

# **STUDENT ENGAGEMENT AND INCLUSION POLICY**

KATANDRA SCHOOL

NOVEMBER 2020

# Contents

<b>BEHAVIOURAL MANAGEMENT POLICY</b> . . . . .	<b>4</b>
<b>STUDENT ENGAGEMENT AND INCLUSION POLICY</b> . . . . .	<b>4</b>
<b>1. School Profile</b> . . . . .	<b>4</b>
<b>2. School values, philosophy and vision combined</b> . . . . .	<b>5</b>
The Aim of SWPBS . . . . .	<b>5</b>
Our SWPBS philosophy: . . . . .	<b>6</b>
Our SWPBS vision: . . . . .	<b>6</b>
Our Behavioural values: . . . . .	<b>6</b>
<b>3. Guiding principles</b> . . . . .	<b>6</b>
<b>4. Engagement Strategies</b> . . . . .	<b>7</b>
<b>5. Identifying students in need of extra support</b> . . . . .	<b>7</b>
<b>6. Behavioural expectations</b> . . . . .	<b>7</b>
<b>7. School actions: Responding to challenging behaviour</b> . . 8	<b>8</b>
Discipline . . . . .	<b>8</b>
<b>8. Engaging with families</b> . . . . .	<b>9</b>
<b>9. Evaluation: Data collection and analysis</b> . . . . .	<b>9</b>
<b>Review of this policy</b> . . . . .	<b>10</b>
<b>REVIEW CYCLE</b> . . . . .	<b>10</b>

<b>10. Appendices and Related Policies</b> . . . . .	<b>10</b>
Appendix 1: Statement of Rights and Responsibilities . . . . .	<b>11</b>
Student Behaviour Expectation Matrix: . . . . .	<b>12</b>
Appendix 2: Student Engagement Strategies . . . . .	<b>13</b>
Appendix 3: Shared Expectations . . . . .	<b>14</b>
Appendix 4: Staged response checklist for student behaviour issues . . . . .	<b>15</b>

# BEHAVIOURAL MANAGEMENT POLICY

## STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DET Student Engagement and Inclusion Guidance, and was produced in consultation with the school community.

### 1. SCHOOL PROFILE

Katandra School, formally Ormond Special School, was established in 1959 in what was the old Kilvington Baptist Grammar School. Katandra School is part of the Government school sector. The school is located in the South Eastern Victorian Region and serves a wide geographical area that incorporates the cities of Glen Eira, Bayside, Port Philip and Monash. Katandra School invites a community atmosphere, with an inclusive and positive learning environment.

At Katandra we have proud tradition in providing excellence in special education for students with additional learning needs and maximise every learning opportunity to shape our students' future through high quality, values enriched through teaching and learning. As a Victorian Government Specialist Primary School, Katandra School has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of our learning community.

At Katandra, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, to be independent and to value the pursuit of knowledge.

The school attracts and retains an experienced, caring and innovative staff who work to provide a range of high-quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit. Students with results across ABLES testing and growth against levels A- 3 of the Victorian Curriculum showing students achieving growth in all outcomes. This is testimony to the quality education provided.

At Katandra School, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves their own individual potential,

but who is deemed successful within the context of his/her area of talent. To achieve this, we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these opportunities will continue to evolve through the commitment of our dedicated staff. We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents, allied health professionals and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This holistic approach of building the foundations of academic, physical, social and emotional learning capabilities of our students, reflects our school's ethos.

Students are eligible to attend Katandra School if they meet the criteria for the Program for Students with Disabilities- Intellectual Disability. Once eligibility has been established, students who live within our designated zone have access to free bus travel to and from school.

## **2. SCHOOL VALUES, PHILOSOPHY AND VISION COMBINED**

*(also refer to the Statement of values and school philosophy document)*

Katandra School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

To support our students at Katandra school one of our major focuses in our strategic plan is the Implementation of School Wide Positive Behaviour framework (SWPBS).

### **The Aim of SWPBS**

To create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence-based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

### **Our SWPBS philosophy:**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

### **Our SWPBS vision:**

Katandra School is a supportive learning community where everyone is responsible, safe and respectful. We enable students to become active in their learning by participating in engaging programs that prepare them for the future.

### **Our Behavioural values:**

Respect, Responsibility, Safety.

A statement about the rights and responsibilities of all students and school staff is included at 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.

## 4. ENGAGEMENT STRATEGIES

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in Appendix 2

## 5. IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Engagement in the classroom
- Behaviour observed by classroom teachers
- Student Mapping Tool (SMT) data on Sentral
- Engagement with student families
- Assessments, observations
- Disengagement
- Complex Case Management
- Data collection

## 6. BEHAVIOURAL EXPECTATIONS

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 3.

## 7. SCHOOL ACTIONS: RESPONDING TO CHALLENGING BEHAVIOUR

Where a student behaves in way that is unsafe towards themselves or others, acts in an aggressive manner or breaks the law, we will implement a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see Appendix 4).

### Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. We will work to be proactive and assist in replacement behaviours and explicit teaching. However, there may be times that the following staged responses may enacted.

The measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/ carers will be informed of such withdrawals.
- Community Service
- Making time up after school
- Detention
- Suspension (in-school and out of school)
- Expulsion if deemed suitable by SEVR and DET

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: [www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx](http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx)

## 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 financial assistance and encouragement to the Parents' Association in our 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 Policy
- conducting effective school-to-home and home-to-school communications
- 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
- Provide information sessions
- Inquiry celebrations
- Special events, such as school concert.

Parent's responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values and School Philosophy document.

## 9. EVALUATION: DATA COLLECTION AND ANALYSIS

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or gathering information for school-based strategies and approaches.

Some of sources of data used are:

- attitudes to School Survey data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS
- SMT data
- Student surveys
- Observational data
- Check in check out

## REVIEW OF THIS POLICY

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

## REVIEW CYCLE

*This Code of Conduct or Policy was endorsed/approved by the Katandra School Council on November 2020 for review if legislative or other changes require in the interim or no later than November 2022.*

<b>Date Implemented</b>	November 2020
<b>Author</b>	Rhett Watts
<b>Approved By</b>	School Council
<b>Approval Authority (Signature &amp; Date)</b>	School Council President: Kellie Easton Signature Date
<b>Date to be Reviewed</b>	November 2022
<b>Responsible for Review</b>	Rhett Watts, Thomas Cazaly
<b>References</b>	Victorian Government Schools Reference Guide

## 10. APPENDICES AND RELATED POLICIES

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

## Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at [www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx](http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx)

### **Appendix 1: Statement of Rights and Responsibilities**

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers/staff also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.




Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly; reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

## Student Behaviour Expectation Matrix:

	Classroom	School Yard	Toilets	Online	Eating	Bus	Transition	Community
<b>Responsible Rhino</b> 	<ul style="list-style-type: none"> <li>Look after your things</li> <li>Use equipment appropriately</li> <li>Unpack your bags</li> <li>Manage your emotions</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Pack away equipment</li> <li>Wear shoes</li> <li>Stay in own yard</li> <li>Line up when the bell goes</li> </ul>	<ul style="list-style-type: none"> <li>Keep the toilets clean</li> <li>Leave the toilets as soon as finished</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Carry your iPad with two hands and walk</li> <li>Charge your iPad</li> <li>Turn your iPad on and off properly</li> <li>Turn your iPad off when asked</li> <li>Wait for your turn at the IWB</li> </ul>	<ul style="list-style-type: none"> <li>Put your lunch box away when finished</li> <li>Keep your table clean</li> <li>Put rubbish in the bin</li> <li>Put food scraps in the worm bin</li> <li>Eat healthy food first, then treats</li> </ul>	<ul style="list-style-type: none"> <li>Be on time /line up for your bus</li> <li>Look after your bag</li> <li>Go to toilet before going on the bus</li> <li>Wait for your turn to sit down</li> <li>Sit and wait until it is time to get off the bus</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your group</li> <li>Line up outside your classroom when the bell rings</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Help people in your group</li> <li>Look with your eyes, keep your hands to yourself</li> </ul>
<b>Safety Seal</b> 	<ul style="list-style-type: none"> <li>Walk in classroom</li> <li>Ask to leave the classroom</li> <li>Listen to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>Play safe games</li> <li>Use equipment appropriately</li> <li>Tell the teacher if there is a problem</li> <li>One person on the trampoline at a time</li> <li>Wear a helmet on bikes</li> <li>Follow sun smart policy</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands with soap and water</li> </ul>	<ul style="list-style-type: none"> <li>Tell an adult you trust if you feel upset</li> <li>Keep your details private</li> <li>Use a nickname</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands before eating</li> <li>Stay seated while eating</li> <li>Eat your own food</li> <li>Take small bites</li> </ul>	<ul style="list-style-type: none"> <li>Wear your seatbelt</li> <li>Stay in your seat</li> <li>Hands and heads inside the bus</li> <li>Listen to the driver/teachers</li> </ul>	<ul style="list-style-type: none"> <li>Walk with your group</li> <li>Keep hands to yourself</li> <li>Listen to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your group</li> <li>Stop, look, listen, think</li> <li>Walk</li> <li>Listen to the teachers</li> </ul>
<b>Respectful Rabbit</b> 	<ul style="list-style-type: none"> <li>Hands and feet to yourself</li> <li>Take turns</li> <li>Respect others space</li> <li>Congratulate others</li> </ul>	<ul style="list-style-type: none"> <li>Share</li> <li>Help others</li> <li>Use kind words</li> <li>Listen to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Girls use girls toilet, boys use boys toilet</li> </ul>	<ul style="list-style-type: none"> <li>Only share kind pictures online</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Bite, chew and swallow your food before talking</li> </ul>	<ul style="list-style-type: none"> <li>Use your quiet voice</li> <li>Use kind words</li> <li>Sit quietly (hands/feet to yourself)</li> <li>Take your rubbish with you</li> <li>Look after the bus</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly</li> <li>Don't disturb others</li> <li>Respect personal space</li> <li>Listen to your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Move over for others</li> <li>Sit, Talk, Eat quietly</li> </ul>

## Appendix 2: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a curriculum including Victorian Curriculum, extracurricular and specialist programs.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.</li> <li>• Our school will implement SWPBS</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and formally in events such as communications to parents and newsletters.</li> <li>• All students will have the opportunity to participate in a mindfulness, social and emotional learning curriculum program.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms such as surveys.</li> <li>• Our school will apply for Program for Students with Disabilities to ensure eligible of students.</li> <li>• Each student will have an Individual learning plan</li> <li>• Staff will communicate with parents/guardians through the use of the communication diary, phone calls, class Dojo and arranged SSG meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• All students from Years 5/6 will have a secondary school action plan and programs to support pathway options.</li> <li>• All students in Out of Home Care will be supported by our complex case manager which is LT student management &amp; wellbeing.</li> <li>• School first aid staff will administer medication to students.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatised Children</a>, and similar resources) to working with students who have experience trauma.</li> <li>• The SSSO Allied Health Professionals will support teachers and students in the implementation of Speech therapy, Occupational therapy and Physiotherapy where identified.</li> <li>• The SSO School Psychologists will offer targeted group work in identified areas using data from the SMT and staff observations.</li> <li>• Staff will communicate with parents/guardians through the use of the communication diary, class Dojo, phone calls and arranged SSG meetings.</li> <li>• Our school will offer a range of extra-curricular opportunities such as, bike education, RDA, rock band, tennis, bowling and swimming.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and their parent/carer to discuss how best to help the student engage with school.</li> <li>• Establish a Student Support Group.</li> <li>• Analysis data from Student Management tool (SMT) on Sentral and other functional/observational data.</li> <li>• Development a behaviour support plan supported by the behavioural consultant with consultation with student, staff and parents where required.</li> <li>• Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>• Refer to internal support services e.g. Student Support Services.</li> <li>• Refer to Complex Case Management.</li> <li>• Refer to external support services including Child First, Local Government Youth Services, Community Agencies where required.</li> <li>• Consider an alternative program that support the student, which may include the Allied Health professionals and specific program of interest to reengage the students.</li> <li>• Explicitly teach replacement behaviours of identified behaviour.</li> <li>• Evaluation of strategies in meetings with behaviour learning teams.</li> <li>• Consider development of individualized program/timetable focused on the strengths and interests of students incorporated into the student's daily curriculum.</li> </ul>

## Appendix 3: Shared Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li><b>Learning</b> listen and follow instructions from staff by doing my best.</li> <li><b>Respect</b> to use manners and care for one another</li> <li><b>Responsibility</b> to ensure a cooperative learning environment and model the school values</li> <li><b>Safety</b> to ensure that I STOP THINK AND ACT</li> </ul>	<ul style="list-style-type: none"> <li>Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>be prepared to participate fully in lessons</li> <li>bring a note from their parents/careers explaining an absence/lateness</li> </ul>	<p>Parents/Careers are expected to:</p> <ul style="list-style-type: none"> <li>ensure that their child's enrolment details are correct</li> <li>ensure their child attends regularly</li> <li>advise the school as soon as possible when a child is absent</li> <li>account for all student absences</li> <li>keep family holidays within scheduled school holidays</li> <li>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>Proactively promote regular attendance</li> <li>mark rolls accurately each lesson</li> <li>follow up on any unexplained absences promptly and consistently</li> <li>Identify trends via data analysis</li> <li>Report attendance data in the school's Annual Report</li> <li>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Model the schools core values.</li> <li>Always treat others with respect</li> <li>Never physically or verbally abuse others.</li> <li>Take responsibility for their behaviour and its impact on others</li> <li>Follow instructions reasonable requests of staff.</li> <li>Respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>Respect the property of others.</li> <li>Bring correct equipment to all classes</li> <li>Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations</li> <li>Communicate with the school regarding their child's circumstances</li> <li>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<ul style="list-style-type: none"> <li>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the wellbeing of every child.</li> <li>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</li> <li>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>The school recognizes that for some students' additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</li> </ul>

## Appendix 4: Staged response checklist for student behaviour issues

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	
<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviours.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

<b>Rules: Process for responding to Behaviour Expectations</b>	<b>Classroom Teacher Responsibility- Minor Behaviours</b>	<b>Major Behaviours- Leadership Responsibility- Types of responses</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>Students treat others with respect.</li> <li>Students respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>Students respect the property of others.</li> <li>Students must work to the best of their ability.</li> </ul>	<p>Follow the "PROMPT"</p> <p><b>P: Be POSITIVE</b>  <b>R: REDIRECT the students</b>  <b>O: get the student ONBOARD</b>  <b>M: Mature</b>  <b>P: POLITE/PRAISE</b>  <b>T: TASK</b></p> <p><b>Alternatively, the "5 R's"</b></p> <ol style="list-style-type: none"> <li><b>Remain</b> calm</li> <li><b>Redirect</b> student</li> <li><b>Remind</b> them what they should be doing be explicit.</li> <li><b>Reassure</b> Give choice "You have a choice. If you will not</li> <li><b>Reassert</b> "I understand and we can discuss this later. Right now, you will..... or meet with me at lunchtime.</li> </ol> <p><b>Follow through with graded consequences:</b></p> <ol style="list-style-type: none"> <li>Move student to another seat / thinking area</li> <li>Remove to another classroom for 10 minutes</li> <li>ES supports student 1:1 in quiet environment</li> <li>Restorative chat</li> </ol> <p><b>Continued Behaviour Sentral documentation</b></p> <ol style="list-style-type: none"> <li>A conversation with Leading teacher</li> <li>Contact with parent after consultation with Leading Teacher</li> <li>Documentation on Sentral-Incident and conversation.</li> </ol>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> <li>Speak with the student prior to actioning- Try to understand WHY the behaviour is occurring.</li> <li>Student to ring and inform parent (WHERE APPROPRIATE) of misbehaviour in presence of Leading Teacher.</li> <li>Behavioural student contract</li> <li>Restorative chat with affected parties</li> <li>Behaviour Plan</li> <li>Parent contact and organization of meeting where appropriate.</li> <li>Missing out on recess, lunch, after school</li> <li>Sentral documentation</li> <li>In house suspension</li> <li>Referral to Complex Case Management – Liaison with Leading Teacher.</li> </ul> <ul style="list-style-type: none"> <li><b>Inform Principal/Leading Teachers on Recommendation to externally suspend.</b> Principal will decide if appropriate.</li> </ul>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>Students are to wear school uniform.</li> <li>It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Remind students of appropriate uniform.</li> <li>Discuss with parent why they are out of uniform. Checking if everything is OK</li> <li>Give out a uniform pass where appropriate.</li> <li>Provide a uniform for the day from the second-hand cupboard.</li> </ul>	<p><i>Continual concern meeting may be organised</i></p>



<b>Rules: Process for responding to Behaviour Expectations</b>	<ul style="list-style-type: none"> <li><b>Classroom Teacher Responsibility- Minor Behaviours</b></li> </ul>	<b>Major Behaviours- Leadership Responsibility- Types of responses</b>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>	<p><i>Report to Leadership</i></p>	<p>Contact parents and involve school Leadership Refer to schools Acceptable Use Agreement.</p> <p>Use resources from Bully stoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</p> <p>Refer to our school’s Bullying Prevention Policy. Consequences may include restorative conversation, apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to another class, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Where required the Student may be removed from the classroom depending upon safety concerns and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</p>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>Students to be on time and inline</li> <li>Students who are late to school are required to report to the general office to get a late pass</li> <li>Students who leave school early must have written permission signed by the parents and sign out at the office.</li> <li>All students collected early must be signed out at the office by the parent.</li> <li>Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>Notification from home (i.e.: signed note or medical certificate) accompany absences.</li> </ul> <p>Students must not leave the school grounds without permission.</p>	<ul style="list-style-type: none"> <li>Staff to electronically complete the absences by 9.30am and after lunch everyday</li> <li>Check late pass. Adjust entry on CASES21 to late.</li> <li>Speak to student about reasons for being late</li> </ul> <p>Report to Leading teacher if you notice the students has been absent for more than a few days without any conversation.</p>	<ul style="list-style-type: none"> <li>Speak to student about lateness issues.</li> <li>When there is ongoing absenteeism or continual lateness a meeting will be organise with the parent/carer/guardian.</li> <li>Referral to Complex case management may be required.</li> </ul>