



PARK ORCHARDS PRIMARY SCHOOL

Policy and Procedures:

Student Engagement and Inclusion

Park Orchards Primary School's Vision

To educate and nurture the whole child through quality learning and personal development programs which provide students with the necessary skills, values and behaviours to achieve throughout their lives.

Park Orchards Primary School's Mission

- To be an inclusive community where the whole student is valued in a positive and nurturing learning environment
- To provide a positive learning community where students and teachers are actively engaged in high quality learning and teaching and personal development programs that develop each person's ongoing learning and best performance
- That all teachers, students, parents and carers take responsibility for and work together to achieve the educational and personal developmental success of all members of the school community

A POPS positive learning community is:

- inclusive,
- influential
- and collaborative

All students, staff and parents strive to uphold and reflect the five Poppy Tribes Agreements:

- Strive for your personal best
- Demonstrate mutual respect for yourself and others
- Attentively listen
- Actively participate and you have the right to pass
- Express appreciation and do not put down others

SCHOOL PROFILE

Park Orchards Primary School was established in 1962 and is set in Melbourne's outer east. The area is well established, with substantial homes built on large blocks of land and extensive parklands. The area has retained much of the native vegetation. Recently, there has been a small amount of building in the area and regeneration of older homes. However, building restrictions means that the area still has relatively low population density.

The school is accommodated in the original two classroom wings with a free standing library, a basketball stadium and one Mod5 portable which accommodates two classrooms. The basketball stadium is used both by the school and wider community, where the school co manages the facility with the Manningham YMCA. There is an Arts Centre containing an art room, music room, performance hall and kitchen and foyer. The Arts Centre is regularly used by a variety of community groups to conduct ballet, karate and yoga classes. The school also has a science room and two medium sized group teaching areas, one in each classroom block. All classrooms have access to laptops, iPads and Interactive Whiteboards or LED Smart TVs. There are fixed computers in some classrooms; however the move is towards a more mobile and personalised ICT environment. The facilities are well maintained and attractively presented. The school grounds provide extensive play areas and gardens, which supports active imaginative and passive play. A hen house, vegetable garden and small orchard supports the sustainability focus of the school.

The school's enrolment has remained around the 322- 330 mark over the past four years and now caters for the educational needs of 322 students. Over the past four years the population has become culturally more diverse with a number of families coming from a variety of cultural backgrounds. The students are also coming to the school from further afield than just the local Park Orchards area. The staffing profile includes a balance of youth and experience, teachers work in year level teams and a model of junior and senior school supports professional learning and collaborative learning. Educational Support staff complement and support the work of the teachers and the administration. The Principal and Assistant Principal are responsible for the leadership of the school and are supported by members of a leadership team. In 2016 the school operates fourteen class groups and students are grouped in single and multi-age year levels.

The school curriculum has a strong emphasis on developing student literacy and numeracy skills and personal and interpersonal learning. Integrated use of ICT is featured across the curriculum and Year 2 to 6 students are invited to participate in a BYO device program, which began in 2013. The Victorian Curriculum is referenced when developing all teaching and learning programs and covers the dimensions of English, Mathematics, Science, Geography, History, The Arts (Visual and Performing), LOTE (Mandarin) and Health and Physical Education. Extra-curricular programs include interschool sport, camping for Foundation to Year 6, G.A.T.E.W.A.Y.S, gardening and cooking, solar boats, a variety of music tuition programs, choirs, Italian classes and a Minecraft club. A whole school production is conducted biannually.

The school is situated in the heart of Park Orchards and has strong community links to the local kindergarten, community centre, tennis, basketball and netball clubs and the village shops.

WHOLE SCHOOL PREVENTION STATEMENT

At Park Orchards Primary School we commit to providing all students with a safe and supportive environment that enables all students to participate and achieve their potential. Park Orchards Primary School has a number of strategies in place which support our students. Students willingly attend school, participate fully in class and engage in learning activities. The school has a strong focus on wellbeing, engagement and a commitment to the personal and social welfare of all students. All forms of bullying, whether it is physical, verbal or cyber are not tolerated at any level at Park Orchards Primary School.

At Park Orchards Primary School we promote and develop an environment and culture which:

- supports safe, responsible and ethical practices whether it be physical, verbal or online
- educates students for safe and ethical practices within and beyond the classroom whether it be physical, verbal or online, and
- informs the parents and raises their awareness of student safety and ethical behaviour whether it be physical, verbal or online

There is a whole school approach to student well-being and behaviour management. All staff have worked on the development of a whole-school vision based around the wellbeing and personal growth of students. The Assistant Principal is identified as the Student Welfare Coordinator and the staff work collaboratively towards achieving the school's vision of providing for the child's whole development. Data on unacceptable behaviour is collected and is regularly minuted for discussion and action at unit, staff and leadership meetings.

The school takes a pro-active approach to wellbeing, building resilience and independence. Daily school routines and class discussions about social interactions have a strong focus on directly teaching the school values. Connectedness to the school community is promoted by a range of activities including circle time as part of class routines, multi-age Buddies, Poppy Tribes, Sport House activities, performances and choirs.

The school 'values' and the Tribes process are embedded throughout the school to promote strong student engagement, inclusion and other positive behaviours. Every student belongs to a multi-age Tribe and is assigned a teacher who engages the Tribe in a variety of fun Tribes cooperative strategies and games to further enhance engagement and a sense of belonging throughout the school.

The school offers excellent opportunities for student leadership and there is a strong extracurricular program including whole school Healthy Living activities. The school has high expectations and children are encouraged to take ownership of their learning through the Start Up program, goal setting, learning journals, negotiating aspects of the curriculum, and three-way conferences at reporting time.

Student engagement is a focus at Park Orchards PS and is fostered by creating a rich learning environment where students work collaboratively and autonomously on open-ended activities and have easy access to a variety of digital resources across the curriculum areas.

Flexible learning spaces have been created to enhance teaching and learning and resources are purchased to promote interest, enjoyment, provide challenges and develop thinking skills. Staffing developments include classroom assistants, specialist programs and an Assistant Principal with a dual focus on wellbeing and curriculum. Park Orchards Primary School is developing effective playground

supervision techniques as well as a variety of clubs and student-organised activities during the lunch break which provide a variety of recreational options.

There is a strong belief that education of young people is a partnership between parents and the school. Parents are kept well informed and are encouraged to be involved in the school in a variety of ways. Parents are encouraged to keep in touch and are offered formal and informal meetings with all staff.

PREVENTION PROGRAMS

1. Inclusion: Our students who are funded through the Program for Students with Disabilities (PSD) program are supported through a Student Support Group meeting (SSG) which is held on a termly basis. The school accesses North Eastern East Victoria Region (NEVR) Student Support Service Officers (SSSOs), including a psychologist and a speech therapist who visit the school fortnightly. Each student in the PSD program has an Educational Learning Plan, which is monitored and updated at the SSG meeting. Students with special needs who are not funded by DET are supported through an Individual Learning Plan, designed by the child's class teacher, in consultation with the Principal or the Assistant Principal as needed. Requests for student assessments, intervention, treatment or referral to other outside agencies are organised also by the Principal or Assistant Principal. The Junior and Senior team meet weekly to discuss priority student wellbeing issues. The minutes of these discussions are passed onto the Leadership team to discuss further and follow up any issues.

2. Transitions

Foundation Transition: The school has a successful Kinder -Foundation transition program which includes:

- visits by the Principal to pre-school settings early in the school year,
- school tours with the Principal and Year 6 School Leaders,
- Buddy program,
- feedback and survey opportunities
- the opportunity for kinder students enrolled in the school to participate in an extended Pathways to POPS program every Friday during Term 3 and term 4 .

A formal Foundation Transition program occurs over four weeks in Term 4, where Foundation students for the following year engage in play-based activities in the Foundation classrooms and meet their Year 5 buddy for the following year. The Foundation teachers maintain close contact with all the coordinators of our feeder early learning centres and kindergartens.

Whole School Transition: A whole school transition level program occurs over two sessions during December, Term 4 each year. The first session consists of students from Foundation to Year 5 moving to their learning area for the following year and engaging in a range of activities. The Year 5 students during this session present their leadership speeches to the current year 3 and 4 students. The second session involves students moving to their classroom for the following year and meeting their new teacher.

Year 6 to Year 7 Transition: Neighbouring government, secondary colleges provide our school with advertising materials for their respective Open Evenings each year. Many parents attend these Open Evenings. Our school welcomes visits from college representatives to talk with our students about transition and we take every opportunity to visit the colleges when invited for special student events.

There is communication regarding students with special needs in Term 4 each year so that a smooth transition takes place and any funding needs are addressed well in advance. Communication between all schools regarding each individual student takes place over Term 3 and 4 to ensure a smooth transition for all students. Each year the school invites past students to come back and talk to the current Year 6 students about their experiences during their first year of secondary school. Parents are also invited to attend an information session where they can talk to parents of the past students about their experiences and ask any questions they may have.

PREVENTATIVE STRATEGIES

Behavioural engagement: refers to students' participation in education, including academic, social and extracurricular activities. To support the emotional engagement of the students at our school we use the following strategies and intervention approaches:

- Our Student Wellbeing program which encompasses school, DET and/or external agencies to support students and their families
- The Start of the Year Program (Ready, Set, Go)
- We are registered with the eSmart program to ensure we develop the most effective and safe school in the area of digital technology and Internet use. To support this program we have developed the Safe Use of Digital Technology Agreements for all students. The focus is to involve parents in the process so that our whole school community develops a deep understanding about cyber safety. We are also endeavouring to ensure that all students are aware of age appropriate use of digital technologies
- Whole school Poppy Tribes Agreements. These agreements prominently displayed in learning areas.
- All staff (teacher and ES staff) complete the Mandatory Reporting Online Training annually. This is a DET requirement
- Student Support Group meetings for funded children or children with special needs.
- Transitions programs
- Student leadership programs, including: School Captains, Vice Captains, Year 6 leadership roles, Student Representative Council (Year 1-6), Active Travel Team, Environment Leaders (Year 3 & 4)

Emotional engagement: encompasses students' emotional responses to their peers, friendships and their level of connectedness to school and their teachers.

- Student Wellbeing Coordinator (Assistant Principal)
- Working Irabina and other external agencies
- Working closely with SSSOs, such as the Educational Psychologist to support students with specific emotional needs
- The Student Wellbeing Coordinator schedules meetings with teachers, parents and/or students. Parents can arrange to meet with the Assistant Principal by appointment
- External providers for a range of educational sessions such as, Hygiene and Sexuality Education Program (Life Education Van/ Family Life Programs)
- Tribes approach to building a positive learning community is a whole school initiative in 2016. Staff, parents and students are learning about the benefits of Empathy, Gratitude and Mindfulness as a way of building a positive outlook on our lives

- Poppy Tribes all students and staff are assigned to a Poppy Tribe for their entire schooling. The Year 6 leaders lead the Tribes sessions once a term
- Parent Classroom Reps are assigned to each class New families are welcomed to the school and social events are organised to build a strong sense of community

Cognitive engagement: relates to students' investment in their learning and their intrinsic motivation and self-regulation. To support the cognitive engagement of the students in our school we use the following strategies and intervention approaches:

- Parent Classroom Helpers – helpers in classrooms, parent guest speakers.
- Students are expected to attend excursions, incursions and camps and financial support can be arranged through the Principal in times of family hardship.
- Employment of DET speech therapist to identify any specific learning needs in relation to language acquisition
- Every teacher is responsible for leading one curriculum area- Mathematics, English, Science and Humanities
- Teachers engage in weekly peer observation sessions to support each other in developing their instructional practice skills
- Individual Learning Plans are developed for students achieving more than 12 months ahead or more than 12 months below their expected grade level in more than two domains of English and Mathematics.
- Student self-assessment is an integral part of the assessment process across all year levels, giving students the opportunity to rate their progress and their engagement in their learning activities
- Newly arrived students from non-English speaking backgrounds are supported via volunteer parent helpers
- Extra-curricular programs – including instrumental music, choir, Photography Club, Minecraft Club, Games Club, Solar Boats, Junior Engineers, Wiseones

RIGHTS AND RESPONSIBILITIES

Guiding Principles

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.

Equal Opportunity

The Equal Opportunity Act 1995 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
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes)

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 beliefs

Cultural Rights

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

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 a 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
- 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.

SHARED EXPECTATIONS

Student resilience and wellbeing are essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments. POPS shares this responsibility with the whole community. Not only do confident, resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

All members of the Park Orchards Primary School community expect the principal team to:

- exhibit and uphold the school values
- provide leadership to school staff and students
- communicate clearly to ensure staff, students and the school community understand their expectations
- ensure staff and students have the resources and equipment to assist them in the process of teaching and learning
- be knowledgeable and use their integrity when making decisions so they are made with the whole school community's best interest in mind
- undertake professional development to ensure they are up to date with educational initiatives

All members of the Park Orchards Primary School community expect the teachers to:

- exhibit and uphold the school values
- be caring, nurturing, flexible, positive and respectful towards all students
- have high expectations of themselves and students as role models in organization, motivation, collaborating and learning
- create engaging lessons and promote the use of a wide range of resources in the classroom
- understand the needs of students and accommodate those needs
- undertake professional development to ensure they are up to date with educational initiatives

All members of our Park Orchards Primary School community expect the support staff to:

- exhibit and uphold the school values
- be supportive
- be trustworthy and confidential
- be understanding and caring

All members of our Park Orchards Primary School community expect the parents/carers to:

- exhibit and uphold the school values
- support and accept school initiatives, structures, rules and policies
- stay informed by reading all school communications
- communicate clearly with the school about the needs of their children
- participate in school activities and interact respectfully with all community members.
- ensure their children are attending school and that they drop off and pick up students on time

All members of our Park Orchards Primary School community expect the students to:

- Exhibit and uphold the school values
- Attend school with a positive attitude and engage in all learning activities
- Be punctual to and organised for all classes
- Ask for help/ask questions

PREVENTING AND MANAGING BULLYING at POPS

(To be read in conjunction with the Student Welfare Policy)

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

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.

Cyber bullying 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 cyber bullying behaviour are:

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

Cyber bullying can happen to anyone and the bully can potentially act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

At POPS we aim 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
- reduced career prospects

If a student sees another person being harassed or bullied he/she should tell the person that he/she witnessed the incident and advise that person to report it to an appropriate person. However, if their 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: (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
- offensive name - calling

Explicit: (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 actions 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 you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- 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 you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with. Your concerns will be taken seriously. All complaints will be treated confidentially

What bullying is not: Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

There are three socially unpleasant situations that are often confused with bullying:

- **Mutual conflict** - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike** - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, since the school has a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned.

WHOLE SCHOOL PREVENTION STRATEGIES

The proactive and preventative whole school structures and strategies that POPS implements aim to:

- facilitate the development of acceptable standards of behaviour to create a safe and supportive learning environment;
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop;
- foster mutual respect and encourage all students to take increasing responsibility for their own behaviours and the consequences of their actions.

Whole school structures and strategies that POPS implements and that are conducive to reducing bullying include the following:

- promoting school values and an open communication
- consistently using behaviour management methods that encourage empathy, problem solving and positive action
- supporting students who have been bullied
- addressing bullying and social skill development within the curriculum
- enhancing the playground environment and supervision
- a school culture that seeks to be proactive and restore relationships damaged through conflict
- awareness-raising of specific forms of bullying
- close collaboration with parents
- develop active, trusting relationships between students and teachers and between teachers and parents
- social competency and values integrated in the curriculum
- positive staff role modelling
- and providing incentives for behaviour consistent with the school values

Preventative classroom strategies that are implemented at POPS include:

- use of cooperative learning strategies with students
- effective classroom behaviour management methods that encourage empathy, social problem solving and positive action
- developing trusting and inclusive classroom environments
- encouraging and supporting help-seeking and effective bystander behaviour
- reinforcing good examples of communication and conflict resolution
- social problem solving approaches to resolve peer based conflicts
- long term, whole school prevention curriculum which starts in the early years and includes:
 - understanding what behaviours constitute bullying
 - why bullying is unacceptable
 - the development of effective bystander behaviour
 - understanding the school's processes for preventing and managing bullying
 - awareness raising of cyber-bullying and strategies to deal with it

Playground strategies that are in place at POPS include:

- a coordinated, highly visible and active approach to playground supervision
- identification of and supervision adjustments to high-risk situations
- offering a range of organised activities during break times
- recognising and reinforcing positive playground behaviour and positive social relationships
- recording and managing playground bullying incidents
- providing equal access to developmentally appropriate outdoor activity areas and equipment for all students

Rights and Responsibilities of the Park Orchards Primary School Community

Students’ behaviour can contribute to the educational, social, emotional and physical development of themselves and those around them. Positive behaviour has a positive influence on others. POPS actively promotes the importance of positive behavioural expectations in a supportive, caring environment.

Students Rights	Students Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • learn and play in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment and where they are able to fully develop their talents, interests and ambition • learn and participate fully in the school’s educational programs and be supported in class and in the playground • be provided with a learning program that meets individual needs • express their opinion, concerns and thoughts in an environment where they feel valued and one that enables them to develop their thinking and understanding (student voice) • be nurtured and cared for and respected as individuals 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school’s educational program • arrive on time for school and attend regularly. • display positive behaviours that demonstrate POPS • demonstrate respect for the rights of others, including the right to learn, and to contribute to an engaging educational experience for themselves and other students • take increased responsibility for their own learning as they progress through each year and to participate as active and caring members of the whole school community • develop and grow as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals • demonstrate respect and care for the physical environment and sustainability practices

Parent/ Carers Rights	Parent/Carers Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • feel safe and welcomed in our school • receive accurate information about their child's progress and social/emotional development at school • to communicate at mutually agreed times with parents as well as informally 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • uphold and model the School Values within the school community • ensure their child's regular attendance at school • ensure that their child is always punctual • engage in regular and constructive communication with school staff regarding their child's learning • support the school in maintaining a safe and respectful learning environment for all students • follow traffic laws/bylaws within the immediate vicinity of the school grounds • ensure their child arrives and departs from the school in a safe and orderly manner • actively support their child's learning reinforce school processes keep their child safe

Teachers Rights	Teachers Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an organised and cooperative environment • be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • work in a safe, supportive and inclusive environment 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the Student Engagement policy • know their students • know how all students learn and how to teach them effectively • know the content they teach • plan and assess for effective learning • use a range of teaching strategies and resources to engage students in effective learning • engage in reflective practice and professional learning • encourage student voice in discussions • engage in regular and constructive communication about their students educational/social/physical/emotional wellbeing • develop a learning program that is relevant, significant and engaging • listen to all students respectfully and bring to attention of the Principal any matter that causes the safety or wellbeing of any staff member or other student to be at risk

SCHOOL ACTIONS AND CONSEQUENCES

At Park Orchards Primary School we recognise the need for student management issues to be transparent, informed and consistent across the school. Implementing preventative and early intervention strategies to support student engagement and address individual barriers to learning are integral to our whole-school approach. Classroom and playground management here at POPS is based on the irrefutable premise that all students have a right to learn without interference and that all teachers have a right to teach without interference.

Corporal punishment is prohibited in all Victorian Schools. Corporal punishment is not permitted at POPS

Implementation strategies by staff include:

- working as a whole school team
- developing student understanding of established school values and behaviours
- expecting students to adhere to documented values and behaviours
- acknowledging student achievements through positive reinforcement and celebration
- expecting students to take responsibility for their actions
- modeling positive behaviours and the school values
- promptly dealing with student behaviour which is not compliant with the school values
- consistently documenting and monitoring incidents and consequences
- working with parents, the Assistant Principal and Student Support personnel
- providing students personal support to maximise their potential as cooperative learners

Classroom Procedure (includes all incidents whether physical, verbal or online):

- **establish and discuss (use restorative questions card)** with the student, the behaviour which is inappropriate, which school value has been breached and the appropriate behaviour which should have been displayed
- ensure you **follow through** and have a discussion with all those involved in the incident in order for harm to be repaired, reconciliation achieved and consequences, if any, put into place
- **document** all incidents that result in unsafe environment, injuries and abusive behaviour and **inform** the Principal or Assistant Principal. Document the summary of your discussions; include your questions/comments, responses from students and any consequences
- if inappropriate behaviour still continues, then the Principal or Assistant Principal will set up a **Student Support Group** meeting with the parents and teacher
- the Principal or Assistant Principal will continue to **liaise** with the teacher and the student and keep communicating with the parents after the incident
- all student welfare issues that may impact behaviour in the Yard or learning in classes should be discussed and reflected on at the beginning of each **Unit and Staff meeting** with all staff

Yard-Duty Procedure (includes all incidents physical and/or verbal)

- **establish and discuss (use restorative questions card)** with the student, the behaviour which is inappropriate, which school value has been breached and the appropriate behaviour which should have been displayed
- **ensure you follow through** and have a discussion with all those involved in the incident in order for harm to be repaired, reconciliation achieved and consequences, if any, put into place
- **document** all incidents that result in unsafe environment, injuries and abusive behaviour and **inform** Principal or Assistant Principal. Document the summary of your discussions; include your questions/comments, responses from students and any consequences
- if inappropriate behaviour continues still then the student should be sent inside to report to either the **Principal or Assistant Principal** who will supervise and give consequences as appropriate. In their absence the **Level/Specialist Co-ordinators** can supervise and give consequences as appropriate

Detention

- after school detention will be given if warranted by the seriousness of the behaviour or as a result of **repeated serious** behaviour. The student will be supervised by the Principal or Assistant Principal and during this time discussions will focus on helping the student set goals for the future and reviewing the Individual Learning Plan
- a detention will be preceded by a conversation with and letter to the child's parents
- after the detention the parents will be informed about the new goals and the revision of the Learning Plan

Suspension

- a student can be suspended immediately if the seriousness of the behaviour warrants or if inappropriate behaviour continues after an after school detention
- an in-house suspension can be given after consultation with the parents and if deemed a better option for the student
- students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the student's behaviour

APPENDIX: Individual Learning Plan

Student name:		Date of birth:	
Year level:		Date:	
Review of progress should be based on collection and analysis of data			
<ul style="list-style-type: none"> • formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s • feedback from the student • feedback from the parents/carers 			
<i>All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalise the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly</i>			
Learning improvement goals		Learning outcomes	
Priority areas for improvement.		List relevant learning outcomes linked to the learning improvement goals.	
Consider:		Consider:	
<ul style="list-style-type: none"> • Engagement • Attendance • Behaviour 		<ul style="list-style-type: none"> • Engagement • Attendance • Behaviour 	
School and classroom strategies		Parents/carers – expectations/support	
Consider:		Identify in partnership:	
<ul style="list-style-type: none"> • classroom learning interventions • small group/individual support • behaviour expectations 		<ul style="list-style-type: none"> • expectations of parents/carers • level of support that can be provided by parents/carers • how the school can support parents/carers 	
Processes for collection of data			
Identify:			
<ul style="list-style-type: none"> • data collection methods • how progress will be measured 			
Timeline for review and revision of plan: Individual Learning Plans should be measured and modified regularly.			
Student's comments:			
Classroom teacher's comments:			
Parent's carer's comments:			

APPENDIX: Student Absence Learning Plan

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

Student name	
Year level	Date
Reason for absence:	
Date of last day of school:	Date of return to school:
Description of the educational program: Teachers/year-level coordinators should include elements of the learning program the student will be missing while away. The learning program should enable the student to more easily re-engage in class activities when they return.	
Activities for the student to undertake while away from school: For example, if a student is travelling, what research can they undertake, or what presentations can be prepared?	
Outcomes for the student to achieve:	
Resources that the student may find useful:	
Agreed role of parents/carers in supporting the absence learning program:	
Contact details for the student to stay in touch: School contact person: Signature of parent/carer:	School phone number: Signature of Principal:

APPENDIX: Notice of suspension**School information**

School name:

School number:

School phone number:

Contact person name and number:

Student contact information

Name:

Year Level:

Address:

Date of birth:

Phone:

Email:

Parent/carer details

Name

Relationship to student

Address

Phone

Email

Suspension details

Current suspension

Previous suspension/s (if any) in this school year

From to (inclusive)

Previous suspension/s (if any) in previous school years

From to (inclusive)

Secondary consultation and/or direct intervention support must be sought from the regional office to address the behavioural for a student who has been suspended for eight days in a school year or who reaches a total of four individual suspensions in a school year.

Reason for suspension

Under Ministerial Order 184, this student was suspended for (please circle):

- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

Explanation of the circumstances leading to suspension

Outcomes of the student support groups

Date/s of student support groups

Attendees

Strategies discussed

Supports (school based or internal) provided to the student

Date of post-suspension student support group (only required if suspension is for five school days)

Additional information (if required)

Checklist: Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 4 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines for more information.

Student absence learning plan agreed upon at student support group is attached (for documentation purposes) and has been provided to the student and their parents/carers.

Yes / no

All other relevant information is attached

Yes / no

A copy of the Notice of Suspension has been provided to the student, their parents/carers and the school council president.

Yes / no

The student and their parents/carers have been provided with a copy of the information brochure *Procedures for Suspension*.

Yes / no

Principal's signature: _____ **Date:** / /

APPENDIX: Notice of Expulsion

School information	
School name:	
School number:	School phone number:
Contact person name and number:	

Student contact information	
Name:	Year level:
Address:	Date of birth:
	Phone:
Email:	

Parent/carer details	
Name:	Year level:
Address:	
	Phone:
Email:	

Expulsion details
Commencement of date of expulsion

Reason for expulsion
<p>Under Ministerial Order 184, this student was expelled for:</p> <ul style="list-style-type: none"> • Threatening or endangering the health, safety or wellbeing of others • Committing an act of significant violence against a person or property or being knowingly involved in the theft of property • Possessing, using or assisting another person to use prohibited drugs or substances • Failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member • Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student • Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

Explanation of the circumstances leading to expulsion**Outcomes of the student support groups**

Date/s of student support groups for this year (attach minutes of all previous meetings)

Date of final student support group

Attendees

Transition arrangements, including details of receiving school, registered training organisation or employer

Details of any transition supports provided

Additional information (if required)

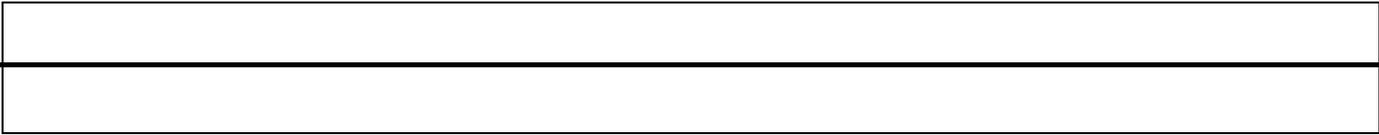
Checklist:

Each of these boxes must be ticked and the Notice of Expulsion endorsed by the principal before the student can be expelled. Refer to Element 4 of Effective Schools are Engaging Schools for more information.

- All relevant information is attached.
- A copy of the Notice of Expulsion has been provided to the student, their parents/carers and the School Council President.
- The student and their parents/carers have been provided with a copy of the information brochure *Procedures for Expulsion*.

Principal's name:**Principal's signature****Date:**

RESOURCES TO BE USED IN CONJUNCTION WITH STUDENT ENGAGEMENT AND WELLBEING POLICY



RESTORATIVE CHAT

To the wrongdoer:

What happened?
Who else was there/around when it happened?
What were you thinking?
What was in your head/in your mind?
Was it the right thing/wrong thing to do?
Who has been affected/upset/harmed by your actions?
In what ways?
How has this affected you?

To the victim:

What did you think when it happened?
What have you thought about since?
How has it upset/hurt/harmed you?
What has been the worst thing?
What is needed to make it right/to make you feel better?

To the wrongdoer:

What do you need to do to make things better?
How can you fix this?

To the victim:

Is that okay/do you agree?
Is that fair?

To both:

How can we make sure this doesn't happen again?
Is there anything I can do to help?
Is there anything else you would like to say?

Teachers' responsibility:

Formally record agreement/congratulate them for working it out
Arrange time to follow-up/meet again to see how things are going

Community Circle

Community Circle Time is a very powerful and enjoyable process that assists both the development of the individual and the individual as a member of the group. It should generate a sense of belonging, which promotes acceptance and support within the community of the school.

It brings together the mentor and students in an enjoyable atmosphere of cooperation. It is a time set aside when students and their mentor sit in a circle and take part in games and activities designed to increase:

- self-awareness
- awareness of others
- self esteem
- cooperation
- trust
- listening skills

The activity helps everyone to understand what is important to them and their friends. Students become more able to express their feelings and it encourages tolerance between girls and boys. It also promotes understanding and connectedness between students of different age groups.

As students learn more about themselves and each other, a warm and supportive group atmosphere is built, along with improved relationships.

SELF ESTEEM

For adult mentors the issue of a student's self esteem is a vitally important consideration. Students with a positive high self-regard are more likely to achieve academically and less likely to be in trouble than students with poor or low self-regard.

Behaviour traits that might indicate low self regard:

- feeling uncomfortable with or unable to accept praise
- unable to ask for needs to be met
- critical and jealous of others
- inability to be warm and affectionate
- being negative about self and particularly in comparison with others
- feeling unworthy and guilty
- refusing to work in case of failure

The games in Community Circle Time aim to break into those feelings. In a gentle and subtle way they encourage everyone to:

- praise themselves (I'm good at ...)
- talk positively about self and achievements
- be assertive about needs
- give and receive compliments in a 'matter of fact' way
- accept that things go wrong sometimes yet it does not fundamentally impinge on self worth
- celebrate achievements and good times
- be prepared to take risks, to have a go at unfamiliar work or activities

RULES FOR THE COMMUNITY CIRCLE

Rules should be kept to a minimum and may evolve as necessary.

The Tribes Agreements during a Community Circle:

- Attentive Listening
- Mutual Respect
- The right to participate/ pass
- Attentive Listening

The person talking may use a 'talking stick' or similar object, which is then passed on to the next person. Students always have the right to pass. There is no pressure on anyone to convey thoughts or feelings in the circle.

Sometimes students make silly comments – it is best to ignore such a statement and move on in as neutral a way as possible. Sometimes, it may be more appropriate to say dispassionately 'I haven't given you much time to think, I'll come back to you'. This gives the student the opportunity to redeem himself with a more acceptable statement.

The group accepts statements without ridicule. There are no putdowns in 'Community Circle Time' – students make statements about themselves and not about others.

The ethos of Community Circle Time is positive, encouraging and non-judgemental. Students appreciate the opportunity to be listened to and to know that their turn will come. They enjoy hearing personal details about their mentor. They love being encouraged to feel that they are important and likeable both individually and collectively.

SELF - DISCLOSURE

Self - disclosure about feelings, assumptions and beliefs will enable others in the group to have access and therefore insight into the private world of other members. It is a crucial activity within the group and essential for its growth. The self-disclosure needs to be kept at a safe level.

It begins with simple statements such as favourites – T.V programs, food ... The group's reaction to the disclosure will establish the safety to allow progress to more sensitive information. Self- disclosure is not just about words: tone of voice and facial expression might indicate that very strong emotions accompany quite neutral words.

Students do not choose to be part of the group and cannot choose to leave. Within this context we have to accept the comments the individual chooses to make. We have to create safety from ridicule, embarrassment and teasing. When this safety exists within the circle, it tends to spread into other aspects of school life.

COMMUNITY CIRCLE TIME ENCOURAGES:

- cognitive skills such as the ability to reflect, predict, question, concentrate, evaluate then recount in a concise manner
- interpersonal skills such as the ability to listen, explain feelings and motives, empathise, encourage others in a positive way and speak publicly
- a compassionate, sensitive and accepting attitude to others developed in a spirit of generosity, openness and caring

To do this:

- positive, simple rules are followed
- feelings are focused on
- awareness of self and others encouraged
- no judgements are made (by mentors or students)
- personal responsibility is emphasised
- each member is valued
- everyone experiences sharing in a sensitive, positive yet fun way.

The understanding of needs and resolution of conflicts depends upon two essential skills:

- the ability to listen when other people speak
- the ability to speak clearly about one's own feelings