PLAYGROUND

- Out of bounds
- Being Unsafe, Being Unfair, or Being Unfriendly
- Inappropriate comments/putdowns
- Excluding others
- Not turn taking
- Being annoying
- Physical Contact – (minor- non serious)
- Not following the rules of a game
- Not caring for school property/equipment
- Poor Toilet behaviour

STAGED RESPONSE MINOR PLAYGROUND

Teacher Response	Words/Actions an adult can use
Prompt No chronicle	Provide verbal or non-verbal prompt and/or visual cue, proximity to student, praise other
Describe and Redirect	Restate the expected behaviour from the matrix
Reteach (No chronicle)	State and demonstrate the matrix behaviour Have student demonstrate Provide immediate feedback
Provide Choice (re-engage or have a consequence applied)	The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) Give the student a choice and get a response Apply logical consequence if preferred behaviour not demonstrated
Restorative / Conference **(Chronicle Required)**	Describe the problem Describe the alternative behaviour. Tell why the alternative is better Practise Provide feedback

MUCK UP, OWN UP, FIX UP, MOVE ON
Lost learning time must be made up- avoid class time fix ups

Give positive feedback as soon as desired behaviour is displayed.

If student is still non-compliant or there are 3 reoccurring incidents in a row follow major incident processes.

MAJOR INCIDENTS PLAYGROUND

- Swearing or abusive language directed at person
- Bullying behaviour
- Defiance
- Damage to property or equipment
- Theft
- Physical aggression
- Repeated incidents of unacceptable behaviour
- Harassment
- Absconding/leaving the school ground
- Poor toilet behavour

STAGED RESPONSE MAJOR
(All Major Incidents MUST be chronicled)

1. Call office or student sent to office
2. Staff member to provide background to the incident to Principal, Wellbeing Coordinator or AP.
3. Staff member to enter Major Behaviour Incident report on Compass for **Staff view – level 1**.
4. Principal, AP or Wellbeing coordinator to follow through and determine appropriate consequences – time inside, apology letters, reflection time, restoration.
5. Parent Notification by phone/meeting. (Leadership)
6. Restorative/student conference and follow up completed for all parties involved

Other actions: Behaviour Management plan, suspension, sent home.

Responding to Behaviours at Surfside Primary School: IN THE CLASSROOM

POSITIVE

- Aim for 4 to 1 ratio
- Acknowledge
- Encourage
- State the behaviour
- Green Chronicle- release to parent
- Extrinsic Reward
- Assembly award
- Intrinsic self-reflection
- Use P.A.L.P.A.T.E.S as rewards and encouragers: **(PRIVILEGE, ATTENTION, LEADERSHIP,PRAISE, ASSISTANCE, TOUCH, ESCAPES,SUPPLIES)**

IN ALL INTERACTIONS STAFF ARE EXPECTED TO BE:

- **CALM**
- **CONSISTENT**
- **BRIEF**
- **IMMEDIATE**
- **RESPECTFUL**

PROVIDE STUDENT CHOICE WITH PALPATES REWARDS AND ENCOURAGERS:

- **PRIVILEGE** (e.g beanbag, first out,)
- **ATTENTION** (e.g. star of the hour)
- **LEADERSHIP** (e.g. in charge of game)
- **PRAISE** (e.g. verbal, dojo, award)
- **ASSISTANCE** (e.g. extra help)
- **TOUCH** (e.g. special handshake, high 5)
- **ESCAPES** (e.g. Homework free pass)
- **SUPPLIES** (e.g. rubber, pencil)

OUR SCHOOL VALUES:
RESPECT TEAMWORK HONESTY ACHIEVEMENT

MINOR INCIDENTS CLASSROOM

- Not Listening
- Inappropriate language/putdowns
- Disrupting
- Off task, time wasting
- Disrespectful/excluding
- Misusing property
- Late back after the music
- Interrupting
- Misuse of ICT
- Physical contact minor
- Fractional truancy (missing part of a lesson)

STAGED RESPONSE MINOR

1. Indirect prompt
   - Proximity
   - Eye contact
   - Wait time
   - Signal
   - Ignore
   - Praise another student
2. Reminder of expectation (No Chronicle required)
3. Redirect (or Reteach) (No Chronicle required)
4. Relocate to another spot for 10 mins (No chronicle)
5. Choice or logical consequence applied **(Chronicle)**
   - Stayed in to complete work
   - Restorative
   - Walk with teacher
   - Sat out of activity
   - Sent to another classroom
   - Completed reflection sheet
   - Repaired/Fixed

Give positive feedback as soon as desired behaviour is displayed and follow positive steps.

If student is still non-compliant or there are 3 reoccurring incidents in a row/day follow major incident processes.

MAJOR INCIDENTS CLASSROOM

- Defiance/Disrespect
- Off task on more than 3 occasions- time wasting
- Physical Aggression
- Abusive/inappropriate language/swearing at others
- damage to property/belongings
- Previously exited to another classroom
- Harassment/reoccurring teasing or put downs
- Major disruption to class
- Refusal to follow teacher intructions
- Leaving the classroom or school ground without permission
- Inappropriate use of ICT

STAGED RESPONSE MAJOR
All red incidents must be chronicled

1. Blue card or student sent to office
2. Staff member to provide background to the incident to Principal, Wellbeing Coordinator or AP.
3. Staff member to enter Major Behaviour Incident report on Compass for **staff view- Level 1.**
4. Principal, AP or Wellbeing coordinator to follow through and determine appropriate consequences – time inside, apology letters, reflection time, sent home,
5. Parent Notification by phone/meeting. (Leadership)
6. Restorative/student conference and follow up completed for all parties involved

Other actions: Behaviour Management plan, suspension, sent home.

APPENDIX 7: Reflection Tools Junior school

Muck up, Own up, Fix up, Move on

Junior Behaviour Reflection Sheet

My name: _____ Date: _____

Circle how you were feeling before the 'MUCK UP' happened:

Happy Lonely Sick Tired Shocked Sad Angry

What happened?

OWN UP Who was affected by what happened:

Teacher Other students Your family School cleaner Anybody else?

FIX UP; Circle what you can do next time to stop this from happening again?

Tell a teacher Say how I feel Walk away Deep breaths Other ?

How can I FIX UP what has happened (Re-enter)? (Replace someone's equipment, apologies to people)

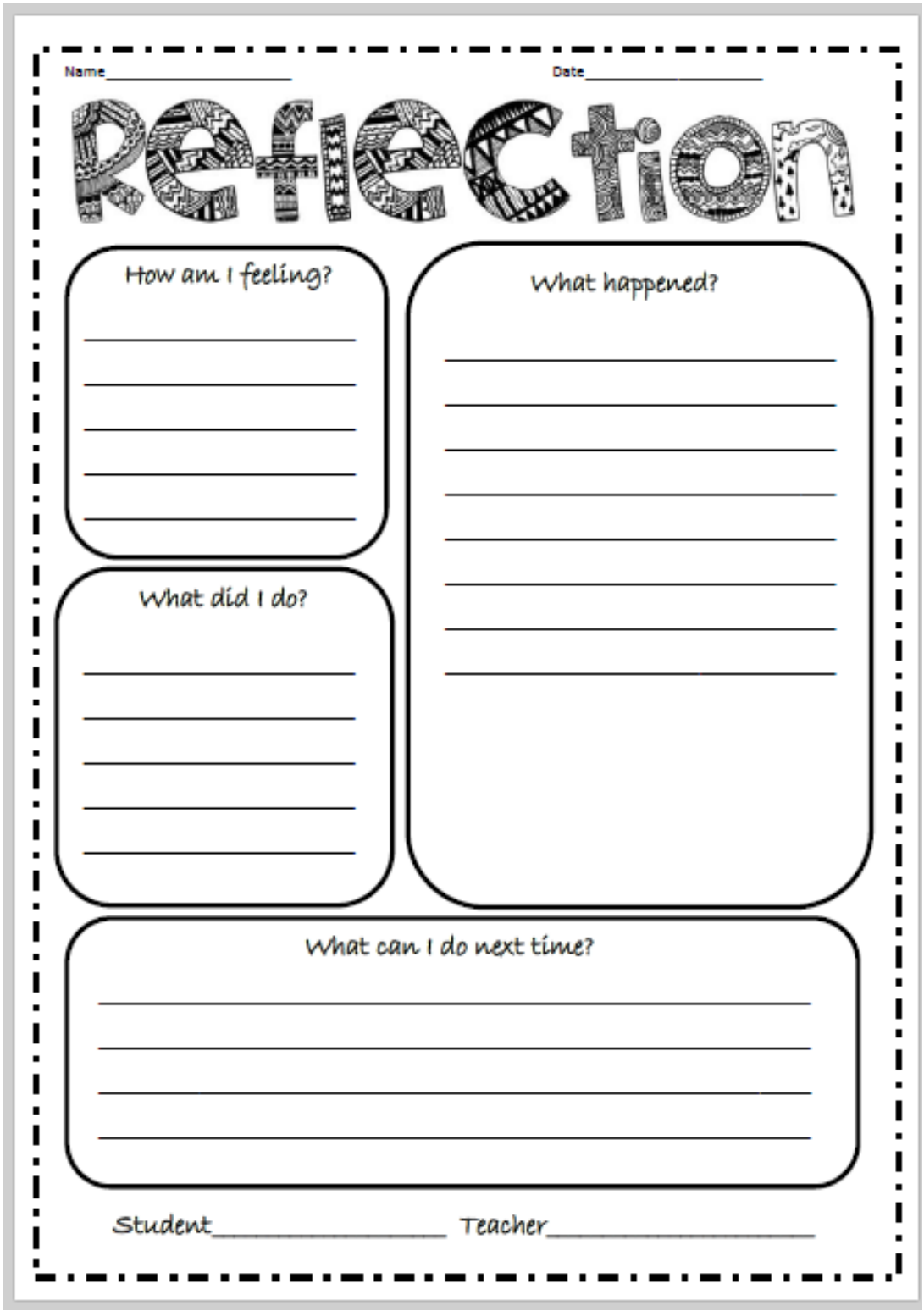
_____

_____

_____

_____

I am ready to MOVE ON.
Signatures:
Student: _____ Teacher: _____


Name_____
Date_____
Reflection
How am I feeling?
What happened?
What did I do?
What can I do next time?
Student_____
Teacher_____

APPENDIX 8 (BETLS OBSERVATION TOOL)

BETLS observation tool

BETLS is an acronym for behaviour, emotions, thoughts, learning and social relationships.

This tool is a template for gathering and documenting information and observations about a child or young person, and your particular concerns.

Observations should:

- focus only on what you actually see and hear, rather than what you think about a child or young person's behaviours, emotions and thoughts
- take note of when, where and how often a child or young person is showing a particular behaviour or emotion
- notice what makes the child or young person's experience worse and what makes it better
- record how long the behaviour or emotion occurs (for example, if you're concerned about a child or young person's outbursts, take note of how long they last)
- notice what happens before and after the behaviour that is a concern
- be recorded by different people and in different situations during the day.

This template also provides a space to reflect on a child or young person's experiences.

It allows you to note their thoughts about a situation, and any other additional information that could be playing a role in their behaviour or mood. The space for these notes is limited in the template so your information appears in full when you print, save or share the document.

Details

Child or young person's name

Child or young person's age | Date of observations

Child or young person's strengths

Concerns

Behaviours	Emotions	Thoughts	Learning	Social relationships
What is the child or young person doing?	What is/might the child or young person be feeling?	What is/might the child or young person be thinking?	What learning areas are being affected?	What social areas are being affected?
(for example, unsettled at sleep time, not following instructions or getting into conflict with others)	*(for example, sad)*	*(for example, I'm missing my family, or nobody understands me)*	*(for example, difficulty concentrating)*	*(for example, avoids group situations)*

Pervasiveness

Who is present at this time? Staff? Family members? Other children or young people?

Where do these concerns/events occur (one setting, multiple settings)?

When do they occur? What times of the day? What happens before and after these occurrences?

Frequency

How often does this happen (times per day/week)?

Persistence and severity

How long has this been happening for? Always? Just started? Built up over time?

How much does the behaviour impact on the child or young person and others?

Your feelings

How does this situation make you feel? What additional support may you need?

What have others noticed about this child or young person?

Strategies

What things have been tried with the child or young person? Who implemented these strategies? What was the outcome?

Other factors to consider

What cultural factors might be playing a role in this situation? Have there been any changes in the child or young person's life or in the service or school?

Other notes/observations

What might you do next?

Talk with the child or young person's family? Talk with a colleague? Can individual and family strengths be used to help me think of strategies? What more information do I need about this child or young person – where could I get it?

APPENDIX 9

Principles for health and wellbeing

- **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.-

APPENDIX 10 (LEGAL OBLIGATIONS AND RESEARCH)

Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this.

Developing a policy can support schools to address their legal obligations under relevant legislation including:

- The Equal Opportunity Act 2010 (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

- The Charter of Human Rights and Responsibilities Act 2006 (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992 (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

- The Education and Training Reform Act 2006 (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:
    - realises their learning potential and maximises their education and training achievement
    - promotes enthusiasm for lifelong learning
    - allows parents to take an active part in their child's education and training.