



Yarra Road Primary School

Student Engagement and Well-Being Policy

Principal: Kate Perkins

1 School profile statement

Yarra Road Primary School's vision: 'Outstanding engagement, exceptional school' and purpose 'to develop confident, engaged learners with the social, emotional and physical skills to connect them to their expanding world', alongside our values: 'Respect, Responsibility, Excellence, Confidence and Resilience' are the basis of our school culture and are seen to be integral to the life of our school.

The school motto 'Enjoying the Road to Success' reflects the tone throughout the school and underpins the planning of all programs.

Student engagement and well-being are foremost in our thoughts when designing curriculum programs, which are heavily supported by extensive digital learning resources, a wide range of performing and visual arts activities, a very successful sports programs and our focus on building partnerships between the students, teachers and parents. The relationships formed through these activities are seen as a strength of the school.

Yarra Road Primary School, which is close to the border of the outer eastern suburbs of Croydon North and Wonga Park, was established on its present site in 1925 as a small rural school. The enrolment has been relatively steady in recent years at around 350 (+ or – 10) with low, but increasing mobility. Student numbers are expected to increase by 2020 to be just short of the maximum enrolment of 375, which is in place due to site constraints. The Student Family Occupation (SFO) index has generally sat around 0.30 and is currently 0.3017, with an SFOE of 0.3035. As we have limited cultural diversity in our school population we have actively pursued international student and sister school programs with Thailand, Vietnam and Indonesia.

Fifteen classrooms operate and are structured as multi-age groups in Years 3 & 4 and straight year level groups for Prep – Year 2 and Years 5 & 6. In 2017 the school has two Principal Class Officers (1.8 Equivalent Full Time (EFT), a total of 22 teachers (18.3 EFT), and 9 Education Support Staff (5.2 EFT). DET SSSO provision includes 0.2 EFT Psychologist and 0.2 EFT Speech Pathologist.

Yarra Road's facilities include light and bright classrooms in the Junior, Middle and Senior Learning Centres, a half court gymnasium and performing, and visual, arts and Indonesian language learning spaces. The extensive grounds, including synthetic grassed oval, basketball courts, new inclusive playground and extensive landscaped and natural bush areas provide a wide variety of outdoor learning and play opportunities for our community. The school invests a significant budget in the provision of digital learning technologies across the school: Prep and Year 1 have 1:2 iPads, Years 2 – 4 have 1:2 Chromebook computers and Years 5 and 6 have 1:1 Chromebooks. The school has adopted Google Apps for Education as its major digital technology platform.

A feature of the school ethos is the involvement of community members in a wide range of curriculum areas and enhancement programs such as the whole school Mateship program, Year 5 and Prep Buddy program, the After School Basketball program, Kids Hope Aus, Annual Productions and the Environmental Club. To further reinforce the level of connectedness for students, families and the wider community, the school holds a number of annual social activities such as Trivia Nights, Market Night, junior and senior student discos. These activities strengthen school community relationships which are vital towards ensuring students achieve their potential.

Our Motto "Enjoying the Road to Success" is the essence of the School Culture.

2 Whole-school prevention statement

Yarra Road Primary School aims to develop confident engaged learners with the social, emotional and physical skills to connect them to their expanding world. This school aims to do this by providing a safe, stimulating and creative learning environment where all students are confident learners and engaged and connected to their school and peers.

Yarra Road has a whole school approach to Student Engagement and Well-being which:

- Encourages and recognises excellent behaviour and attitudes;
- Focuses on prevention and early intervention strategies for students who are experiencing behavioural or attendance related issues;

- Clearly defines the rights, responsibilities and shared expectations of everyone in the school community, and
- Clearly outlines and defines the consequences for those students whose behaviour and/ or attendance are of concern.

The school regularly consults with students, parents, support organisations and the broader community to ensure we are responsive to students' social, emotional and cognitive needs. The student voice is encouraged through participation in formation of classroom protocols, student leadership team, and Junior School council.

Excellent tone and discipline are integral parts of the school's operation. The teaching staff, school council and parents all co-operate to ensure we promote recognition of excellent behaviour and attitude.

Yarra Road Primary School students' self-development and achievements are very positively encouraged and rewarded. Our whole school "**Student of the week**" reward system recognises those students who have excelled in one of five key school values: Respect, Responsibility, Excellence, Confidence and Resilience.

The school has a large number of programs in place that promote high levels of student engagement, support students to attend school, participate in class and enjoy learning.

Our teaching and learning philosophy is based on a team approach, with all staff, students and parents working closely to support students' social, emotional and academic engagement and wellbeing. Each year is begun with a focus on class and community building that develops understandings of personal strengths, social and emotional engagement and cooperative learning. Daily "**Circle Time**" is a key component of each class's approach to teaching positive relationships and behaviours. It is used to model logical consequences to address inappropriate behaviour. The "**Kagan based co-operative learning**" approach utilised throughout the school also significantly strengthens student relationships as well as adding depth to student learning. In addition the whole school "**Mateship**" program develops and strengthens student relationships and connectedness throughout the duration of the each student's time at Yarra Road Primary school.

As part of the school's **Health Program** children are taught about bullying behaviour and resilience building strategies. The **school's approach to behaviour management** which outlines our actions and consequences (Discipline Program) ensures consistent practices across the school. The school is utilises a "**restorative practices**" approach to problem solve and help students manage behavioural problems.

To support individual students, a range of programs to deal with educational, behavioural, social, emotional or attendance concerns, are in place at the school. These include: support programs and work by an **Education Psychologist, Speech Therapists and Visiting Teacher Service**. "**Kids Hope Aus**" mentoring program, our student **Buddy Program, extension** and **special needs** programs (such as **PSD Life Skills**). In addition, as the need arises, the school implements programs such as "**Kool Kids Positive Parents**", **Empower Girls** and other wellbeing programs.

Student attendance is monitored daily via CASES in the school office. The school uses the 'PassTab', attendance system for staff and all visitors to the school to sign in and out. It is also used to enter students arriving late / leaving early. These are entered into CASES by the ES office staff. Parents report their children's absences in writing by submitting notes, emails or notifications via 'Flexibuzz', the school's communication portal. Teachers mark attendance rolls in the morning and afternoon each day. Consecutive days of unexplained absence are followed up by home group teachers and the office sends letters monthly to parents/carers requesting clarification of any outstanding, unexplained absences. Attendance data is included in each semester's student report to parents.

Yarra Road Primary School Staged Response

A detailed outline of our staged approach can be found in [Appendix 1: Yarra Road Primary School Behaviour Management Actions and Consequences](#)

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.

- Serious incidents will require a more formal restorative session that involves teachers and / or a member of the Principal Class and all persons affected in the incident. These sessions will be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process (See [Appendix 2](#)) that requires a response ‘that makes things right’ in relation to those who have been affected.
- Where a restorative approach has previously been conducted and the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

3. Rights and responsibilities

3.1 Guiding principles

The school’s Student Engagement policy focuses on:

- Maintaining a positive school culture that is fair, respectful, values diversity and encourages student participation and student voice;
- Building a safe and supportive school environment;
- Encouraging positive relationships based on trust and cooperation between all sectors of the school community;
- Promoting positive social values and behaviours by fostering within the individual a sense of self discipline, self-motivation and responsibility;
- Responding to each student as an individual, and
- Implementing a stages approach when consequences are applied.

At Yarra Road Primary School, these principles are underpinned by our five key values:

Respect – to be caring, compassionate and value the rights, opinions and feelings of others

Responsibility – to be responsible for our own words and actions and to be honest with each other

Excellence – to always do our best to achieve our goals

Confidence – to believe we can do it

Resilience – to be able to bounce back again and to be positive

These values, and what they mean to individuals and our school community, are revisited throughout the year. They form a focus during the development of class charters at the beginning of Term 1 and are continually reinforced throughout the year with the awarding of “**Student of the Week**” certificates as part of our values recognition program.

3.2 Equal Opportunity

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- sexual orientation
- sex
- personal association
- race
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- religious belief or activity
- political belief or activity
- industrial activity
- pregnancy

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- 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.

It is important to understand that with human rights comes a responsibility to respect other's human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter;
- Support others to act compatibly with the Charter, and
- Respect and promote human rights.

3.4 Students with disabilities

The *Disability Standards for Education 2005* clarify and make more explicit 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 victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability;
- his or her preferred adjustment;
- any adjustments that have been provided previously, and
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum;
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers;
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Access to education

We adhere to the *Education and Training Reform Act 2006* (Vic). 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 enables them to realise their learning potential; maximises their education and training achievement; promotes enthusiasm for lifelong learning and allows parents to take an active part in their child's education and training.

3.6 Bullying and harassment

Definitions:

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of;
- spreading of rumours online;
- sending unwanted messages, and
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act. The effects of harassment or bullying include

- poor health – anxiety, depression;
- lower self-esteem;
- reduced study performance;
- missed classes, social withdrawal, and
- reduced career prospects.

If a student sees another person being harassed or bullied, they should tell the person that they witnessed the incident, and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle Harassment: (The most common)

They include:

- Offensive staring and leering;
- Unwanted comments about physical appearance and sexual preference;
- Racist or smutty comments or jokes;
- Questions about another's sexual activity;
- Persistent comments about a person's private life or family;
- Physical contact e.g. purposely brushing up against another's body, and
- Offensive name calling.

Explicit Harassment: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber bullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly.

This includes:

- the language students use and the things they say;
- how they treat others;
- respecting people's property (eg copyright), and
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger');
- selecting appropriate spaces to work and contribute;
- protecting the privacy of others (this can be sharing personal information or images), and
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If a student is being harassed or bullied they should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with an adult or a teacher that you feel comfortable with.

The school encourages students who witness another person being harassed or bullied to support that person and advise them to report it to an appropriate person. In cases where the bullied person is unwilling or unable to report an incident, students are supported to report incidences to teachers or principals. **All concerns will be taken seriously. All complaints will be treated confidentially.**

3.6 Rights and Responsibilities of the School Community

School expectations include:

- inclusive teaching practices;
- accessible educational provision for all students;
- parent/carer partnerships and liaison;
- community partnerships which engage families and the community in ways that support student achievement and success;
- provision of appropriate student services, and
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Students are expected to experience positive educational outcomes by:

- Attending school regularly and punctually, and participating fully in the school’s programs,
- Displaying positive behaviours that exemplify the school values, show respect for the rights and beliefs of themselves, their peers, their teachers and all other members of the school community,
- Developing as quality learners who value learning, respect the right of others to learn, and who progressively take greater responsibility for their own learning and participation as members of the whole school community, and
- Supporting the school’s anti-bullying policy by not engaging in bullying behaviours, including cyber-bullying, and immediately communicating any incidents of bullying to the principal or a teacher.

Rights and Responsibilities of Students:

Student Rights	Student Responsibilities
That I receive a full day’s learning.	I will be organised and arrive at school on time every day, ready to participate in all class/school activities. I will not distract other students from doing their work.
That I have the opportunity to reach my full potential.	I will try my hardest at all times to work to the best of my ability. I will endeavour to see all tasks set through to the end, ask constructive questions, listen to other people’s ideas, and above all cooperate willingly at school with my teachers and fellow students.
That I will be respected.	I will try to make other people feel safe, happy and included, remembering that they have valid thoughts, ideas and feelings too. I will treat everyone equally, and make every attempt to understand people’s differences, and different ideas.
That I will feel safe at school.	I will make sure I obey school rules regarding equipment and acceptable forms of play. I will make choices in what I do that ensure my own safety, and the safety of the people around me, my school and the school’s equipment. I understand that there are consequences for all my actions.
That I will get along with others.	I will be polite and use good manners at all times. I will be welcoming and kind toward others in my community. I will always include, support, help and share with others.
That I will have fun at school	I will be excited, motivated and show a positive attitude toward my school work and extracurricular activities. I will join with my friends in creating an environment where learning is fun.

Parents/Carers are expected to promote positive educational outcomes for their child(ren) by:

- Taking an active interest in the educational progress of their child(ren),
- Supporting the school community's development of, and ongoing commitment to, a respectful and engaging learning environment for all students.

Rights and Responsibilities of Parents/Carers

Parents/Carers Rights	Parent/Carers Responsibilities
That my child is given the opportunity to attend school every day, for the full allocated time, to maximise their learning potential.	I will ensure my child attends school every day unless they are sick. I will ensure that my child is at school on time, ready to commence activities every day.
That I will be informed about my child at any stage if there are any issues relating to behaviour or relationships.	I will communicate with the school and the teachers, in an appropriate forum, with respect to my child's needs. I will not pursue other students or their families on school related matters either within or outside of the school.
That I will receive accurate and timely feedback on my child's learning and social/emotional development and progress.	I will communicate to the school/teacher in an appropriate forum, any issues or concerns as they arise. I will model socially acceptable behaviour for my child.
That I will be informed by the school/teacher if my child is not behaving, or if their work is not up to the expected standard for their level.	I will make contact with the school in a timely fashion, and an appropriate forum, if I believe my child is not performing as they should academically or socially.
That I will have input into the strategies outlined for improvement for my child via the Individual Learning Plan.	I will attend parent/teacher/student interviews and keep in touch with the class teachers regularly regarding my child's learning.
That there will be an active partnership between me and my child's teachers regarding my child's learning progress.	I will actively participate in building quality relationships between myself and my child's teachers.
That the school will provide a safe, secure and challenging learning environment for my child.	I will be involved wherever possible in school activities such as excursions, working bees, or classroom activities. I will maintain a positive attitude toward school in the presence of my child.
That my child will always be encouraged to work to achieve their full potential.	I will take interest and an active role in assisting my child with their homework, and extracurricular endeavours.

The Principal and Assistant Principal are expected to ensure a positive and engaging school environment by:

- Providing positive leadership throughout the whole community;
- Encouraging and creating opportunities for the development and ongoing maintenance of quality partnerships between parents/carers and school staff;
- Ensuring that inclusive teaching practises and accessible educational provisions provide every student with equal opportunity to participate;
- Ensuring, wherever possible, the school community has the necessary resources and equipment to assist them in the process of learning and teaching, and
- Ensuring that all members of the community understand their roles and expectations.

Teachers are expected to create an engaging and enjoyable educational environment where:

- The guidelines detailed in the Victorian Institute of Teaching, Victorian Teaching Profession Code of Conduct are adhered to;

- Inclusive teaching practises and accessible educational provision ensures every student has equal opportunity to participate;
- Staff work together in strong collaborative teams to share knowledge and expertise and develop and implement consistent and common pedagogy and instructional practises;
- Student input and contribution is valued and encouraged, and
- The development and ongoing maintenance of quality partnerships between parents/carers and school staff is encouraged and supported.

Student well-being and support staff are expected to contribute to the development and ongoing maintenance of a positive and engaging school environment by:

- Displaying behaviours and non-judgmental attitudes that promote and encourage trust, confidentiality, respect, understanding and caring throughout the whole school community;
- Providing support, accessibility and availability, and
- Encouraging and supporting quality relationships and pro-active communication within the whole school community.

Rights and Responsibilities of Teachers, Principal Class Officers and Education Support Staff

Teachers/Staff Rights	Teachers/Staff Responsibilities
That I will provide the students with a full day's teaching without interruption.	I will be prepared, organised and on time, with all the things I need for the day, every day. I will be aware of what is going on around me, and ensure the class environment is always conducive to learning.
That I see the students in my care reach their full potential as a result of my expertise and efforts.	I will actively provide challenging and achievable age-appropriate activities and experiences in meaningful contexts. I will progressively monitor and evaluate student learning, actively involving students in the learning process and encourage them to take increasing responsibility for their own learning.
That I have the opportunity to reach my own potential.	I will make the most of the professional development opportunities presented to me. I will maintain an excellent knowledge of current curriculum developments, DET and Yarra Road priorities, teaching methodologies and learning styles and best practice.
That I will be respectful and exemplify the school values	I will treat others as I would like to be treated myself. I listen to other people's ideas, and am willing to cooperate. I will acknowledge the efforts and achievements of all members of the Yarra Road community. I will interact with students, parents and other staff in a caring and respectful manner.
That I will get along with others.	I will work with all facets of the community to improve outcomes for students, staff and the community as a whole. I will work in a way that makes it easy for others to do their job effectively. I will listen empathetically to the concerns and views of others, offering constructive and professional feedback.
That I will have fun at work.	I will endeavour to always maintain a sense of humour, and make my work environment a fun place to be.

4. Shared expectations

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. Yarra Road Primary School provides a learning environment that is safe, supportive, caring and sets high expectations where students are empowered to take responsibility for

their behaviour and learning, and develop a lifelong love of learning. This is enhanced through shared expectations that are based on the following values that Yarra Road Primary School has identified as being integral to our purpose:

- **Respect** - to be caring and compassionate and value the rights, opinions and feelings of others,
- **Responsibility** – to be responsible for our own words and actions and to be honest with each other,
- **Excellence** – to always do our very best to achieve our goals,
- **Confidence** – to believe we can do it,
- **Resilience** – to be able to bounce back again and to be positive.

School expectations include:

- inclusive teaching practices;
- accessible educational provision for all students;
- parent/carer partnerships and liaison;
- community partnerships which engage families and the community in ways that support student achievement and success;
- provision of appropriate student services, and
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

(For expectations of students, staff and community see Section 3.6 Rights and responsibilities)

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community;
- attracting highly skilled and diverse staff making the school a preferred employer;
- increasing the range of knowledge, skills and experiences available in the workforce;
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs;
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems;
- differentiating the school curriculum to ensure all students have an equal opportunity to reach their full potential;
- creating safe, happy, inclusive classroom environments based upon shared respect, where students are valued as individuals and all members respect the beliefs of others and their right to learn.

5. School actions and consequences

(See Appendix 1 - Yarra Road Primary School Behaviour Management Actions and Consequences)

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

- establishing predictable, fair and democratic classrooms and school environments;
- ensuring student participation in the development of classroom and whole school expectations;
- providing personalised learning programs where appropriate for individual students;
- consistently acknowledging all students;
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making, and
- providing physical environments conducive to positive behaviours and effective engagement in learning.

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

- understanding the student's background and needs;

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

Broader support strategies will include:

- involving and supporting the parents/carers;
- involving the student wellbeing coordinator, managing individual pathways;
- tutoring/peer tutoring;
- mentoring and/or counselling;
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour;
- developing individualised flexible learning, behaviour or attendance plans;
- providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts, and
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in School Policy Advisory Guide policies on:

Suspensions: <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

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

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- **Withdrawal of privileges;**
- **Withdrawal from class** if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. That student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time; Where appropriate, parents/carers should be informed of such withdrawals.
- **Detention:** <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/detention.aspx>
Teachers may require a student to finish school work that has not been completed in classroom time, or undertake additional or new work/duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a **Student Support Group**
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

Appendix 1

Yarra Road Primary School Behaviour Management Actions and Consequences

The school will use a staged approach to consequences as follows:

- Prevention and early intervention strategies;
- Targeted intervention for individual students;
- Formation of Student Support Group focused on restorative practices to improve relationships;
- Detention;
- Suspension (In- school or Out of school as appropriate), and
- Expulsion (only when all other measures have been exhausted).

Corporal punishment is not permitted under any circumstances.

Stage 1: Prevention and Early Intervention Strategies for ‘Creating a Positive School Culture’

- Building positive relationships throughout the school community and recognition of student’s achievements. e.g. academic, social, sporting;
- Building understanding of and commitment to the School Values, Shared Expectations, Rights and Responsibilities;
- Shared responsibility for student wellbeing and management e.g. Support within the Level
- School -wide programs;
Circle Time
Restorative Practices with class teacher, AP or SWC
Social Skills Programs such as Respectful Relationships
- Individualised flexible learning, behavioural or attendance plans;
- Mentoring Programs-e.g. Kid’s Hope
- Student and Parent support Groups

Stage 2: Approaches to Interventions and Consequences for Inappropriate Behaviour

- Recording of inappropriate behaviour;
- Restorative Practices Approach;
- Withdrawal from class or privileges;
- Individualised flexible learning, behavioural or attendance plans;
- Student Support group meeting;
- Mentoring or counselling;
- Intervention from SSSOs, NEVR Options, external agencies
- Detention
- Suspension
- Expulsion

Stage 3: Targeted Interventions for Individual Students

All Staff: Record inappropriate behaviour:

- Yard Duty teachers complete ‘behaviour slip’ outlining behaviour exhibited.
- Specialist teachers complete ‘behaviour slip’ outlining behaviour exhibited.
- Class teachers record these and other misdemeanours on the student card in classroom.

Teachers	AP - Assistant Principal	SWC- Student Wellbeing Co-ordinator	Student Support Group	Principal
*Record all inappropriate behaviour on white cards * Initial modified Restorative Chat * Inform the A.P / SWC when a pattern of behaviour is evident or 3 incidents	*Begin Restorative Practices Approach with a Restorative Chat- (either alone or with S.W.C.)	*Begin Restorative Practices Approach with a Restorative Chat- (either alone or with A.P.)	Meeting held with 1. Student 2. Principal 3. A. P. 4. S.W.C. 5. Class Teacher 6. Parents 7. S.S.S.O’s 8. Other agencies (As needed)	1. Detention 2. Suspension Process 3. Expulsion Process

Appendix 2

Yarra Road Primary School Restorative Practices Approach

The school is committed to the use of restorative practices with students.

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 relationship management rather than behaviour management (Cameron & Thorsborne 2001);
- separate behaviour from the person (Marshall et al. 2002);
- are systematic, not situational (Armstrong 2004), and
- 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 practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?