BRIGHTON BEACH PRIMARY SCHOOL

Student Engagement and Inclusion Policy
2017-2020

1. SCHOOL PROFILE

Founded in 1878 Brighton Beach Primary School (BBPS) is located within walking distance of historic Dendy Beach in Bayside, Brighton. Situated on a compact 1.3 hectares, in an attractive residential area, the school draws the majority of its students from a relatively small zone of high range socio economic families and has a Students Family Occupation (SFO) of 0.12. The school's enrolment fluctuates between 370-400 students. The school has a tight neighbourhood boundary, (approved by the Southern-Eastern Victorian region) to ensure no overgrowth and subsequent overcrowding of playground space.

BBPS embraces the inclusion of students from diverse backgrounds and is committed to the Child Safe Standards, as outlined by the Victorian State Government. BBPS considers the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children to create a safe and supportive learning environment.

BBPS families predominately come from English speaking backgrounds with approximately 13% of the school population speaking a Language other than English at home. There is significant diversity including: Arabic, Chinese, Dutch, French, Japanese, Khmer, Mandarin, Spanish and Swedish, speaking families. A range of different religions are represented within our school community also.

Five students are supported by the Program of Students with Disabilities (PSD), with three part-time Education Support Officers (ES) employed to support this program. Student Support Services Officers (SSSO), including occupational therapists, speech pathologists and psychologists also support our PSD students within the school setting. Once a term, Student Support Group (SSG) meetings are conducted with the team responsible for the student (usually including the Assistant Principal, classroom teacher, parents, and other support service personnel such as therapists and Educational Support staff where relevant).

Our student population is not a transient one. The majority of students who commence Prep at BBPS continue their education through until Grade 6. We also have a high proportion of siblings who follow each other throughout our school. From Year 4, there can be a trend for students to move to the independent sector. We always aim to improve our retention rates through innovative and engaging strategies.

We have a wide range of teaching experience and expertise amongst our 32 staff members. Our staffing profile has twenty-three teaching staff, including a leading teacher, in full time teaching roles in classroom positions, one teacher working 0.6 Reading Recovery, three ES staff supporting classroom teachers part time, two full time office administrators, one part time IT technician, one part time library technician and two part-time nurses.

Our parents are highly supportive of the school, its programs and policies. They support literacy and numeracy in classrooms, are involved in excursion support, sports coaching, guest speaking, social events, Art and Craft Exhibitions, Mother's and Father's Days and membership of the Parent Association (PA) and School Council. Our PA has two major functions, aimed at connecting parents to the community; enabling families to experience a sense of belonging. The PA also organise parent information sessions that address current parenting areas of interest, such as cybersafety. The other essential function of the PA is as a fundraising body.

BBPS conducts many co-curricular programs to enhance student engagement and connectedness some of which include: Lunchtime Clubs, Student Representative Council (SRC), Fitness Activities, Student Leadership, Environment Team, School Band, Student Rock Band and School Choir.

BBPS is a member of Beachside Network of Schools and the Southern-Eastern Metropolitan Region. All of these professional partnerships provide networking and excellent learning opportunities. Brighton Beach maintains strong transition programs both from pre-school to Prep and Years 6 to 7 and supports our entering and exiting students' transition with a comprehensive transition program.

The school has benefited from significant facilities development through successful grant applications in programs such as: Investing in our Schools, National Pride in Schools, Community Water Grants and the Building Education Revolution over the past triennium with significantly improved facilities. The School Council has a very active and committed Buildings and Grounds Committee. Recent renovations to our heritage building was funded solely by parent-raised funds.

At BBPS, the goal outlined in our School Strategic Plan (2015-2018) is to foster confident learners who have an enhanced self-image. We have a major focus on building the resilience of students for productive collaboration with their peers and teachers at school. Students perceive that the school provides a safe and secure learning environment that recognises the importance of developing positive relationships, student to student and teacher to student.

The Student Attitudes to School Survey for Year 4, 5 and 6 students provides data on student engagement and connectedness. We focus on the areas of *'School Connectedness'* and *'Student Motivation'* and aim to maintain or improve the school's mean score in these two areas. Each Annual Implementation Plan (AIP) from this review period has outlined these goals and target areas for improvement in student engagement.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Our vision statement: To build better pathways to success by creating a community of global learners.

In an environment marked by continuous change, our vision is to prepare students for the uncertainty of the 21st Century. We believe that happiness and a sense of connectedness are the footnotes to the development of literate and productive citizens of tomorrow. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our values based philosophy: Instilled into the ethos of BBPS are the core values we live by and which form the basis of everything we do. Our values are referred to as 'The 5Rs'. The descriptors evolved from a student consultative process lead by the SRC.

RESPECT: Valuing differences and treating people how you would like to be treated

RESPONSIBILITY: Taking ownership of your own actions and property

RESILIENCE: Trying our hardest, bouncing back and never giving up

RELATIONSHIPS: Using all the Rs to get along with others to work as a team

REFLECTION: Looking back, retracing our steps and learning from others and ourselves

Our shared expectations are outlined in the BBPS Statement of Values and the Student Wellbeing Support Plan and are intended to support all students and families that join our community.

Our school goals, as outlined in our Strategic Plan, are:
- To meet the personalised needs of every student with high expectations of strong learning growth in literacy and numeracy.
- To deepen student engagement in learning and stimulate interest and curiosity in their globalized word.
- To foster confident learners who have an enhanced self-image.
- To maximize school resources to enable optimum implementation of school goals and priorities.

A statement about the rights and responsibilities of all students and school staff is included in Appendix 1.

3. GUIDING PRINCIPLES

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will actively promote the safety and wellbeing of all students, in accordance with the Child Safe Standards.

4. ENGAGEMENT STRATEGIES

BBPS Social and Emotional Learning (SEL) Team in conjunction with staff, parents and students work hard to develop an inclusive culture, promoting valuable learning, reinforcing affirmative and lifelong social and emotional core competencies and facilitating continuous improvement in participation and school retention. We have an expectation that all members of our school community will promote a positive and supportive environment in which respectful relationships are modelled and built. We value the diversity of our school, and more so our global community, and involve the students in learning which embraces culture, tradition and history in Australia and the world. This is positively evidenced in the staff, student surveys and parent opinion surveys and is supported by the BBPS Statement of Values (Appendix 2). The school uses a range of universal, targeted and individual strategies to cater for the varying needs of our student community.

A vast number of regular practices at BBPS have directly impacted on positive community perceptions in the areas of teaching and learning, wellbeing and inclusion. These include, offering a range of extra-curricular activities, an attractive physical environment, opportunities for regular communication with families, the continued development of excellent teacher student relationships, authentic recognition and celebration of student and community achievements, improved teaching and learning strategies coupled with planned program resourcing, additional support programs for children at all developmental levels, student leadership opportunities, environmental programs and the SRC.

In addition the school fosters high levels of student wellbeing, motivation and engagement through the implementation of a whole school values framework, provision of a comprehensive student leadership program for Years 2 to 6, strategic network and school based planning to improve student attendance.

The school has embraced the Kids Matter Primary Framework, which aims to:

- Improve the mental health and wellbeing of primary school students

- Reduce mental health difficulties amongst students

- Achieve greater support for students experiencing mental health difficulties.

This initiative emphasises a sense of shared responsibility for children's wellbeing and promotes partnerships with the school's community. It has a strong focus on creation of a positive school community, development of social and emotional learning for students, parental support and education and recognition of early intervention for students at risk.

Our school uses an extensive range of resources to support the Kids Matter Framework, including; 'You can do it!', 'Friends for Life', 'Better Buddies' and 'Bully Stoppers' (Refer to Appendix 3 for matrix of programs used). Students are actively involved in the implementation of this framework through SRC developed initiatives created to educate the school community on the importance of our school values. This includes weekly presentations at school assemblies. Incentives, awards and school mascots are used to encourage students to demonstrate values on a daily basis. This promotion of positive behaviours and whole school values is widely praised by the school community.

BBPS has been the lead school in the establishment of the Bullystoppers Network within the Bayside district. Formed in partnership with the Bayside Council, this program involves Grade 5 students in community projects focused on raising awareness about resilience. It encourages the establishment of a common language that supports students to feel empowered, safe and secure within the school and wider community.

The establishment of the Learning to Learn framework across the whole school focuses on building growth mindset principles in all students, embracing mistake making and understanding the physiology brain when making choices that impact on learning.

There are also a number of intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of self and others. These are outlined in our Student Wellbeing Support Plan in Appendix 4 of this document.

5. IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

At BBPS all children are catered for within a culture of calm, caring action to support their emotional and social development. The strength of our student Attitudes to School survey data is testament to this. Students who demonstrate a need in a particular area are identified by their teacher. Information will include personal information gathered upon enrolment and:

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Engagement with student's families.

Additionally, these students will be placed on an Individual Learning Plan (ILP). These plans are designed in conjunction with parents, to further strengthen home-school partnerships. If students are in need of assistance with behaviour modification, all teachers refer to and use the BBPS Student Wellbeing Support Plan. Students are guided through this through the use of regular conversations, incorporating the use of Restorative Justice practices such as Circle Time, Restorative Chats and Think Papers. Individual Student Wellbeing Support plans with goals linked to our values act as early intervention and an informed approach at Brighton Beach.

Our comprehensive health and physical education program has been effective in challenging students to become fitter and more active. Students participate in weekly Physical Education lessons as well as optional fitness and sporting activities for senior classes. There is a strong focus on nutrition and sustaining a healthy lifestyle. Students are encouraged to participate in major events such as swimming carnivals, athletic trials and cross country.

The school has effectively managed resources to support student wellbeing and engagement to ensure that adequate funding is allocated to resource the broad range of programs we offer. All aspects of student health and wellbeing are monitored and strategically planned for and SSSO services; guidance officers, external agencies, speech pathologists, occupational therapists, paediatricians and other community organisations are utilised.

Teacher professional growth and learning is given high priority at BBPS. Cohort data is linked to team performance plans which are informed by the Australian Institute for Teaching and School Leadership (AITSL) professional standards. Goals and targets are set and the professional learning identified and provided. The major focus in the school's strategic plan is improved outcomes in literacy and numeracy, and to further foster confident learners.

BBPS is committed to strengthening literacy and numeracy achievement for all students and believes in the vital importance of solid performance particularly in literacy and numeracy before students reach secondary school.

Regular parent communication through newsletters, assemblies, open nights, transition programs, parent forums, sub school updates, formal reporting, student support group meetings and the development of individual learning plans assist in forming positive home school partnerships evidenced in the results of our parent opinion survey and in the parent self-evaluation survey.

The Parents' Association has provided significant funds to support the school's ICT infrastructure which provides all students with a high level of access to individual devices, computers and netbooks interactive whiteboards and video making facilities.

Appendix 5 outlines the step by step process taken at Brighton Beach in identifying students, assessing need and providing necessary support.

6. BEHAVIOURAL EXPECTATIONS

The charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services. Brighton Beach Primary School's Anti-bullying policy has developed rights and responsibilities in consultation with the community and is reviewed and ratified by school council annually. In collaboration with our school community Brighton Beach has developed a Statement of Values (Appendix 2) in the belief that they will underpin all learning and will support all members of the school community.

The School's Rights and Responsibilities are consistent with:

- The development of self-esteem and positive choices
- The principles of fairness, honesty and integrity
- Sound emotional and social development
- A sense of responsibility towards self, others and the environment.

The school's declaration, recited weekly at assembly, reinforces this:

As a school we stand together and support each other

Respecting the rights, beliefs and differences of others

The flag is a symbol of Australia, our home.

Bullying and Cyber Bullying Management Plan

Brighton Beach has adopted a whole-school approach that focuses on safety and wellbeing throughout all school practices. The Student Values Statement includes specific strategies that aim to promote positive student behaviour, prevent anti-social behaviour, and encourage respect, compassion and cooperation.

All classes from Prep to Year 6 use the BBPS Student Wellbeing Support Plan to support the Statement of Values. This guides the participation in and use of a number of programs to inform students about bullying and how to proactively identify and reduce incidents within the school. We are guided by the department's *School Procedures and Practices for Responding to Students Who Bully* which builds on the *Safe Schools are Effective Schools* resource. Staff respond to incidents of bullying and develop and implement individual behaviour plans for students.

 In addition the school:

- uses Restorative Practices to manage bullying incidents

- has a buddy system for younger students

- involves students, staff and parents in updating the Student Code of Conduct

- uses the Bully Stoppers program to work in partnership with parents to reduce and manage bullying

- is an accredited e-Smart school, and as a result, has practices in place to ensure the safety of all students using online or electronic platforms

- uses the Acceptable Use Agreements P-3 and 4-6 to meet current government guidelines and standards

- has raised community awareness, through parent forums and incursions, of the seriousness of cyber bullying, its impact on those being bullied, and how this bullying behavior is unacceptable

- encourages families to inform the school if a student is being cyber bullied, or if the student is aware that another student is being cyber bullied and addresses these concerns immediately

- has a school policy and strategies to address cyber bullying

- uses the department resources which offer support and advice in relation to cyber bullying.

EXPECTATIONS

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 6.

7. SCHOOL'S ACTIONS AND AGREED FOLLOW-THROUGH

Brighton Beach Primary School acknowledges students who demonstrate and model the schools' values and shared expectations through a variety of forums and with many positive symbolic incentives and rewards.

In the event that a student is not meeting our school's shared expectations and protocols, strategies and procedures are utilised to encourage reflection upon appropriate choices before moving forward. This also involves communication of student actions to parents. Parents and caregivers are encouraged to become an integral part of supporting their child's endeavours to use the BBPS 5Rs and Social and Emotional Competencies as outlined in the Student Wellbeing Support Plan to support the school in developing their child's Emotional Intelligence (EQ).

We support and communicate through:

Reflection through writing and drawing

Students are asked to reflect on their behaviour choices, considering who was involved and how they will rebuild the relationship. These written and pictorial reflections using the Student Think Paper, are shared with relevant stakeholders inclusive of class teacher, Year Level Coordinator, Assistant Principal and parents depending on the severity and frequency of the behaviour. The students are then offered the opportunity to negotiate how they can make things right and how they will rebuild the relationship.

Class Reflection Journals/Feedback boxes

In some classrooms, students use a journal or whole class feedback box when they want to share or discuss an incident that has occurred in the playground. This incident is then shared and discussed during Circle Time under the condition of anonymity and "no naming, no blaming, no shaming". Student-generated solutions and social stories/role playing are utilised to resolve issues and enable students to build strategies to manage future issues. For students in need of more personal reflection and assistance, an individual reflection book might be introduced.

Individual Communication Books

These books are used to communicate any information which is useful to assist with consistent student behaviour guidance. These books may be set up in response to individual needs or whole class needs. The purpose is to provide a written communication link between two parties. This could be teacher/parent, teacher/teacher, teachers/student/parent. Communication books include accounts of events and actions. Positive events and events requiring follow up reflection and restorative responses are included.

<u>Behaviour Data Base</u>

Behaviour incidents are recorded electronically, and are monitored for frequency and behavior patterns. Individual student behaviour logs are kept, as necessary, at the discretion of the classroom teacher.

<u>Student Support Meetings (SSGs)</u>

Student Support Groups are scheduled regularly for students who are repeatedly having difficulty choosing appropriate behaviours or have additional learning needs. These meetings provide a cross flow of information and help to set up communication channels. Students exhibiting repeated unacceptable behaviours may be put on an Individual Behaviour Plan, established in consultation between a member of Leadership (e.g. AP or Principal), the child and parent/guardian. They are used to set achievable goals from the BBPS Student Wellbeing and Support Plan, which the whole group will support and monitor. They are reviewed on a regular basis until there is no further need.

<u>Consistent follow up</u>

Staff, parent and students have the right to expect that incidents will be followed up by the following team of Principal, Assistant Principal, Sub School Coordinators or Leading Teachers, as outlined in the Follow Through stages of the BBPS Student Wellbeing and Support Plan.

<u>Group work on social skills and values</u>

All classes participate in the school's social skills and values program. This is explicit social and emotional teaching. The staff develop these lessons supported by the Social and Emotional Learning Strategic Plan team and a wide range of resources within the Kids Matter Framework.

<u>Communication with Parents</u>

This takes many forms ranging from: newsletter articles, parent evenings, SSGs, phone calls, emails, class and student reports, written reflections, student diaries and home communication books. Communication with parents is also supported by the Communication Policy and Protocol.

<u>BBPS STUDENT WELLBEING SUPPORT PLAN (Appendix 4)</u>

For a student demonstrating consistent behavioural challenges, a staged response will be activated according to this plan, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see Appendix 7).

This could be when a student:

- Interferes with the right of others to learn
- Interferes with the right of the teacher to teach the class
- Poses a threat of violence
- Poses a danger to the health and/or safety of any school member
- Fails to comply with reasonable instruction
- Behaves in a manner which consistently threatens order within the school
- Harasses or bullies others
- Uses intimidation or inappropriate behaviors targeted at others.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

__Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.__

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:
http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx

Child Safety and Protection Procedures
All school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations. Child abuse includes physical violence, sexual offences, emotional and psychological abuse and serious neglect, as defined by the Child Safe Standards. The school supports, encourages and enables school staff, parents and children to understand, identify, discuss and report child safety matters. Child friendly processes are in place to ensure children know who to talk to if they feel unsafe or have a concern. Failure to Disclose and Failure to Protect legislative requirements are followed, as per the mandatory reporting responsibilities of all staff.
More information regarding requirements can be found at:
http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/betrayal+of+trust+implementation

8. ENGAGING WITH FAMILIES

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides assistance and encouragement to the Parents' Association in the efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Wellbeing Policy

- conducting effective school-to-home and home-to-school communications, as outlined in our Communications Policy and protocol

- providing volunteer opportunities to enable parents/carers and students to contribute

- involving families as participants in school decision-making

- coordinating resources and services from the community for families, students and the school

- involving families in Student Support Groups.

9. EVALUATION

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches. Reflection takes place yearly, as part of the Annual Implementation Plan review process.

Some of sources of data used are:

- Attitudes to School Survey data

- School Performance against Threshold Standard

- Parent Survey data

- School Summary Report

- Youth Resilience Survey data

- data extracted from software such as CASES21 or Students Online Case System (SOCS).

10. APPENDICES and RELATED POLICIES

Appendix 1: Code of Conduct Rights and Responsibilities

Appendix 2: Statement of Values

Appendix 3: Social and Emotional Learning Program Matrix

Appendix 4: Student Wellbeing and Support Plan

Appendix 5: Student Support Process

Appendix 6: Behaviour Expectations

Appendix 7: Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance

Additional Policies and Documents which support this policy include:

- Child Safe Standards

- BBPS Statement of Values

- BBPS Student Wellbeing Support Plan

- Bullying Prevention Policy (2015)

- Visitor's Policy (2015)

- eSmart Policy (2016)

- Communication Policy and Protocol (2017)

- Acceptable Use Agreement P-3 (2017)

- Acceptable Use Agreement 4-6 (2017)

- Duty of Care & Procedures Policy (2017)

These are available on the school website.

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at: http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx

Evaluation:

Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	September, 2017
Responsible for Review	Teaching Staff
Review Date	September, 2019 (2 years)
References	

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Date Reviewed	September, 2017
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Appendix 1:

Our code of conduct is based on the following rights and responsibilities:

RIGHTS & RESPONSIBILITIES

All Members of the Brighton Beach Primary School community have a right to -

- participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion
- be treated with respect
- feel safe and supported in an inclusive environment that values diversity.

All Members of the Brighton Beach Primary School community have a responsibility to -

- acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the community
- respect the rights of all, regardless of race, gender, age or other differences, including disabilities as outlined in the Disability Discrimination Act 1992.

All students have a right to:	All staff have a right to:	All parents have a right to:
• learn and achieve • feel safe and happy • be treated with respect and kindness	• receive respect and support from the school community • work in an environment that is orderly and safe • reinforce school norms and apply logical consequences	• receive communication and participate in their child's education and learning • experience a positive and supportive approach to their child's learning • know that their child's learning environment will be safe, happy and equitable.

All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
- have input into their learning and aim to reach their full potential, based on their own next step in learning - accept responsibility for their actions and property - care for themselves, others and the environment.	- maximise student engagement by providing a stimulating and purposeful learning environment - develop positive and respectful relationships with all members of the school community - promote the school in a positive manner.	- develop positive and respectful relationships with all members of the school community - ensure children regularly attend school and have appropriate learning requisites - promote the school in a positive manner.

Appendix 2: Statement of Values

Brighton Beach Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
- Follow procedures as outlined by Child Safe Standards in terms of receiving, reporting and following up on disclosures in regards to child safety and protection.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Adhere to mandatory reporting processes and responsibilities to ensure child safety and protection.

- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.
- Not conduct personal business on the school premises or invite persons to do so on our behalf eg. Soliciting contacts for financial gain or non-school domestic or personal matters

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school and make the most of our educational opportunities by respecting the learning for all.
- Practice behaviours agreed to in the Acceptable Use Agreement and the Student Engagement Policy.

AS PARENT HELPERS

- Model positive behaviour reflective of our values to the students and staff.
- Maintain a trusting relationship with teacher and other parents by maintaining confidentiality at all times.
- Treat students and staff with respect by not discussing students or staff with other parents. If you have any concerns speak to the class teacher, Assistant principal or principal.
- Support class teacher to maintain a safe and orderly learning environment for all students.
- Follow the directions of the class teacher and assist where necessary.
- Arrive on time.
- Sign in and out at the school office.
- Complete Working With Children Check procedures, as outlined by the school.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others

- sends rude, confronting or threatening letters, emails or text messages

- is manipulative or threatening

- speaks in an aggressive tone, either in person or over the telephone

- makes sexist, racist or derogatory comments

- inappropriately uses social media as a forum to raise concerns/make complaints against the school

- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services

- alternative communication strategies being applied

- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.

- an intervention order being sought

- informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Appendix 3: Social and Emotional Learning Program Matrix

SEL Program → / Year Level ↓	Kids Matter	Better Buddies	Friends for Life	Bully Stoppers
Prep	■	■		
1	■			
2	■		■	
3	■			
4	■		■	
5	■	■		■
6	■			■

*Colour denotes Year level participating in program.

*Other programs: Life Education P-6 (odd years); Family Life (Gr 5/6; family session Gr 3-6), e-Smart and Cybersafety (annually)

Appendix 4: Student Wellbeing and Support Plan

The following action, support and communication are in place for students who are not supporting the school's shared values and expectations and subsequent incidents occur:

ACTION	COMMUNICATION	SUPPORT
1. Follow through Response 1 • Inappropriate contact in the playground (e.g. push down the slide) • Taking items • Name calling • Calling out • Not following agreed classroom norms • Not following school values • Not completing expected workload • Not moving safely through the school (running in non-running zones) • Not wearing hat • Putting rubbish on ground • Swearing • Accidental harm to others (minor) • Interrupting a game • Exclusion • Inappropriate body language • Tone used when interacting • Put downs • Intolerance of other's contributions/skills • Inappropriate behaviours in the toilet	• Reflecting and responding to behaviour with classroom teacher/yard duty teacher • Student reflection to include personal goal to be applied in future situation, e.g through use of a think paper.	• Follow through restorative response to ensure all parties involved in the incident have been spoken with and it is agreed that the situation has been resolved satisfactorily and all parties feel reassured and safe.

2.Follow through Response 2 Any ongoing behaviours that have not been modified through FTR1 • Exclusion – consistently • Inappropriate behaviours in toilet - consistently. • Use first aid room as a refuge – consistently • Intentionally distressing someone • Consistently ignoring teacher instruction • Racial/sexual taunting • Swearing – extreme • Cyber bullying • Stealing • If parents raise concerns from things being said at home • Group actions/Ganging up (constant)	• Behaviour choices that are repeated and requiring reflection and negotiation • Behaviour plan established and documented, including specific goals, monitoring model and reflection. • Contact group to include: classroom teacher, year level coordinator/AP and parents • Communication between yard duty teachers at hand over supports consistent follow through • Behaviour incidents entered on electronic data base to allow for behaviour tracking.	• Reflective process (i.e. individual supervised reflection time) to include restorative practice with all parties involved, with negotiated goals and actions to ensure all parties feel reassured and safe • Ongoing communication and support with contact person to feedback self-monitoring of agreed goals • Follow up with parents
3. Follow through Response 3 • Prior history of FTR2 Behaviours that have not been resolved • Physical assaults • Intentional emotional aggression • Threat on life or well-being (eg. Threatening an anaphylactic with an allergen) • Intentionally doing real damage to school property (eg. Setting school toilets on fire) • Self-harm/suicidal thoughts	• Reflection with explicit ongoing support with AP using above FTR2 process • Further action can occur through SSGs ILPs, Behaviour Plans, Negotiated Action Plan/Strategies, involvement of Student Support Service Officers (eg. Psychologist)	• Commence/ add to staged response documentation • Parents kept informed with formal meetings as necessary and ongoing discussion with teacher • Individual Learning Plan developed and negotiated with all parties

4.Voluntary Transfer to another school	• This may be arranged if the parent agrees that the child's educational needs will be best met elsewhere. The Principal must assist the parent in finding an acceptable school for transfer and the Principals must agree • Documentation must be provided • If the Principal is unable to arrange a transfer, the child shall be retained at the present school	• Commence/ add to staged response documentation
5. Suspension or Expulsion Following: • DET Student Inclusion and Engagement Guidance • Ministerial Order No. 625 • Education and Training Reform Act 2006	• School to follow DET guidelines	• School to follow DET guidelines

Appendix 5: Student Support Process

When identifying students, assessing need and providing necessary support, the following procedures will be followed:

Step	Procedure	Responsibility of
1	Fill out checklist for referral of behaviours	Class teacher (in consultation with Welfare Coordinator – Assistant Principal)
2	Consultation with Student Wellbeing Support Team (if appropriate)	Student Wellbeing Support Team
3	Discussion and observation of student concerned	Assistant Principal, School Counsellor, Parent
4	Referral made, as recommended by the Team.	

Appendix 6: Behaviour Expectations

Engagement – All members in the Brighton Beach Primary School community are expected to:			
Leadership	Teachers	Students	Parents
• ensure that all students have access to a quality education • ensure the school complies with its duty of care to each student as well as its obligation under the equal opportunity act • ensure the school complies with Child Safe Standards, and procedures are in place to ensure the safety and inclusion of all students • collaborate with the school community to develop policies and procedures consistent with the 5R values and aspirations in line with departmental guidelines • collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extracurricular activities, facilities student services and community linkages which are inclusive and responsive to student needs	• ensure there are forums for students to have input into their learning pathway • develop positive and meaningful relationships with all stakeholders, based on the Five Rs and the core social and emotional competencies and promote engagement, wellbeing and learning • develop flexible pedagogical styles to engage all learners • deliver curriculum and assessment that challenges and extends student learning.	• set personal goals and have high expectations of their capacity to learn • model and demonstrate their understanding of the Five Rs and the core social and emotional competencies in daily interactions with others • respect and value the differences of others • reflect on and learn from their own differences • use a growth mindset when in engaging in all learning experiences	• support their child's learning by developing strong home school partnerships, • attend all parent teacher meetings and share relevant information from home that will support their child's learning opportunities and engagement • support, by using and modeling, the 5R values in all interactions with the school community

Behaviour - The School Council, community and teaching staff of Brighton Beach have adopted a values based culture. This is intended to nurture <u>supportive</u> relationships in a safe climate of mutual trust and respect for all.

<u>Leadership will:</u>	<u>Teachers will:</u>	<u>Students will:</u>	<u>Parents will:</u>
• lead and promote preventative approaches to behavioural issues by ensuring student wellbeing is a priority within the school • monitor behavioural issues and the effectiveness of implemented strategies • provide professional development opportunities to staff to build their capacity to promote positive behaviours • ensure that follow through is consistent with the BBPS Student Wellbeing Support Plan with no corporal punishment applied under any circumstances	• adopt a consistent and whole school approach to behaviour management using common language and having consistent expectations for all students • employ positive and effective behavioural management strategies in line with the BBPS Student Wellbeing Support Plan • use the student engagement policy as a basis for negotiating a class-based set of shared norms and expectations for students • facilitate opportunities for students to build an understanding of their rights to feeling safe, and how to raise concerns.	• support each other's learning by behaving respectfully and by being considerate to others within the learning environment • have a belief and high expectations that they can learn • demonstrate behaviours that ensure others feel safe, included, valued and happy • reflect on own actions in order to learn from mistakes • use the BBPS Student Wellbeing Support Plan to understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students and impacting on their safety is unacceptable	• understand and support the school's behavioral expectations by referring to the BBPS Student Wellbeing Support Plan • work with the school to promote a consistent approach to support their child's learning, engagement and commitment both in and out of school.

Attendance - All members in the Brighton Beach Primary School community have a responsibility to:			
Leadership	Teachers	Students	Parents
• promote regular attendance and publicly acknowledge school's success in this area • monitor and follow-up on absences • enter attendance data through DET online eCases system, daily.		• attend school daily throughout the school week • arrive on time in the morning • supply a reason for absence if absent on any given school day, in writing.	• ensure that enrolment details are accurate • ensure that their children attend school regularly and on time • notify the school if their child is absent • seek permission of the principal if absence is longer than two consecutive weeks • provide reason, in writing, for absence • notify school of early departure or late arrival following school procedures

Appendix 7: Department of Education and Training Student Engagement and Inclusion Guidance
http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx