



Acceptance Respect Resilience Responsibility Excellence

School Council Reviewed: 2022  
Next Review Date: 2025



# INTRODUCTION

## Definition

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.

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.

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

## Rationale

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. These 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.

## PURPOSE

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.

Glen Katherine PS 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, where student participation is encouraged and valued, 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.

## SCOPE

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

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

1. School profile

Glen Katherine Primary School is located in Eltham North, a north-eastern, leafy suburb of Melbourne. It is a relatively new school being just over twenty-three years old. Children are drawn from Eltham, Eltham North, Diamond Creek and Greensborough as well as Plenty, Yarrambat and Hurstbridge. Strong links with the local kindergartens and St. Helena

S.C. ensure a smooth transition process into and beyond GKPS. The school's 2021 enrolment is 565 students organised into 24 classes with class sizes in the P-2 area in the low 20's and mid-20's range from 3-6.

Our current staffing structure consists of Principal, Assistant Principal/Welfare and Wellbeing Coordinator, Learning Specialists, Sub-school leaders and Grade level Professional Learning teams. There are Education Support personnel in the office, library, a Business Manager, a trained First Aid Officer, ICT technicians, Integration Aides, Out of School Hours Care Co-ordinator and assistants and Canteen manager.

Parent participation and support is recognised as being essential to the continuing success of the school. There is no doubting the fact that children's learning is greatly enhanced when the home/school relationship is strong and connected. Contact with parents is through Compass which was introduced in 2020, our school website, information evenings, Three Way Conferences, direct teacher/parent contact and through involvement on School Council, Parents and Friends Association and the Grade Communicator Program.

## PURPOSE

Glen Katherine Primary School Council and staff are committed to offering equality of opportunity to all students. We aim to create a 'student at the centre' learning environment in which everyone works cooperatively and respectfully together. We expect children to enjoy school, experience success and take increasing responsibility for their learning and decision-making.

## EDUCATIONAL

The staff and school community at Glen Katherine Primary School are committed to providing a learning environment which encourages lifelong learning for all. We believe in developing students who have confidence, self respect, a passion for learning, curiosity and are socially responsible. These beliefs are reflected in our key set of school values which are:- Acceptance, Respect, Resilience, Responsibility and Excellence and are interwoven through all aspects of the school curriculum.

The term 'curriculum' includes not only the content of courses, based on the Victorian Curriculum but also includes many varieties of activities and teaching approaches. The curriculum provided at G.K. recognises that students have different ways of learning, develop at different rates and come from a variety of backgrounds.

At G.K. your child will be able to participate in an exceptionally wide range of curriculum subjects - English, Maths, Integrated Curriculum, a specialised Science and Sustainability Program, Health and Physical Education, The Arts (Music and Visual Arts), Information and Technology, GK Kitchen and Food Technology. In addition, students have a wide range of opportunities to participate in leadership (see the Students tab of our website) and extra curricula activities, as well as classroom blogging.

Glen Katherine is committed to maximizing the educational opportunities for all students with staff professional development playing a vital role in achieving this. Striving for continuous improvement through capacity building of all staff is the challenge we have embraced.

## 2. School Values, philosophy and vision

*Glen Katherine Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.*

*Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.*

*Our Statement of Values is available online at: <https://www.glenkps.vic.edu.au/page/116/School-Values>*

### Model for Whole School Values:

A community commitment to an agreed set of values helps to shape the school culture in order to improve wellbeing, knowledge and skills.



## **VISION & VALUES AT GLEN KATHERINE PRIMARY SCHOOL**

### **Our Vision**

#### *Children, Teachers, Parents: A partnership for the future*

*As a school community, we work together to empower students to become life-long learners who embrace their future confidently and contribute successfully as global citizens.*

### **Our Mission**

*We provide the best opportunities for successful  
life-long learning.*

*Children are empowered to take increasing  
responsibility for learning and decision making.*

*Children, teachers and parents are proud to form  
a partnership for the future.*

### **Our Purpose**

*By placing the child at the centre of all we do, we  
ensure a focused and committed effort, enabling  
each child to feel valued, safe, supported and  
successful. Our differentiated learning programs  
aim to challenge learners to stimulate their  
interest and curiosity. In developing their  
knowledge, skills, understandings, positive  
behaviours and attitudes, we equip each child  
with the confidence and capacity to succeed in a  
globalised world.*

### **Our Values**



**A**CCCEPTANCE  
**R**ESPECT  
**R**ESILIENCE  
**R**ESPONSIBILITY  
**E**XCELLENCE





## ACCEPTANCE

**It is:** I understand that people have different ideas, beliefs and cultures.

**It means:** I accept and tolerate others no matter how similar or different we are.

**It happens when:**

- 😊 I cooperate with, encourage and include others
- 😊 I have a positive attitude towards others
- 😊 I accept and understand that everyone is entitled to share their opinions and that there will be no put downs
- 😊 I understand the importance of harmony and getting along with others

## RESPECT

**It is:** I treat others the way I like to be treated.

**It means:** I care for myself, others and the environment.

**It happens when:**

- 😊 I Use good manners
- 😊 I listen and speak politely to others and look at the person who is speaking
- 😊 I trust others
- 😊 I give people space
- 😊 I give others a turn
- 😊 I care for everyone
- 😊 I am considerate

## RESILIENCE

**It is:** I bounce back and don't give up.

**It means:** I make the right choice when dealing with difficult situations.

**It happens when:**

- 😊 I stay calm
- 😊 I ask for help to solve problems
- 😊 I negotiate with people
- 😊 I understand that things won't always go my way
- 😊 I am aware of my emotions and the affect they have on me and others around me
- 😊 I am aware of my thoughts, feelings and things happening around me 'right now'
- 😊 I am confident
- 😊 I learn from my mistakes
- 😊 I don't give up when things are difficult
- 😊 I have a go at something new
- 😊 I am not afraid to look and be different
- 😊 I listen to advice
- 😊 I believe in myself and stand up for what's right

## RESPONSIBILITY

**It is:** I am trustworthy, reliable and able to make safe and sensible decisions.

**It means:** I take ownership of my actions

**It happens when:**

- 😊 I can be trusted to do the right thing and be a positive role model for others
- 😊 I look after my personal belongings and those that others allow me to use
- 😊 I have a shared responsibility to look after our environment
- 😊 I contribute fairly, honestly and actively as a member of my school and community

## EXCELLENCE

**It is:** I strive to achieve my best at all times.

**It means:** I try to be as good as I can.

**It happens when:**

- 😊 I try to do my best and I don't give up
- 😊 I use my imagination, experiment and try out new ideas
- 😊 I am curious and ask questions
- 😊 I help others to improve
- 😊 I set goals for myself and work hard to reach them
- 😊 I challenge myself
- 😊 I focus on tasks
- 😊 I organise myself and my belongings
- 😊 I am proud of my achievements

### 3. Wellbeing and engagement strategies

*Glen Katherine Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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.*

*A summary of the Universal (whole of school), Targeted (year group specific) and individual engagement strategies used by our school is included below:*

#### Universal – whole school strategies

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *teachers at Glen Katherine PS use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Glen Katherine PS adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents (weekly student of the week as well as positive behaviour awards).*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, First Aide Officer, School, Team Leaders, Operation and Wellbeing Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Resilience Rights and Respectful Relations*
  - *Bully.NO Way!*
  - *Berry Street*
  - *Real Schools*

- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

### Targeted

- *each cohort has a Team Leader and Operations and Wellbeing Leader for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [IEP template) for further information*
- *our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through Boost + and Boost programs.*
- *we support learning and wellbeing outcomes of students from refugee background*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)*
- *all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach (Berry Street Model) to working with students who have experienced trauma*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

### Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Support/Safety Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

*Glen Katherine PS implements a range of strategies that support and promote individual engagement. These can include:*

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
  - *school-based wellbeing supports*
  - *Student Support Services*
  - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
  - *Re-engagement programs such as Navigator, Yarra Me*

*Where necessary the school will support the student's family to engage by:*

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

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

Glen Katherine Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team ( OWL – Operation and Wellbeing Leaders) plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Glen Katherine 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

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

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school



- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## 6. Student behavioural expectations and management

*Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.*

*Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.*

*When a student acts in breach of the behaviour standards of our school community, Glen Katherine PS will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.*

*Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.*

*Disciplinary measures that may be applied include:*

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *referral to the OWL*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

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

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Glen Katherine Primary School is responsible for ensuring all suspensions and expulsions

are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## **7. Engaging with families**

Glen Katherine 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
- 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
- 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**

Glen Katherine 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, including attendance and absence data
- SOCS

Glen Katherine Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Available on school portal Compass
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## **FURTHER INFORMATION AND RESOURCES**

The following Department of Education and Training policies are relevant to this Student Engagement and

Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## PHILOSOPHICAL BASIS

Our school is committed to providing a positive and engaging school culture that includes an environment that is safe, supportive and values diversity. We commit to:

- relating to and being consistent with DET's Student Engagement and Wellbeing and Learning policy guides, in areas such as the 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 participation and student/parent voice.
- building a school environment based on positive behaviours and values.
- providing prevention (cognitive, behavioural and emotional) and intervention for all students at risk

## GUIDELINES

This policy will be viewed in conjunction with the Child Safe **Policy**,

### **Section 1: School Philosophy**

Refer to School Philosophy document

### **Section 2: Whole School Prevention**

At Glen Katherine Primary School, the development of a positive school culture is directly linked to the belief that student engagement is the basis for learning. To support this, our staff are actively engaged in promoting and developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy development based on the Victorian Curriculum.

Opportunities that contribute to the ongoing school improvement agenda and effectively engage students in their learning include:

- Pro-social behaviours promotion through initiatives such as: Student Leadership IMPACT Program –

inclusive of Junior School Council, Better Buddies and Peer Mediation, Community, Green Team, STEM, Sports, Technology and education leadership. Values aligned awards, targeted classroom group and collaboration opportunities and the kitchen and sustainability program support the comprehensive structured Social and Emotional Learning Framework that explicitly targets positive classrooms and engagement. Student voice is encouraged through student surveys, leadership opportunities, classroom discussions and feedback strategies to encourage challenging classrooms.

- Three Way Conferences provide opportunities for students to share goals and reflections with their parents and set new/modified goals for the coming semester/term. Students also share their successes and goals with parents through personal digital portfolios which are shared with parents throughout each week and term. Teachers / parents may request personal interviews as needed.
- The school proactively provides opportunities for parents and the wider community engagement and school involvement through programs and initiatives such as School Council, School Council Sub Committees, PFA, Welcome Committee, working bees, working parties and fund raising. There is also opportunity for parents to be directly involved in their children's learning through classroom participation, assisting with camps and excursions and special days and events.
- Early intervention to identify/respond to student needs for academic, social and emotional support. Classroom teachers are vigilant in identifying those students who display disengagement in the classroom. The support of SSO staff (Educational Psychologist, Social Worker and Speech Pathologist) assist the school in identifying possible reasons for underperformance and challenging behavioural issues and in providing advice to refer families on for additional support to outside agencies (eg. Austin CAHMS, RCH Learning Difficulties Clinic).
- Provision of a range of opportunities for students to be involved and feel connected to the community. Liaison with feeder pre-schools, is successful in enhancing our Prep Orientation program. Liaison with network and wider reaching Secondary Colleges ensures a smooth transition from Year 6 to Year 7.
- Recognition and response to the diverse needs of our students through the PSD Support Program. We respect the right of all students and their families to access mainstream education and support students and families in integrating successfully into the school community.
- Adaption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences. The staff at Glen Katherine are committed to high expectations for all our students. We are committed to maximising every opportunity for students to exceed their learning potential. A deep level knowledge of the Victorian Curriculum and the developmental stages of learning for all students is a priority for all teachers.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach them effectively.
- Whole school approach to Community Values to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda. Individual Learning Improvement Plans (ILIPs) are devised for students 6 months below expected level in Literacy and Numeracy.

Professional learning is given high priority to ensure common strategies and approaches are adopted and implemented. We commit to a strategic professional development plan aimed at providing a common language and understanding of school wide expectations and vision. We engage curriculum experts and other levels of expertise to support our professional

### **Behaviour Management**

We implement a classroom model of discipline that is based around our values, the rights and responsibilities of all and making good learning choices. The '*STEPS to LEARNING*' model supports students in learning how to be responsible for their own learning and behaviour. Building a sense of communal responsibility in classrooms and throughout the school, where we work together in encouraging others to do the right thing, is an important element within this behaviour model.

Clear, explicit classroom learning expectations are discussed and created by the students and teacher. A lot of discussion about our values and rights and responsibilities goes into this part of the process. This enables us to establish what is important to ensure everyone can learn, feel safe and feel valued. Students identify good learning behaviours and the actions that stop them from learning or feeling safe in the classroom. This sets up the framework for the '*STEPS to LEARNING*' Model.

**Refer to Steps to Learning Behaviour Management Model**



### Section 3: Rights and Responsibilities

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:

Developing a Student Engagement policy can support schools to address their legal obligations under relevant legislation including:

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—
  - i. realises their learning potential and maximises their education and training achievement;
  - ii. (ii) promotes enthusiasm for lifelong learning
  - iii. (iii) allows parents to take an active part in their child's education and training.

The following policies need to be considered and consistent with implementing effective practice within the school community. These key policies are available to all school staff on our SENTRAL Intranet and to the community on the School website [www.glenkps.vic.edu.au](http://www.glenkps.vic.edu.au)

1. *Administrations of Medications Policy (2014)*
2. *Anaphylaxis Management Policy (2014)*
3. *Anti Bullying Policy/ Cyber Bullying Policy) ( 2014)*
4. *Asthma Treatment Policy (2012)*
5. *Behaviour Management Policy (2014)*
6. *Child Safe Policy (2017)*
7. *Complaints and Resolutions Policy (2012)*
8. *Duty of Care Policy (2013)*
9. *Emergency Management Policy (2011)*
10. *First Aid and Care Arrangements Policy (2014)*
11. *First Aid – Children with Special Needs Policy (2012)*
12. *Headlice Management Policy (2013)*
13. *Homework Policy (2011)*
14. *Integration of Students with Disabilities Policy (2011)*
15. *Internet Usage Policy (2013)*
16. *Mobile Communication Devices Policy (2013)*
17. *Out of School Hours Care Policy*
18. *Parent Assistance Policy (2014)*

19. *Parents and Friends Association Policy (2013)*
20. *School Attendance – Students Policy (2014)*
21. *School Privacy Policy (2011)*
22. *School Uniform Policy (2012)*
23. *Student Welfare Policy (2010)*
24. *SunSmart Policy (review 2013)*

## Policy

Schools must include a statement about bullying and cyberbullying behaviours in the Rights and Responsibilities section of their Student Engagement Policy.

Note: A Student Engagement Policy should include a positive statement about the school's values and philosophy, and the related programs and strategies being implemented by the school to promote student engagement, high attendance and positive behaviours see: [Department resources](#)

## Definition

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

This table describes the categories of bullying.

Category	Includes
Direct physical bullying	hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours

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playing nasty jokes to embarrass and humiliate  
mimicking  
encouraging others to socially exclude someone  
damaging someone's social reputation or social acceptance

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direct verbal or indirect bullying behaviours using digital technologies.  
This includes harassment via a mobile phone, setting up a defamatory  
personal website or deliberately excluding someone from social  
networking spaces.

#### Cyberbullying

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

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

At Glen Katherine Primary School, we expect high standards of student behaviour based on mutual respect, cooperation, shared responsibility and self-management. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

#### Whole School Rights and Responsibilities:

See: *Behaviour Management Policy*  
*Anti Bullying / Anti Cyber Bullying Policy*

Rights	Responsibilities
To be free of harassment To receive support in difficult situations from the school community To be valued and treated with respect	To ensure others are not harassed To provide support to each other  Build positive relationships with the school community

**Students:**

See: *Behaviour Management Policy*  
*Duty of Care Policy*  
*On site Supervision Policy & Procedures*

<b>Rights</b>	<b>Responsibilities</b>
To be treated fairly and courteously To work and play without interference  To learn in a secure environment	To be polite, courteous and well mannered To allow others to work and play without interference To allow others to learn To report bullying to an adult

**Staff:**

See: *Whole School Values*  
*Duty of Care Policy*  
*On-site Supervision Policy & Procedures*  
*Behaviour Management Policy – Steps to Learning*

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect by students, parents and peers  To expect students to follow the Engagement Guidelines  To expect students to learn To provide an inclusive and differentiated curriculum	To treat students in a way that develops self-esteem To communicate positively with parents and peers To follow the Engagement Guidelines. To use logical consequences and restorative practices To provide a Duty of Care to students To keep records of significant disciplinary actions To assist students to learn To ensure all students achieve success To communicate student progress to parents

**Parents:**

See: *Whole School Values*  
*Behaviour Management Policy*  
*Anti Bullying / Anti Cyber Bulling*  
*Parent Assistance Policy*

<b>Rights</b>	<b>Responsibilities</b>
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged  To be contacted when their child continually disregards the School Engagement Policy or is	Ensure students attend school and have the appropriate learning materials and attitude  Promote respectful relationships



involved in a major incident	
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## Section 4: Shared Expectations

Glen Katherine Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

### Staff Engagement

See: *Duty of Care Policy*  
*Equal Opportunity Policy*  
*Teaching and Learning Policy*  
*Behaviour management Policy*  
*On-site Supervision Policy & Procedures*

### The school leadership team will

- uphold the right of every child to receive an education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities eg. camps, excursions, incursions, Kelly Sports and community services inclusive and responsive to student needs.

### The staff will

- develop flexible pedagogical styles to engage different learners - See: *Curriculum Policy*
- deliver curriculum and assessment that challenges and extends students learning – See: *Gifted and Talented Policy* / *Assessment Policy*
- develop positive relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture - See: *Student Leadership Policy* and *School Strategic Plan*

### Attendance

See: *School Attendance Policy*

All students are expected to come to school every school day throughout the year. If students cannot attend their parents/carer must provide a suitable explanation to the school.

In compliance with Departmental procedures school staff will;

- promote regular attendance with all members of the school community and;
- monitor and follow up on absences regularly.
- Communicate absences to parents

### Behaviour

See: *Behaviour Management Policy - Steps to Learning*  
*School Values*  
*Induction of new teachers*

Glen Katherine Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

### The school leadership team will

- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours.

### The staff will

- use Student Engagement Policy and Steps to Learning as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach (GK SEL Curriculum Framework)
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach

### Student Engagement

See: *Anti Bullying Policy / Anti Cyber Bullying Policy*  
*Assessment, Monitoring and Reporting Policy*  
*Gifted and Talented Policy*  
*Integration of Students with Disabilities Policy*  
*Learning Intervention Policy*  
*Behaviour Management Policy*  
*Teaching and Learning Policy*  
*School Values*

### All students are expected to

- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own differences;
- allow others to learn
- allow teachers to teach
- support each other's learning by behaving in a way that is curious and respectful
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive learning environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

### Parent Engagement – Children, Teachers, Parents – A Partnership for the Future

See: *Assessment, Monitoring and Reporting Policy*  
*Parent Assistance Policy*  
*Duty of Care Policy*  
*Guidelines for Parent Helpers a) in Classrooms and b) on Excursions and Camps*  
*Behaviour Management Policy*  
*Anti Bullying / Anti Cyber Bullying Policy*  
*Anaphylaxis Policy*

Parents are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.

- parents should also help the school to provide student-centred responses by providing all relevant information to the school
- parents are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- parents will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner

### Attendance

Parents are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

## **Behaviour**

Parents should understand the schools behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

## **Section 5: School Actions**

### **Attendance**

At Glen Katherine Primary School, absence means students miss important stages in the development of their learning, causing them to find 'catching up' difficult. The following are ways in which we promote school attendance;

- Attendance practices reflect DEET philosophy of 'It's Not OK to be Away'.
- All student absences/lateness are recorded daily by teachers, are aggregated on to our CASES database and communicated to DET
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made to parents/students about school and community attendance expectations
- Attendance will be closely monitored through the evaluation of the student absence reports on CASES 21.
- The professional responsible for Welfare or the Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals.
- Student attendance and lateness figures will appear on the student's mid-year and end of year reports.
- DET and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored.
- All absence notes and records of communication will be retained and stored at the school.

### **Behavioural Consequences**

There are specific behavioural consequences listed against each individual grade's 'Steps to Learning' procedure and for Whole School Values expectations outside of the classroom.

### **Detention / Time Out / In School Suspension**

- The Principal and teachers may require a student to attend Time-Out as a result of not complying with our Whole School Values or with the Steps to Learning process.
- Teachers may require a student to finish school work which has not been completed in the regular classroom, at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. All students must be supervised at this time.
- Students may be detained at lunch/recess time and/or given in school suspensions. Where appropriate, parents will be consulted and informed of the school's actions and why.

### **Student Support Group**

- A Student Support Group may be convened by our school to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school.
- An Individual Learning Improvement Plan (ILIP) could be developed where behaviour management/modification is required. Parents will be involved in this process and encouraged to work with the school in support of their child's development and management.
- Support Group meetings are to be held at a time suitable both to the school and to the parents. The purpose of procedures for such meetings will vary depending on the needs of individuals and should promote positive behaviours. As well as teachers, parents and student, the meeting could involve a person requested by the parents
- A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parents

and/or student and remain confidential. Where an ILIP is in place, then this will be updated and a copy provided to all present.

### **Exclusion**

- Medical withdrawal applies in the case of head lice and infectious diseases or conditions.
- To ensure a smooth return to school, students return when treatment has been undertaken or a medical certificate verifies wellness.

### **Suspension - General information**

See 'Behaviour Management Policy'

- Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the Regional Director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.
- The principal may call an in school suspension when behaviour is deemed serious or repetitive. The principal should notify the parent in advance that this will be occurring.
- The school shall provide appropriate and meaningful school work to the suspended student that is in line with classroom coursework.

### **Procedures prior to suspension**

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student's behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student's behaviour and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behaviour continue
- the responsibilities of the parents, should suspension be considered necessary

### **The principal must ensure that**

- the behaviour, the educational needs of a student, disability, age of student and the residential of social circumstances of the student has been considered before suspending a student;
- a student is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.
- the parent may be accompanied at that meeting by another person who is not acting for fee or reward.
- if it is considered warranted by the student or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

### **Grounds for suspension**

A student may, by order of the principal of the school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
- commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or
- possesses, uses, or assists another person to use prohibited drugs and substances; or
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or



- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or
- engages in behaviour that vilifies, defames, degrades or humiliates another person

See *Principal Checklist for Suspension Appendix 4*

See *Principal Checklist for Expulsion Appendix 5*

### **Procedures for suspension**

If the strategies outlined in the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- The principal must provide the parents of the student with a copy of the Procedures for Suspension brochure and a notice of suspension (Student Engagement Policy *Appendix 1*) on the day on which the suspension commences or within twenty four hours thereof.
- The principal shall also provide the President of the School Council with a copy of the notice of suspension.
- At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.
- The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.
- A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. The period of suspension shall not be extended due to delays in holding a suspension conference.
- A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the student and will consider other options for meeting the pupil's educational needs.

### **Expulsion – General Information**

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level. Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to Student Engagement Policy).

### **Grounds for Expulsion**

A principal may expel a student if;

- the student does anything for which they can be suspended
- the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school
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### **Procedures prior to Expulsion**

- Prior to an expulsion the principal must ensure that;
- a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- despite these strategies, the student's inappropriate behaviour persists; and
- the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

### **Procedures for Expulsion**

- The principal is responsible for a student's expulsion. The principal must notify the Regional Director that a student support group is being convened to discuss expulsion.
- The principal must convene a student support group meeting to;
  - provide the student and their parents/carers with a Notice of Expulsion (refer to Appendix 2: Student Engagement Policy) before the day on which the expulsion commences
  - provide a copy of the Procedures for Expulsion, to the student and their parents/carers

- identify the future educational, training and/or employment options most suited to the student's needs
- The principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to [Appendix 2: Student Engagement Policy](#)) to the Regional Director with a written expulsion report.

### **Transition Arrangements**

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

### **Expulsion Appeal Process**

A principal's decision to expel a student can be appealed by the student or the student's parents/carers.

The principal must provide the student and parent/carers with an Expulsion Appeal proforma (refer to [Appendix 3: Student Engagement Policy](#)), at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal with twenty-four hours.

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