Executive Summary

Our school purpose and values ensure our school fosters diversity and inclusion through our words and actions.

This policy enables the wellbeing of our students. We have a culture that looks after students by empowering staff to do their work.

Through intentional design and creative and thoughtful planning we create an engaging learning environment for every student. We use effective individualised teaching and learning practices to foster engagement. Each student's learning journey is tailored to teaching of their point of need and to their long term aspirations.

Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations.

Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

This policy explains how we promote positive behaviours and how we help students who exhibit challenging behaviours.

As we are aware the legislation under which we are employed makes it very clear that we are to care for the welfare of all students, not just the cooperative ones or the compliant ones, but all (Order 199 Part 11 Division 2 11.2.3(8)).

So if the data shows this is not the practice then I, as the delegate of the Minister, have little or no choice but to exercise the delegated authority to act and ensure that all employees are working in a manner which is consistent with the legislation.

As a school we have established very clear guidelines about our response to students who have not developed the capacity to behave in a manner which is what we would want. The fundamental aspect of this is providing them with the skills to self-manage their emotions so they are able to engage with the learning that is in front of them. Not every student arrives at class ready to learn. Part of our job is to help them to help themselves to be ready to learn. We are the professionals.

As a school we will not enable the learning of all through the exclusion of students. What we must do is work together to develop the capacity of all staff to work with students in a manner appropriate to this era which allows them to be successful contributors to our school and, as a natural consequence, our community.

As it says in the role statement for classroom teachers:

> *The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.*

Robert Boucher

Principal.

Statement of intent

We bring a positive intent and optimism to enabling all students to reach their full potential whilst in our care, by celebrating difference and diversity and catering to the needs of the individual.

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.

Intended outcomes of this policy

- Staff will understand, show ownership of, and use this policy.
- Our purpose and values to be enacted on a daily basis.
- Shared beliefs and understandings developed.
- Compliance with Department of Education expectations and legislation.
- Clarity for parents about how we cater for all children.
- Customised individual approach to supporting mental health.
- Evidence from our Incident Tracking Tool (ITT) and SPA is used to individualise approaches for students.
- Processes for supporting student wellbeing are clearly understood.

Shared Vocabulary for Student Engagement and Inclusion at Swifts Creek P-12 School

Engagement

Students being actively involved in their learning and communities. They feel positive about the activities that they are part of.

Engagement is supported by:

- Fostering a sense of curiosity where students want to learn more
- Developing student aspirations
- Relevant and purposeful learning
- Being connected
- Positive effort and attitude
- Engaging students at an appropriate level to their learning needs

Wellbeing

Wellbeing includes:

- Respect for human rights and values that promote mental and physical health
- Being protected from risk factors
- Social and emotional health and resilience

- Access to support in times of need

Inclusion

Everyone is respected and valued and given equal opportunities regardless of differences. Equipping students with the skills and resources to allow them to have success and to promote a sense of belonging.

High Expectation and Authentic Relationships

At Swifts Creek P-12 School we prioritise high expectations and authentic relationships to promote engagement and inclusion.

We believe high expectations and authentic relationships increase our students' confidence and curiosity, energising their commitment to learning. When we prioritise high expectations and authentic relationships, we believe the whole school's ethos and culture prosper.

Elaboration

Extract from **'Curiosity as Powerful Learning'**

Positive learning environments are optimistic and rigorous. Every student can achieve. The focus on learning is exacting. Positive environments value all students. This happens when teachers generate and sustain authentic relationships. The influence of teacher expectations is often subtle. Expectations are conveyed in a myriad of classroom interactions. Positive expectations drive a positive learning culture – the classroom is a safe and secure place to learn. In that classroom, students know they will receive acceptance, respect, and even warmth. Acceptance and respect are intrinsic rights – they are not contingent. Our students know these rights are extended without prejudice, simply because we are with them as individuals and as learners.

We promote positive behaviours and self talk through the I am, I can, I will Matrix and the/and or Annotated Snowflake poster. These are on display throughout the school.

Positive behaviour Matrix and Snowflake

COURAGE

We value diversity

We don't give up

Succeeding together

Best we can be

I learn from mistakes

I feel proud of my work

I take on challenges

We aim high

We cooperate

I am curious

I believe in myself

JOY

KINDNESS

I show empathy

We celebrate success

Global citizens

We support each other

Positive Behaviour Matrix

Swifts Creek
P-12 SCHOOL
Courage, Joy, Kindness

"I am....I can....I will...." at Swifts Creek P-12 School

	Be the Best we can Be	Academically	Global Citizens	Succeeding Together
Courage	I try new things	I persist	I am inclusive and respectful of diversity	I help others
	I put in my best effort	I accept and use feedback	I speak up if others are not being inclusive	I include others
	I take on challenges	I see mistakes as an opportunity for learning	I am proud of who I am	I am honest
	I have high expectations of myself and others	I am curious		
Joy	I have a positive attitude towards my learning	I am proud of my personal growth	I belong	I share
	I am curious	I take responsibility for my own learning	I welcome	I celebrate my success
	I am excited when I succeed	I take pride in my work	I contribute	I celebrate others' success
		I set goals which reflect my future pathway/s	I celebrate difference and diversity	
Kindness	I am optimistic when faced with challenges	I listen to and follow teacher instructions	I am fair	I respect other people
	I am caring towards others	I am patient	I cooperate	I respect other ideas
	I give caring, honest and helpful feed	I consider other people's opinions and ideas	I take care of our space	I work in teams
			I model appropriate behaviours	

Operational

Acknowledging positive behaviours

Significant emphasis should be placed upon acknowledging positive behaviours in line with our school purpose and values.

We acknowledge positive behaviours in a range of ways with a focus on intrinsic motivation, including:

- Verbal praise
- Written feedback
- Written and verbal reports
- Celebration night-awards
- Flagstaff campus playground raffle and 'Stars of the Week'.
- Displays of student work
- Expos
- Assemblies
- Newsletter
- Visual display in foyers

School based plans and programs for individual students

1. Individual Learning Plans:
   The primary purpose for developing an individual learning plan is to provide a framework and guide that links the specific learning needs of the student. Developing and implementing individual learning plans ensures all individuals are valued and accommodated within the school environment and promotes student self-determination, positive growth and recognition.

Individual learning plans:

- developed by the Home Group teacher or classroom teacher when a student has an identified learning need or is more than 12 months behind in more than one subject.
- stem from whole-school curriculum planning
- link to a student's short- and long-term learning goals developed by the Student Support Group
- include age appropriate learning activities and assessment tasks
- allow for alternative learning pathways for demonstrating the Standards
- include suggested home activities, if appropriate
- identify next steps in a student's learning
- have an agreed date for review of the learning plan.

2. Behaviour Management Plans

3. Student Support Group:

    Student Support Groups (SSG) should involve key people with a role in realising the education and wellbeing goals for an individual child or young person participating in a re-engagement program. Key members include school staff, relevant support services, the student and their family, and a representative of the child or young person.

    Note, all students supported by the Program for Students with Disabilities must have an SSG with the following membership:

    - the parent/guardian/carer(s) of the student;
    - a parent/guardian/carer(s)' advocate (where chosen by the parent/guardian/ carer(s));
    - a teacher (primary) or teacher(s) nominated as having responsibility for the student (secondary);
    - the principal or nominee (to act as chairperson); and
    - the student (where appropriate).

The Student Support Group may invite input from any other person with knowledge of the student or with information relevant to the educational or social needs of the student.

4. Language Support Program

5. Allied health support

Responding to challenging behaviour

Think Reports and Incident Reports are an important part of the process in responding to challenging behaviours. These ensure adequate record keeping, reflection by students on how to make better choices, and follow-up support as appropriate. It is important for the teacher completing an incident report to take action to rebuild the relationship with the student.

See attached templates.

Incident Tracking Tool

The purpose of the Incident Tracking Tool (ITT) is to identify trends of student behavior which may better allow us to work proactively to address the data that has been generated. This is both at the student and teacher level. We know the only person's behaviour we really control is our own.

The key aspect of this is how we work with the process of student management. This is, of course, about all students learning to be the best they can be, both academically and as global citizens.

The Incident Report is the first step in this process. It is vital record of student behaviour that allows us to identify patterns and identify students who need help. It is also important as a means for the

teacher to process what has happened. When it is given to the Home Group teacher, it indicates if the teacher requires support with the follow up from the incident.

The teacher who generates the Report needs to ensure that a restorative approach is taken with the student to ensure that their learning journey is maintained without the behaviour of the student impacting on the class.

The teacher in this process needs to be supported to solve the problem so students are clear about what they are to do and how they will need to behave in the future to maximize the learning opportunities presented to them.

When the Incident Report is given to the Home Group teacher they will take at least one of the following actions:

- Speak with author, and student if required.
- Support teacher to work with the student to develop re-entry plan and or action plan from the incident.
- Refer to the Assistant Principal or Principal as necessary.
- File Incident Report.

Challenging or inappropriate behaviour may result in:

- Verbal prompts
- Moved seating
- Exit from class with work
- Incident report given to homegroup teacher and principal
- creating a behaviour management plan
- Exited to office to complete work
- Removed from yard to office
- Reflection (Think Report)
- Reflection (discussion with staff)
- Apology
- Restitution
- Referral to Principal or AP
- Loss of privilege
- Detention
- Yard card
- Contact parents to inform
- Extended withdrawal from class
- Meeting with parents
- Sent home
- Internal suspension
- Suspension

- Observation and feedback
- Expulsion

The steps above are not necessarily intended to be sequential. The nature of the actions taken will depend upon:

- the seriousness of the behaviour exhibited
- if injuries occur or property is damaged
- dangers posed to other children, the child themselves or members of staff and community
- previous breaches by the same child

We support students with challenging behaviour through both internal and external strategies.

Internal strategies include:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program

External strategies include:

- involving and supporting the parents/carers
- involving the student Home Group teacher, leadership team, managed individual pathways or careers coordinators
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies as deemed appropriate by the Principal.

In determining actions and consequences Swifts Creek P-12 School will consider:

- providing a strong focus on relationship based practices
- rewarding positive behaviour
- implementing a staged response when shared expectations are not met
- staged response should have a prevention/early intervention focus
- data should be taken into account in the staged response
- all actions and consequences for inappropriate behaviour should have a clearly defined educational outcome
- students should not be isolated from learning as a result of the actions and consequences for their inappropriate behaviour.

- DET guidelines

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in 'Ministerial Order 625 - Suspensions and Expulsions', which took effect on 1 March, 2014.

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.

References

Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx
Participation and Engagement	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
Disability Standards for Education	http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx
Student Health and Wellbeing	http://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx
The Victorian Charter of Human Rights and Responsibilities	http://www.education.vic.gov.au/school/principals/management/Pages/multirightchart.aspx
Equal Opportunity including link to ACT	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/act2006.aspx
VIT Teacher Code of Conduct	http://www.education.vic.gov.au/school/principals/health/Pages/lolsocialmediacodes.aspx
Suspension and Expulsion Ministerial orders	http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF
ChildSafe	Swifts Creek P-12 School Child safe policies and procedures located on our serve