



## STUDENT WELLBEING and ENGAGEMENT POLICY

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### Purpose

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The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

We aim to do this by:-

- providing encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice
- building a school environment based on positive behaviours and values
- providing cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning

Manchester Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

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### Scope

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This policy applies to all school activities, including camps and excursions.



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## Definitions

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Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

**Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.

**Cognitive engagement** relates to a students' investment in learning and their intrinsic motivation and self-regulation.

**Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

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## Rationale

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The Department of Education and Training DET is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

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## Policy

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### **1. School profile**

Manchester Primary School (MPS) is a medium sized school located in the outer eastern suburbs of metropolitan Melbourne, approximately 35 kilometres from the city centre.

Manchester has a long history of community involvement. We feel that children need to respect and understand their immediate community and its resources. Children gain a greater sense of their own identity if they can feel a belonging and connection to their immediate family and community. This is especially important in an increasingly global world where children need to understand where they belong and how they can positively impact on their world.

It is important that children see the connections between school, their families and the local and extended community to better recognise not only their place in the world but also to have a context for their learning.

### **2. School values, philosophy and vision**

#### ***Vision***

Manchester Primary is a school where we develop values, attitudes, knowledge and skills enabling children to become life long learners, embracing their futures as optimistic, contributing members of their local and global communities. We acknowledge that in order to do this, our children must embrace our motto – Growth through Excellence. While embracing that ethos, they need to exist and create positive relationships at home and within the school and community ecosystem that supports their growth.

#### ***Our School Purpose:***

To create an environment where staff and students collaborate in their learning, enabling everyone to reach their potential through an innovative and negotiated curriculum that challenges and supports all members of the school community.

#### ***Values***

Manchester values respect, responsibility and the pursuit of excellence.



The over-arching value that Manchester adheres to is RESPECT. Respect for self, others, the environment and for learning and achievement. The following reflect how we relate to one another in our learning community.

**Respect Yourself** – having regard for self in terms of physical, social and emotional health.

**Respect Others**– Mutual Respect and acceptance of others, their property and their differences. Demonstrating Attentive Listening and empathy for each person’s Right to Participate or their Right to Pass.

**Respect of Environment** – recognising that we are the caretakers of the planet and that we must act responsibly and urgently to reverse mankind’s ecological footprint.

**Respect for Achievement and Learning**–pursuing excellence and displaying pride and satisfaction in individual achievement and endeavour. Producing only Personal Best and showing Appreciation when that is achieved.

### **3. Engagement strategies**

Manchester Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Promoting and teaching pro-social values and behaviours helps children to engage with school, their peers, their teachers and their learning.

We have a proactive approach to promoting student wellbeing and engagement through:

- Modeling positive behaviour
- Teaching formal social skills through **SWPBS** – School Wide Positive Behaviour Support program
- Respectful Relationships
- Establishing clear understandings of expected behaviours
- Reinforcing appropriate behaviours
- Planning reasonable consistent consequences
- Delivering consequences in a non-punitive way

We have a number of strategies to promote pro-social values which include:

A committed whole school wellbeing focus (**SWPBS**) providing a range of supports for all students which includes the Principal, Assistant Principal, Leading Teacher Level Leaders, classroom Teachers and Education Support Officers. The school team is supported by DET



speech pathologist and educational psychologist, social worker and other DET staff as required.

The wellbeing team works closely with other agencies at times, such as Yarra Valley Psychology, CYMHS, Child first, DHHS, the Royal Children's Hospital, and specialists such as occupational therapists.

The strength of our Wellbeing Program being imbedded in our teaching and learning program remains a key focal point to Manchester's continued success. A focus on documenting our developmental curriculum approach and our collaborative practice has led to staff collective understanding of our teaching and learning process from Foundation to Year 6. Ensuring consistency of student centred learning and combining expertise of staff, sees experienced staff supporting new staff into the school. This ensures the induction process for new staff is also imbedded in our teaching and learning process.

A whole school dedication to a research approach to Collaborative teaching practices. Our survey results show students feel supported when more than one adult is present during learning times.

A whole school commitment to consistent teaching pedagogy of our Developmental Learning approach providing individually supported developmental curriculum. This pedagogy promotes a calmness and connectedness of our classrooms and a solid relationships between teachers and students. Care, compassion and commitment of our teachers for the development of the whole child is a hallmark of our teaching and learning program.

The strength of relationships fostered through our Focus Child rosters ensuring students are tracked individually against the developmental curriculum. Supporting the student's emotional and social needs enhances their ability to grow academically.

- Providing opportunities for students to learn about and demonstrate personal and communal responsibilities at school, eg through curriculum programs that embed the Victorian Curriculum, Personal and Social Capabilities dimensions of building social relationships, working in teams, the individual learner, and managing personal learning. Students also develop and extend their understanding and demonstration of personal and communal responsibility through specific learning programs within the Physical Education program, and the Civics and Citizenship domain
- Teaching social skills explicitly and modelling with good teaching practise.
- Establishing clear understandings of expected behaviours – through classroom agreements, minimising attention for inappropriate behaviours, consistent and fair consequences for negative behaviours, and through acknowledging positive behaviours guided by the Tribes Learning Communities.
- Clear and consistent approaches and procedures to minimise absenteeism – through regular parent- teacher contact; information in the newsletter & *skoolbag* app; diverse and engaging curriculum programs via our Developmental Learning pedagogy.



## **4. Identifying students in need of support**

Manchester Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Manchester Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Other specific wellbeing programs promoting and strengthening of emotional, academic and social health of all students at Manchester Primary School include:

- Connecting to the school, local and global community, eg, through cross-age learning sessions, excursions, and through the internet
- Extra-curricular programs, such as, camps, cultural performances, whole school event days, eg school musical production, science days, dress-up days, fund raising for social causes enhance student connectedness to school and celebrate diversity
- Positive behaviours are promoted through programs such as the 'I can' Network and Rock and Water, and 'girl friends'
- 3-way conferences twice a year provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Student leadership programs such as Junior School Council, House Captains, Prep Buddy program, and other roles and responsibility for students promote responsibility and leadership, such as monitors for recycling, banking etc
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as through Classroom Helpers, Parent Experts, the Community Grants Projects, and class expos and school events, eg, Athletics Day, the biannual fete/movie night, and school camps.
- The literacy intervention program, Reading Recovery provides an intensive learning program for students in grade 1 identified through assessment as at risk of falling further behind in their acquisition of literacy skills



- Recognising and responding to the diverse needs of our students through the Program for Students with Disabilities program



- Keeping class sizes to an average of 20 students.
- Ready to Start program for pre-school students entering Primary School
- Transition programs for Year 6 students entering Secondary School
- Follow-up for absenteeism

## **Attendance**

We understand that maximum attendance is a key to student engagement and successful learning outcomes. Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.

Teachers monitor student attendance and make contact with parents when patterns of absence are identified, or when a student has been absent for a number of consecutive days. Where necessary, the Principal or Assistant Principal will meet with parents to develop an attendance strategy.

All absences must be explained by a written note which has been dated and signed by the parent/ guardian.

## **Lateness**

The school day starts at 9.00am, students must go to the Administration Office and collect a late pass/electronically sign in.

## **5. Student rights and responsibilities**

### **Manchester's Primary School's Guiding Principles**

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour. At Manchester Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal responsibility and self-discipline are developed and acknowledged.

Consequences relating to inappropriate behaviour must take into consideration the student's background, maturity and development and the nature and frequency of the inappropriate behaviour.

### **School Rules**

There are five basic school rules:

- Move and play safely
- Care for yourself, others and property
- Follow teachers' instructions
- Resolve problems calmly, sensibly and fairly
- Respect others through your speech and actions





Bullying is seen as a serious breach of the student rights and responsibilities AND will not be tolerated in any form.

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.

## Students:

Rights	Responsibilities
To learn	Cooperate Listen when others are speaking Do your personal best
Be safe	Move and play in a safe way Be friendly
Be respected	Treat people and property with respect Listen to others' point of view

## Staff:

Rights	Responsibilities
To teach	To develop and provide appropriate, relevant and challenging curriculum that gives all students the opportunity to experience success in their learning
To be respected	To provide a safe environment for learning, <b>Act</b> fairly and with care Listen and consider different points of view Acknowledge parents as partners in the education of their children Communicate effectively with parents and colleagues Act positively in relationships with students, parents, colleagues and the community
To be valued professionally	Actively support school teaching and learning protocols Maintain and develop professional practice Work cooperatively with parents and colleagues in the best interests of all students



## Parents:

Rights	Responsibilities
To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged	Ensure children attend school every day so they can engage and learn Provide children with the resources they need to engage in all school activities Support children in home learning tasks
To be respected	Act fairly and with care Listen and consider different points of view Be an active partner with teachers in the education of children Support the school in maintaining a safe and respectful learning environment for all students

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.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)*
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

### ***Students with Disabilities***

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. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.



## **Student Support:**

An Individual Learning Plan (ILP) is required for all students with additional learning and/or behavioural needs.

The plan describes a set of goals and strategies to meet learning goals for the student.

Short and long term goals are developed once the home group teacher has gathered together all information about a student. This information includes the student's strengths, skills, motivations and areas for improvement.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength-based learning
- Differentiated curriculum and alternative learning programs
- Specialist intervention and support, eg, speech therapy, counselling, occupational therapy

## **Parent(s)/Carer(s) Support:**

Parent involvement when developing an ILP is essential, as their input about how they can support at home is critical to success.

During the 'Meet the Teacher' conversations at the start of the year, a teacher may raise the need for a learning plan, and gain some information from parents then. A follow up meeting to discuss the written plan would occur by the end of February for Grade 1-6 students and by March end for Preps.

Regular meetings with parents are essential to maintain open lines of communication between home and school. A teacher may request meetings with parents on an as needed basis. All students with ILPs will require a higher level of teacher-parent communication and support than students without ILPs.

Student Support Groups are established for all students with disabilities. The aims of the SSG are:

- to ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student

Membership consists of the Assistant Principal, classroom teacher, and parent/guardian/carers. A parent advocate and interpreter may also be invited. Meetings are scheduled for once a term or when a member requests a meeting.



## **Staff Support:**

We recognise that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support can be provided in the form of:

- professional learning opportunities
- regular meetings with student wellbeing coordinator, ie the assistant principal
- opportunities to meet with specialist intervention staff, eg speech therapist, psychologist
- student support groups (see above)

## **6. Student behavioural expectations**

### ***Student Code of Conduct***

**The student code of conduct is based on our school rights:**

- the right to learn
- the right to be safe
- the right to be treated with respect

**Students are expected to:**

- behave in a respectful and responsible manner
- cooperate with teachers and staff
- allow other students to learn without interference
- be punctual for class
- participate in all relevant learning programs

**We support students to achieve these by:**

- rewarding effort and positive behaviour
- modelling appropriate behaviour
- coaching and/or counselling
- differentiating learning programs for all students

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and in keeping with our **SWPBS** - School Wide Positive Behaviour Support program. Student bullying behaviour will be responded to consistently with Manchester Primary School's Bullying and Duty of Care Policies.

**An Introduction to SWPBS – School Wide Positive Behaviour Support**

**SWPBS** is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools while preventing problem behaviour. The key attributes of **SWPBS** include preventive activities, data-based decision making, and a problem solving orientation.

At Manchester Primary School we have been developing and implementing the framework of School Wide Positive Behaviour Support within our school. **SWPBS** operates on the premise that as well as being learners of literacy and numeracy, children are also learners of behaviour.

Using this framework, it is the role of the teachers and school community members to explicitly teach children appropriate behaviours and to set explicit behaviour expectations.

We surveyed the parents, staff and students and agreed upon a set of values which underpins every action and conduct at our school.

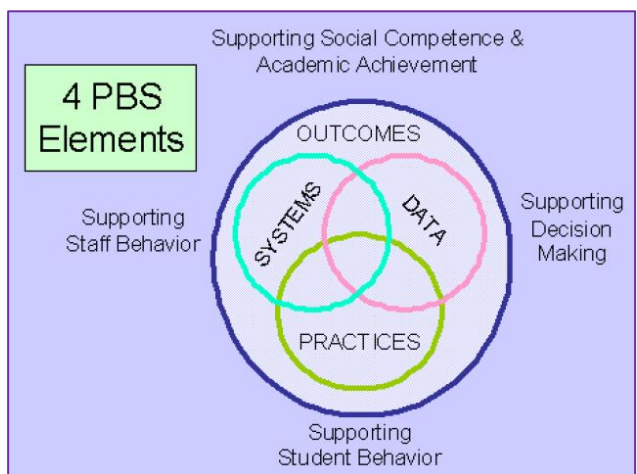
**Respect Responsibility Resilience**

We have created a matrix of expected behaviours that reflect these three values

**SWPBS SUMMARY**

School Wide Positive Behaviour Support is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone - to create the kind of schools where all students are successful.

**SWPBS** is a commitment to addressing student behaviour through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective





## Tier 1 practices include: **All**

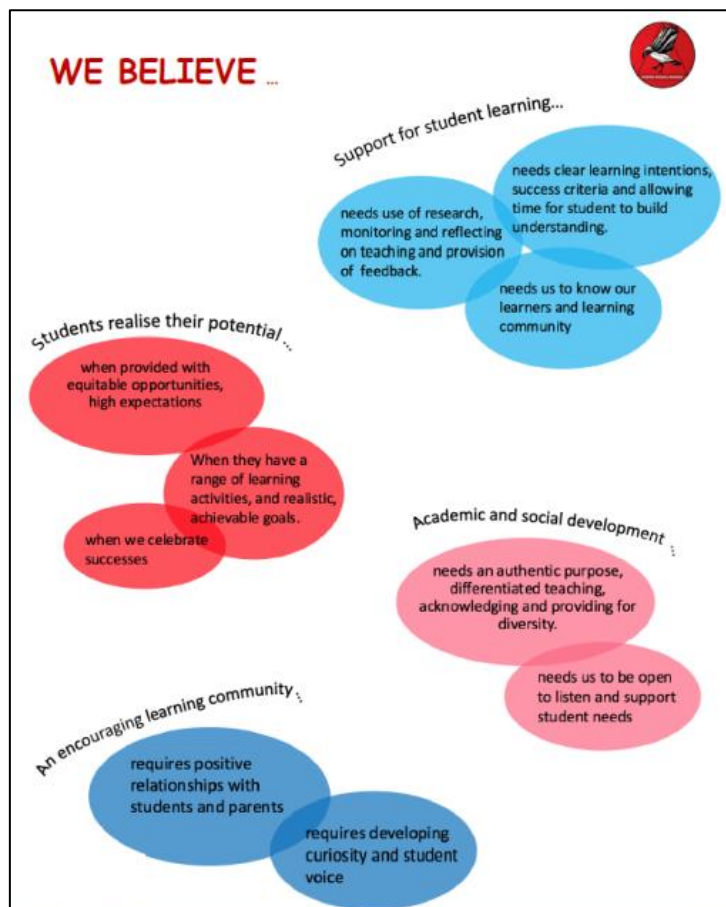
- School-wide positive expectations and behaviours are taught
- Established classroom expectations aligned with school-wide expectations A continuum of procedures for encouraging expected behaviour
- A continuum of procedures for discouraging problem behaviour Procedures for encouraging school-family partnership

## Tier 2 practices include: **Some**

- Increased instruction and practice with self-regulation and social skills Increased adult supervision
- Increased opportunities for positive reinforcement
- Increased pre-corrections
- Increased focus on possible function of problem behaviors
- Increased access to academic supports

## Tier 3 practices include: **Few**

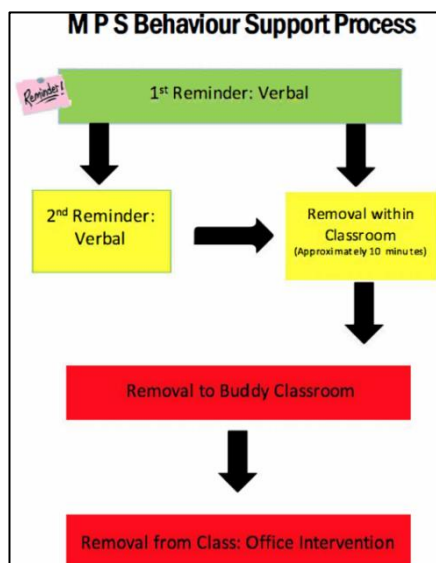
- Function-based assessments
- Wraparound supports
- Cultural and contextual fit



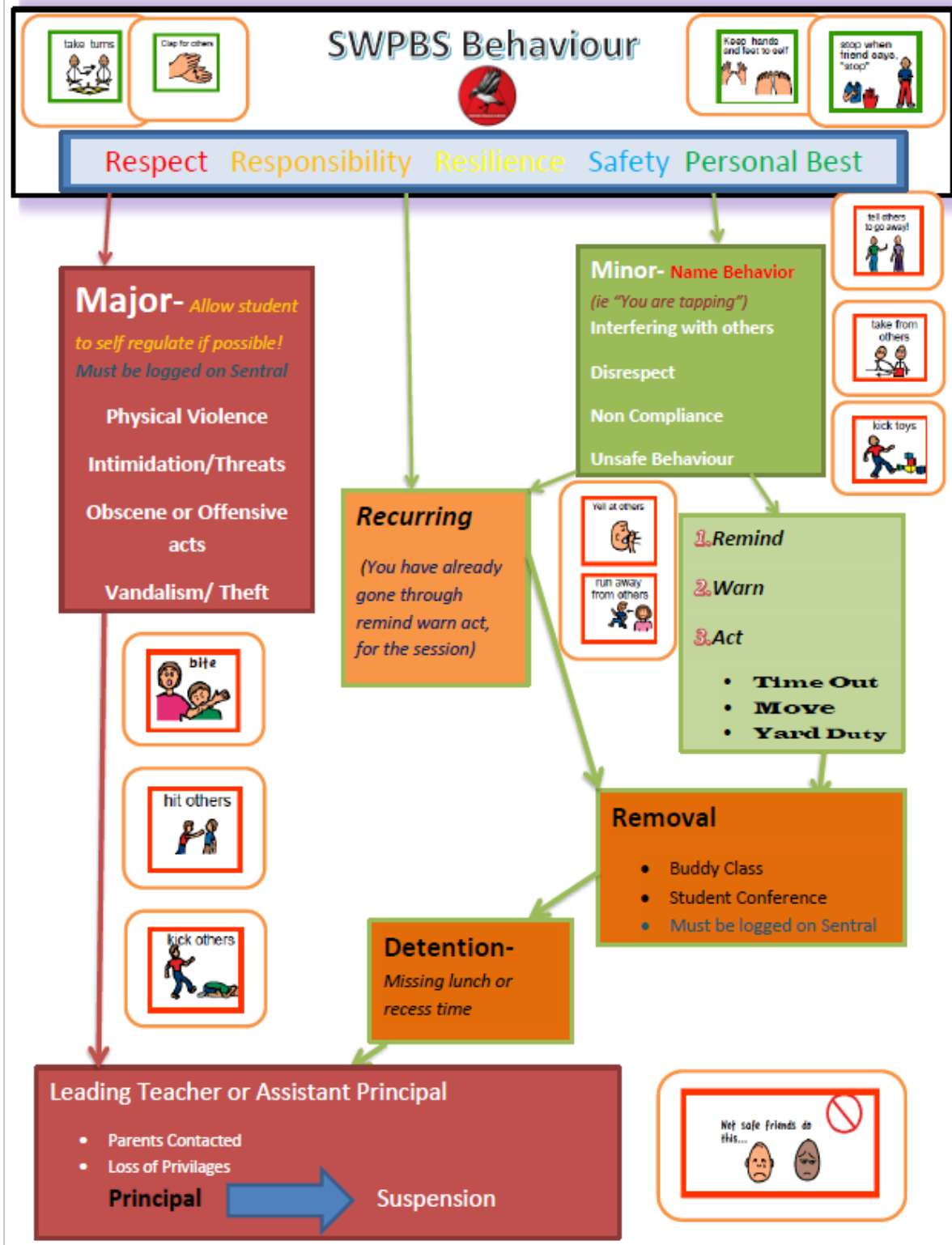


Expectations and Behaviours Matrix						
Expectations/ Values	Settings					
	All Settings	Moving around the school	Playground	Assembly	Toilets	ICT
<b>Respect</b>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Follow instructions</li> <li>Use respectful language</li> <li>Take care of materials and school property</li> <li>Value the ideas and opinions of others</li> <li>Accept and celebrate each others differences</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Maintain physical space</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in the bin</li> <li>Take care of school property, equipment and grounds.</li> <li>Solve problems through "I statements"</li> <li>Share equipment</li> <li>Include others</li> <li>Wait your turn</li> <li>Listen to the Yard Duty teacher and friends</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Show appreciation by clapping appropriately</li> <li>Listen attentively to the Welcome To Country</li> <li>Participate in the Manchester Motto and the singing of the National Anthem</li> <li>Remain quiet</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Use your manners</li> <li>Give others personal space</li> </ul>	<ul style="list-style-type: none"> <li>Write things that are considerate of others feelings</li> <li>Seek permission before posting information about others</li> <li>Handle ICT equipment safely</li> </ul>
<b>Responsibility</b>			<ul style="list-style-type: none"> <li>Try and solve problems independently</li> <li>Seek the yard duty teacher if a problem cannot be solved.</li> </ul>		<ul style="list-style-type: none"> <li>Flush the toilet when finished</li> </ul>	<ul style="list-style-type: none"> <li>We use it, return it and charge it</li> </ul>

<b>Resilience</b>	<ul style="list-style-type: none"> <li>Persist with all tasks</li> </ul>		<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Congratulate others who have had success</li> </ul>			
<b>Safety</b>	<ul style="list-style-type: none"> <li>Keep body to self</li> <li>Be in the right place at the right time</li> <li>Move safely</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Keep to the left</li> <li>Look where you are going</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat</li> <li>Line up when the bell goes</li> <li>Sit down when eating</li> <li>Stay within the school boundaries</li> <li>Ask permission to enter the buildings</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Leave aisles, entry and exit points clear</li> </ul>	<ul style="list-style-type: none"> <li>Seek permission during class time</li> <li>The toilets are used appropriately</li> <li>Go to the toilet with a partner</li> <li>Wash hands before leaving the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Keep passwords private</li> <li>Only access sites you are old enough to use/have permission to use</li> <li>Only communicate online with people you already know in person</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>Always do your best</li> <li>Be prepared</li> <li>Participate in school activities</li> <li>Listen attentively</li> <li>Challenge yourself</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Be a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>Listen to messages carefully</li> <li>Be an attentive audience member</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to do the right thing</li> </ul>	<ul style="list-style-type: none"> <li>Immediately report anything inappropriate to a parent or teacher</li> <li>Use the internet to research and learn new skills</li> <li>Be a role model for correct use of technology</li> </ul>











## **TAKE A BREAK**

When used calmly, consistently, and respectfully, a responsive calm down space can be a valuable option for helping students develop self-control while keeping the classroom calm, safe, and orderly.

A calm down space in a Responsive Classroom is a positive, respectful, and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so they can do their best learning. An equally important goal of a calm down space is to allow the group's work to continue when a student is misbehaving or upset. Giving that child some space from the scene of action where they can regroup while still seeing and hearing what the class is doing accomplishes both of these goals.

## **BUDDY CLASSROOM**

The Buddy Classroom system is a strategy for continued Level 1 Inappropriate Behaviours and is designed to give the student some reflection and respite withdrawal from current stimulus and to provide some respite for the classmates or teacher of the student.

The student being sent to the Buddy Class has the opportunity to de-escalate their behaviour in a less stimulating environment. The supervising teacher in the buddy class will have a designated area away from the rest of the class for student to work. Choice of buddy class needs to be one where the student will not have the opportunity to continue to escalate their behaviour.

## **Kids Club**

**SWPBS** - School Wide Positive Behaviour Support is a tiered model designed to support the multiple and varied needs of students at Manchester Primary School. Kids Club is an intervention to support students who require further explicit instruction on strategies to help them make connections with their peers. It is available to all students as a day to day check in as required. It is not a punishment, it is a kind and safe learning space staffed with care and consideration.

- Provide a safe place
- Help students to self-monitor and correct
- Internalise success and accomplishment of goals
- Activity based learning intervention specifically focussed on peer connections and psychological safety

## **Kids Club Implementation**

Students may be referred (sent) to Kids Club by their teacher to meet with designated adult(s).

Students may request to attend as they recognise their need for support. Games and activities will be provided to meet their individual needs.



## **Removal within the Classroom**

Removal is simply the withdrawal from the group within the classroom.

The emphasis with all removals is isolation until the student can renegotiate their return (5 to 20 mins). It is not a punishment and needs to be conducted pre-emptively with a neutral tone of voice and manner.

## **When to use removal**

Whenever a student significantly disrupts another student's right to learn or endangers their safety. Whenever a student significantly disrupts the teacher's right to teach and to manage the room

Withdrawal Steps:

<i>SITUATION</i>	Mary has not commenced her independent work task and is calling out loudly to other students in the room.
<i>Step One</i>	Tactical ignoring, use proximity (walk closer to her area of the room or stand near her).
<i>Step Two</i>	Simple direction or rule restatement or question and feedback
<i>Step Three</i>	Repeat Step 2 if child resists or argues. Give a clear choice, e.g. "Mary, to be respectful and be cooperative in our class you need to use a quiet working voice and begin your task. If you continue to use your outside voice I'll have to ask you to work over there (isolation point within the room) for some time out away from the rest of the group".
<i>Step Four</i>	Follow up the choice by isolating within the room or exit from room (in extreme cases) to a support classroom. Two students or a staff member to accompany Mary

Return to the classroom after withdrawal is a negotiated process and will require a discussion of expected behaviour, why the child's choices were inappropriate and offer alternative behaviours to the initial choices.

## **Withdrawal considerations**

- Student needs to know why they are withdrawn within the classroom
- That it is the last option when the student refuses to follow the class rules
- Student needs time to settle down and renegotiate entry to class.



## ***Procedures for Documentation***

The school is required to document and manage behavioural trends as well as instances of severe infractions. Teachers should immediately document instances of inappropriate behaviour in their staff diary and on *Sentral*. Documentation is required and compulsory under Department Guidelines.

## ***Playground Behaviour***

At Manchester Primary School there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. We follow the **SWPBS** process regardless of the location of the students behaviour.

## ***Discipline Procedures – Detention, Suspension and Expulsion***

### ***Detention***

Detentions will be given for high level incidents which occur in the yard as explained on the chart. Students who commit a high level incident in the yard will be sent by the yard duty teacher to the Administration Office

The Assistant Principal or Principal will be alerted by the staff member dealing with the incident to the behaviour, and formal recording of the behaviour along with any further investigations will take place. The staff member dealing with the student eg, the home group teacher, will contact the parents and issue a detention letter to the parents.

If the child receives three detentions in one term, the next high level incident the student is involved in may result in an in-school suspension.

With low-level incidents, it will be left to the discretion of teachers, Assistant Principal and Principal as to when parents are to be brought in to discuss the behaviour of their child.

Discussions with parents will take place if any inappropriate behaviour appears to be recurring.

### ***In-School Suspension***

In-school suspension will take place near the Assistant Principal's office with the child only receiving play for half of recess and lunchtime. The teacher will provide work for the student to complete independently.

This is not a teaching time; the idea being an in-school suspension is to separate children from contact with peers and adults.

Increase in Frequency of Playground & Classroom Behaviours – Consequences In any one term:

- 3 classroom exits / time outs
- 3 time outs on the designated seat in the playground

may result in:

- a lunchtime detention supervised by the Principal, Assistant Principal or a member of the leadership team in the office area
- higher level supervision and/or structure
- individual behaviour plan

When a child receives 3 lunchtime detentions in one term, the next high level incident the student is involved in will result in a meeting with parents and possible in-school suspension

When a child receives 2 in-school suspensions in one term, the next severe incident will result in the child being suspended for one day. A student support group will also be convened.

Due to the process in place, parents will be aware that a one day suspension is the next step in the discipline plan and should therefore be prepared for it. For all detentions and in-school suspensions, the parents will be notified.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, Manchester Primary School is required to follow the procedures listed on the PAL – Policy, Advisory Library Guide for expulsions and suspensions.

<https://www2.education.vic.gov.au/pal/expulsions/policy>  
<https://www2.education.vic.gov.au/pal/suspensions/policy>

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

### ***Grounds for Suspension***

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), if they:

- a. threaten or constitute a danger to the health, safety or wellbeing of any person



- b. commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- c. possess, use, or deliberately assist another person to use prohibited drugs or substances
- d. fail to comply with any reasonable and clearly communicated instruction of a Principal, teacher or other staff member
- e. consistently interfere with the wellbeing, safety or educational opportunities of any other student
- f. consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student the Principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available the parent/carer will come and get the child and the suspension will take place the next day.

## **7. Engaging with families**

Manchester Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website and school office
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
  - School Council is an active and vital part of our school, meeting monthly to support the Principal to enhance the educational opportunities for students
  - Parents are invited to volunteer in classroom reading programs.
  - PAFA meet monthly and support school based activities including: garden, food truck, morning and afternoon teas to support invitation events



- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **8. Evaluation**

Manchester Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs. Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

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## **Further Information and Resources**

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- Bullying Policy
- Child Safety Policy
- Child Safety Responding and Reporting Obligations Policy
- Duty of Care Policy
- **SWPBS** – School Wide Positive Behaviour Support

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

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

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/management/Pages/FISO.aspx>

Student participation policy



<https://www.eduweb.vic.gov.au/edulibrary/public/schacc/scstudentparticipationpolicy.pdf>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/wellbeing.aspx>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<https://www.education.gov.au/national-safe-schools-framework-0>

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/lorescybersafety.aspx>

<http://www.cybersmart.gov.au/>

[http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing\\_with\\_bullying\\_and\\_harrasment.h](http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing_with_bullying_and_harrasment.html)

[tml http://www.valueseducation.edu.au/values/](http://www.valueseducation.edu.au/values/)

Charter of Human Rights

<http://www.education.vic.gov.au/school/principals/governance/Pages/multirightchart.aspx>

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/)

Equal Opportunity Act

[http://www.education.vic.gov.au/hrweb/divequity/Pages/default\\_eeo.aspx](http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx)

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/pages/act2006faq.aspx>

Education and Training Reform Amendment Act 2010

[http://www.legislation.vic.gov.au/Domino/Web\\_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/BECA2BE7D57AD060CA25773C00206B70/\\$FILE/10-027a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/BECA2BE7D57AD060CA25773C00206B70/$FILE/10-027a.pdf)

VIT Teacher Code of Conduct and Ethics

<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>

Melbourne Declaration on Educational Goals for Young Australians

[http://www.curriculum.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

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## Student Wellbeing and Engagement Policy Review

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This policy was updated on:

**Date:** March 2022

**Evaluation and Review:** 2024

**Consultation with School Council:**

**Meeting # 504**