

**STUDENT WELLBEING AND**

**ENGAGEMENT POLICY**

**Purpose**

Wellbeing refers to a student’s behavioural, emotional and cognitive engagement. At Coral Park Primary School we believe that enhanced student wellbeing promotes resilient learners. Students who are distracted and anxious due to significant physical, social and emotional issues will find it harder to engage in education programs. Enhancing wellbeing involves providing a supportive, safe and secure environment through employing preventative and early intervention approaches. Wellbeing is a whole school responsibility and is supported by our school values, environment, curriculum and community links and partnerships. No corporal punishment is used in this school.

**Scope**

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

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**School Profile**

Coral Park Primary School offers an attractive, safe and stimulating learning environment. It is a school committed to the development of its staff and to the improvement of student outcomes. We welcome all families who believe in working alongside us in their child’s learning journey to help them achieve their best.

Located in the south eastern suburb of Hampton Park, approximately 45 km from Melbourne CBD, the school community represents diverse cultural and economic backgrounds and has an SFO (Student Family Occupation) Index of 0.71 and a SOFE (Student Family Occupation and Education) Index of 0.6018. The student population averages at around 400 and represents over 40 different nationalities, more than 50% of students speak a language other than English at home. The current enrolment is 405 students, with approximately 30 full-time and 7 part-time staff comprising a mix of experienced and graduate teachers with both genders represented. We also have 8 Education Support staff assisting many students with their day to day learning across the school.

Our priority areas include improving student outcomes in English and Mathematics, catering to the needs of EAL (English as an Additional Language) learners and effectively incorporating Digital Technologies into our daily classroom practices. This is achieved through explicit teaching, having high expectations, setting learning goals for all students, regular assessment tracking and teacher professional learning and mentoring in these areas. We provide a rich and engaging curriculum with a continual focus on whole school student engagement and wellbeing that ensures the promotion of accountability for learning, engaging learners and respectful relationships.

Coral Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in weekly specialist programs of Visual and Performing Arts, Physical Education and Sport, Science and a variety of specialist rotations.

Students with special learning needs are catered for with a number of programs including; an effective and efficient Program for Students with Disabilities, Levelled Literacy Intervention (LLI), Little Learners Love Literacy (LLLL), Language Support and Speech Pathology Assistance Program. As the community has grown and changed, so has the need for additional assistance for students. Other programs include a breakfast club, daily before school fun & fitness, additional school based reading clubs, Student Leadership Council, lunchtime clubs, concert/Arts Expo, camps, athletics, swimming, interschool sport and cross country events. Our programs reflect the school’s focus on providing students with a broad range of experiences and opportunities.

Parents are encouraged to share in a school/home partnership with a focus on developing positive educational outcomes for their children. Parents are also encouraged to become active in other school activities and programs including Parents Group, Playgroup, School Council, excursions and classroom support.

**Implementation**

* Student Wellbeing is a shared responsibility between school, home and the community
* The school has appointed a staff member who will coordinate student wellbeing across the school
* Staff will consult with the Student Wellbeing Coordinator when wellbeing issues are identified
* The school will adopt a proactive and strategic stance with issues of student wellbeing, rather than operating in a consistently reactive mode.

**Values and mission statement**

Coral Park Primary School encourages, develops and promotes the following values:

|  |  |
| --- | --- |
| **Respectful** | * Being inclusive and safe * By understanding rights and their impact * By caring for thoughts, feelings and belongings |
| **Responsible** | * By knowing guidelines and expectations * By showing up on time and being ready to learn * By being accountable for our actions and choices |
| **Resilient** | * By being motivated to learn and succeed * By knowing the next step in our learning * By setting and reflecting on goals |
| **Determined** | * By being willing to take risks * By being a problem solver * By being able to regulate our emotions |

These values are displayed in every learning space throughout the school and are explicitly taught to students. The school’s mission is: Coral Park Primary School provides a safe and inclusive learning environment that inspires students to exceed their potential and prepares them to be valued citizens of the wider community.

**Engagement Strategies**

*Universal strategies:*

At Coral Park Primary School, we are implementing the School Wide Positive Behaviour Support Framework (SWPBS). Our school values are strongly linked to specific behaviours that become the expectations of day-to-day actions at school. These behaviours are listed in our School Wide Behaviour Expectations Matrix (see appendix 1), and it is through the display, explicit teaching and acknowledgements of these behaviours that our students are engaged in positive, proactive behaviour management protocols. In accordance with SWPBS, students are regularly acknowledged for demonstrating the behavioural expectations on the matrix, ideally at a ratio of 5:1, with 5 positive acknowledgements for every 1 redirection.

In addition to our SWPBS framework, Coral Park also uses the following strategies at a whole school level to increase student wellbeing and engagement:

* *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*
* *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 opinion data, student management data and school level assessment data*
* *teachers at Coral Park 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 Coral Park 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 are incorporated into our curriculum and are taught and modelled 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 communicated to parents*
* *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 level forums. Students are also encouraged to speak with their teachers, year level leader, Assistant Principals and Principal whenever they have any questions or concerns*
* *create opportunities for cross—age connections amongst students through buddy grades and music programs*
* *all students are welcome to self-refer to the student wellbeing coordinator, year group 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:*
  + *Respectful Relationships*
  + *Social and Emotional Learning programs*
  + *Zones of Regulation programs,*
* *incursions and excursions are developed to address specific behaviour issues (i.e. anger management programs)*
* *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

*Targeted Strategies*

There are a number of students at Coral Park PS who require Tier 2 interventions. These students may fall into the following categories; students who are more than 12 months behind academically, students who are Culturally and Linguistically Diverse, fall under the Programs for Students with Disability, are in Out of Home Care, or who have behavioural management difficulties for a variety of reasons. These students may require the following more targeted strategies:

* *each year level has a Professional Learning Community Leader, an experienced teacher responsible 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*
* *connect all Koorie students with a Koorie Engagement Support Officer (KESO)*
* *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
* *LOOKOUT staff and services will be sourced to assist in the support of all Out of Home Care Students*
* *wellbeing and allied 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 to working with students who have experienced trauma*
* *utilise the Student Support Services team to assist in the identification of students at risk, and make plans moving forward for such students*
* *track behavioural data to identify trends and therefore plan explicit behavioural expectations teaching required for cohorts of students*

*Individual strategies*

Some students require individual interventions at Coral Park Primary School such as:

* *Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx*
* *Individual Learning Plans and Behaviour Support Plans created by classroom teachers in collaboration with wellbeing or curriculum leaders*
* *Program for Students with Disabilities*
* *Lookout – for Out of Home Care students*
* *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances – Eg Learning mentors for Out of Home students*
* *meeting with students and their parent/carer to talk about how best to help the student engage with school*
* *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, HeadSpace, Paediatricians, external psychologists, speech therapists*
  + *Re-engagement programs such as Navigator*

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*
* *running regular Student Support Group meetings for all students:*
  + *with a disability*
  + *in Out of Home Care*
  + *and with other complex needs that require ongoing support and monitoring.*

**Identifying students in need of support**

Coral Park 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.

Coral Park 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
* implementing the SAFE Minds framework, ‘NIP it in the Bud’– Notice, Inquire, Plan approach
* attendance, detention and suspension data
* engagement with families
* self-referrals or referrals from peers

**Rights and responsibilities**

All members of our school community have the 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:** | **Students have the responsibility to:** |
| Be spoken to in an appropriate and respectful manner at all times | Show respect with their words |
| Have access to school property and resources that enhance student learning | Use school equipment for their correct use |
| Be safe from physical harm at school | Keep within their own personal space |
| Be guided and supported by staff in order to promote a safe, stimulating and structured learning environment | Follow staff instructions straight away |

|  |  |
| --- | --- |
| **Staff have the right to:** | **Staff have the responsibility to:** |
| Be spoken to in an appropriate and respectful manner at all times | Show respect with their words |
| Have access to school property and resources (including PD) that support learning | Use school equipment for its intended use |
| Be safe from physical harm at school | Follow school policies and procedures to maintain a safe environment for all at school |
| Have their requests respected when asking others for assistance in maintaining a safe school |  |

|  |  |
| --- | --- |
| **Parents have the right to:** | **Parents have the responsibility to:** |
| Be spoken to in an appropriate and respectful manner at all times | Show respect with their words |
| Have access to school property and resources where appropriate | Use school equipment for their correct use |
| Be safe from physical harm at school | Follow school policies and procedures to maintain a safe environment for all at school |
| Be offered opportunities to be involved in school events, decisions, feedback and be involved in your child’s school experience | Use appropriate forums to give feedback, meet with staff and discuss school issues and to support school events |

The rights and responsibilities charter was developed with staff, student and community input. As well as these rights and responsibilities, members of our school community are also protected by the following legislation:

Equal Opportunity Act 1995

Charter of Human Rights and Responsibilities Act 2006

Disability Discrimination Act 1992

Disability Standards for Education Act 2005

Education and Training Reform Act 2006

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. See appendix 3 for Grievance Procedures.

**Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school’s Values and the SWPBS Expectations Matrix. When a student acts in breach of the behaviour expectations of our school community, Coral Park PS will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 the 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 and follow the school wide behaviour management protocols. Students will always be provided with an opportunity to be heard.

Coral Park Primary School also has a Code of Conduct as part of the Child Safe Policy – see Appendix 2

The school maintains a fair discipline system that is based on natural justice, procedural fairness and restorative practices. Central to this system is the establishment of preventative strategies and systems in the classroom and playground. Some of these systems include ‘The Five Finger Strategy,’ Peer Mediation, Junior School Council, social skills lessons, circle time and circle conferencing.

**Recognising Appropriate Behaviour**

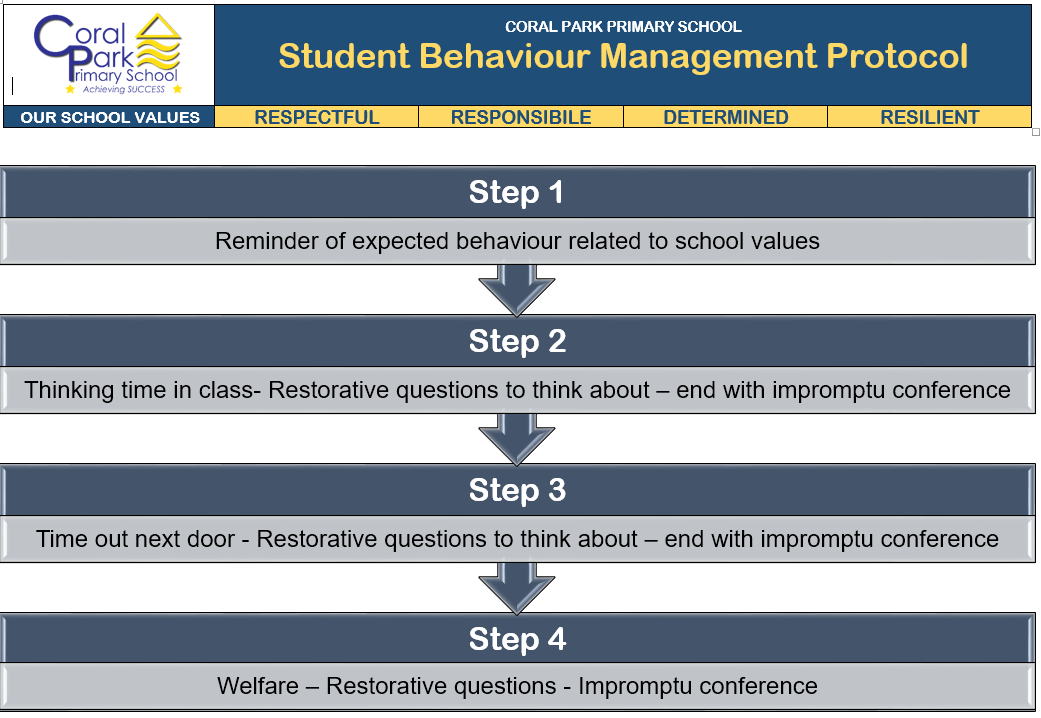
Appropriate behaviour is an act that supports our behavioural expectations as set out in our School Wide Behaviour Matrix. Positive consequences are widely used to encourage and promote the following of our values, e.g., rewards, stickers, house points, etc. Coral Park is in the initial stages of implementing our school wide tangible acknowledgement system. This system will involve either stamps or tokens to tangibly reward a student instantly for acting in a way reflecting our expectations. At the time of this instant reward, the token may be paired with verbal recognition, class wide reinforcement, awards at assembly etc.

This token will be transferred to each individual student’s behaviour acknowledgement card in the classroom. When students fill their card rewards will be redeemed of their own choice. Rewards can be:

* Eating lunch with a friend in another class
* Eating lunch with their favourite teacher
* Eating lunch with Principal class
* ‘Stealing’ the teacher’s chair for the day
* Working with a friend in another class
* Helping in a junior class
* Free digitech time
* Recognition in the school newsletter
* Name on the digital sign at the front of the school
* Positive notes home to parents

**Managing Unacceptable Behaviour in the Classroom**

Unacceptable behaviour is behaviour that contravenes our school SWPBS Behaviour Expectations Matrix and the rights and responsibilities outlined in our Rights and Responsibilities table. Not following or complying with the school behaviour expectations results in negative consequences that follow the school wide student behaviour management processes as depicted in the below visual:



The word discipline originates from the word ‘disciple’ meaning ‘to teach.’ At Coral Park Primary School we aim to respond to inappropriate behaviour by teaching children that inappropriate behaviours have consequences and that there are alternative, positive ways to behave. Teachers aim to manage inappropriate behaviour in their classroom. Each classroom has the Behaviour Matrix on display for students, has their positive acknowledgement system in place and will have a clearly defined flow chart of behaviours and actions to follow in the case of inappropriate behaviours.

If a student behaves inappropriately, and this is deemed to be a minor incident, staff will:

1. Remind students of the expectations
2. Redirect the student
3. Reteach the behaviour
4. Relocate the student to another area of the classroom
5. Reflect on what is to happen next time
6. Re-engage the student with their learning

If a student behaves inappropriately, and this is deemed to be a major incident, staff will:

1. Assess the safety of students and staff
2. Seek assistance from other staff if necessary (usually wellbeing leadership)
3. Apply a consequence (natural or logical, EG. Clean up, owe time, complete reflection sheets)
4. Re-teach the behaviour
5. Conference – create a plan, share the plan with parents and the student
6. Monitor this plan
7. Document – Leadership, Sentral, IRIS,

*In accordance with SWPBS Essential Feature 6, these protocols are in the process of being formed into Behaviour Flowcharts, and will be added as appendices as soon as they are completed.*

**Managing Inappropriate Behaviour in the Yard**

If a student behaves inappropriately in the yard, staff will determine if the incident is a major or minor offence, and then follow the flow chart for their actions. This flowchart is still in the process of being finalised, in the short term processes are as such:

* Walk and talk with the student to help the student identify their inappropriate behaviour and the impact it is having on other students and staff. This is most effective when the language and practices of restorative justice are employed.
* If the behaviour continues, place student in a ‘time away’ area in the yard (usually a bench or the quiet area.) If there is more than one student involved, spread the students out over several benches (you may ask some of the students to walk with you). The student will be asked to remain on the bench until the teacher returns.
* Upon returning the teacher will engage the student in a restorative conversation.
* If the behaviour continues, the student may be given a ‘time out’ for a longer period of time.
* At this point, staff may also consider the student to be ‘at risk’ and refer the student for support.
* Where the behaviour poses an immediate safety risk for the student or other members of the school community, staff will use the ‘Emergency Help needed’ orange card in the yard duty bum bag and this will provide immediate assistance from wellbeing leadership.

**Restorative Practice**

Coral Park Primary School is adopting Restorative Practices as the means by which discipline will be administered in the school. Restorative Practices is a whole school approach which provides schools with a framework of management that moves away from the traditional punitive response.  While still providing limits and consequences, it looks for ways to repair the damaged relationships and improve existing relationships.

**Three principles form the foundation for restorative justice:**

1. Justice requires that we work to restore those who have been injured or harmed.
2. Those most directly involved and affected by inappropriate behaviour should have the opportunity to participate fully in the response if they wish.
3. The role of a community is to build and maintain a just peace.

**Restorative programmes are characterised by four key values:**

1. [Encounter](http://www.restorativejustice.org/intro/values-1/encounter):  Create opportunities for victims, offenders and community members who want to do so to meet to discuss the inappropriate behaviour and its aftermath
2. [Amends](http://www.restorativejustice.org/intro/values-1/amends):  Expect offenders to take steps to repair the harm they have caused
3. [Reintegration](http://www.restorativejustice.org/intro/values-1/reintegration):  Seek to restore victims and offenders  to whole, contributing members of society
4. [Inclusion](http://www.restorativejustice.org/intro/values-1/inclusion):  Provide opportunities for parties with a stake in a specific inappropriate behaviour to participate in its resolution

Circle time is used in classrooms to build relationships and empathy. Circle time involves all students and their teacher sitting in a circle and participating in activities that enhance their knowledge and respect for their fellow classmates. Classes also participate in circle conferencing which uses the same circle setting to raise and address issues affecting students.

**Inappropriate behaviour Flowcharts** (*SWPBS behaviour flowcharts are in the process of being finalised and will take the place of the below behaviour responses when complete).*

**Minor inappropriate incident response:**

The below strategy should be employed if a student:

* Seriously physically assaults another student
* Refuses to comply with a staff’s reasonable request

Ask the student who misbehaved to come over and walk with you while you do yard duty. During this time, discuss the situation with the student using the below restorative questions:

What happened?

What were you thinking about at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right again?

A consequence of time out of the yard and spent in wellbeing can be used.

STUDENT DOES NOT COMPLY

STUDENT COMPLIES

Time out completed and restorative conference held

Student does not comply

Student complies

Time out completed and restorative conference held

Follow Major Inappropriate Incident Response Procedure.

Do a safety assessment of the student to try and prevent future incidents. Do they need support, behaviour management plan, referral to wellbeing leadership, intervention in the yard…?

**Major inappropriate incident response**

STUDENT DISTRESSED

Don’t try to physically restrain a student, it is dangerous for you and may escalate the situation.

NOTE: If the student is unsafe or engaging in risky behaviours, disrupt the behaviour through distraction first. If this is not possible, send the orange ‘emergency assistance card to wellbeing’. Consequences/lessons can be discussed later when the student is calm.

Offer the student the opportunity to have some time out in a safe place and say to the student “I can see you are upset/angry. When you are ready, then we’ll talk.” Give the student space but keep an eye on them. One staff member only should manage student, call for assistance from wellbeing if required. Wellbeing will organise who will stay with the student, who will continue with yard duty.

STUDENT COMPLIES

STUDENT DOES NOT COMPLY

Give the student 2 specific options using an assertive but calm tone; “(Student’s name), I can see something has upset you. You have 2 choices, (for eg) you can stay where you are and when you’re ready we’ll talk or you can come with me to welfare and have you can chat there with wellbeing leader. Repeat choices, then ask which option the student would prefer. Keep the options short and simple.

Student calms and then indicates they are ready to talk. Follow the prompts on the restorative question cards in every yard duty bag.

If the student does not approach you within 10 mins, check in with them every 5 – 10 mins and ask if they are ready to talk. When they indicate they are, use the restorative questions card to prompt the conversation.

STUDENT DOES NOT COMPLY

Call for assistance from wellbeing leadership.

Wellbeing leadership will come to you and the student.

Wellbeing will remind the student of the choices and will await the response. They will remain with the student until the choice is made.

If the student becomes unsafe for themselves, staff or students, staff will ask other students to move away to safety, and they will call the office and ask for parents to come to the school to assist in supporting their child’s wellbeing.

If the student leaves the school you must follow them and keep them in view. DO NOT chase them, DO NOT restrain them unless they are in grave danger. Call the parents to inform them, call the office to inform them you are out of the school, and in which direction you are heading. If parents are unable to attend, and the student still refuses to comply, contact the police.

When the student is ready to participate, hold a restorative session. This should happen as soon as possible after the event, but not before the child is ready. You may need to wait a day or 2.

**Engaging with families**

Coral Park 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 home reading 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.

**Evaluation**

Coral Park PS 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.

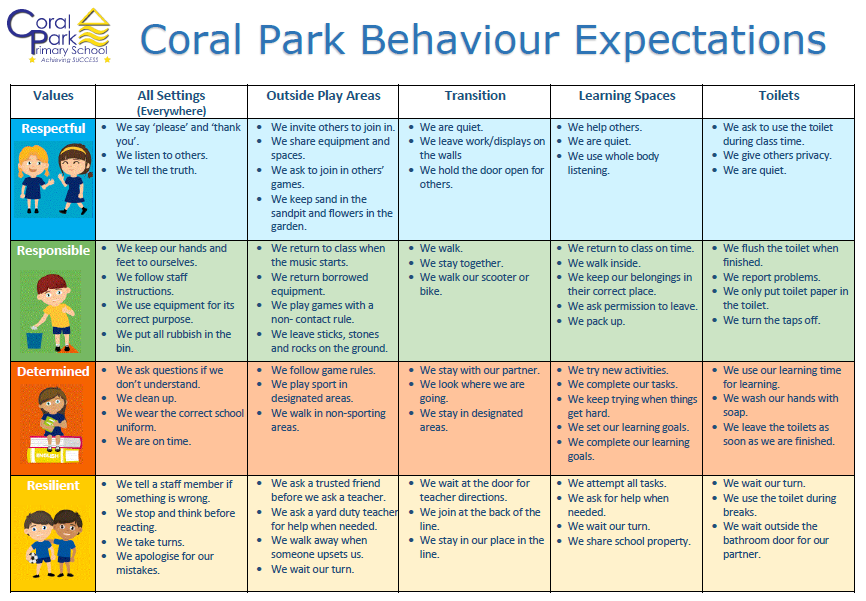
Sources of data that will be assessed on an annual basis include:

* student attitudes to school survey data
* incident data from Sentral
* school reports
* parent opinion survey data
* case management
* CASES21
* SOCS

**Review cycle**

This policy was last updated on 12th March 2020 and is scheduled for review in April 2022.

**Appendix 1 - Matrix**



**Appendix 2 – Code of conduct**

## 

**CORAL PARK PRIMARY SCHOOL CHILD SAFETY CODE OF CONDUCT**

Coral Park Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Coral Park Primary School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Coral Park Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

**Acceptable behaviours**

Students and all members of the Coral Park Primary School Community are expected to abide by our school values and their respective behaviours.

|  |  |
| --- | --- |
| **Respectful** | * Being inclusive and safe * By understanding rights and their impact * By caring for thoughts, feelings and belongings |
| **Responsible** | * By knowing guidelines and expectations * By showing up on time and being ready to learn * By being accountable for our actions and choices |
| **Resilient** | * By being motivated to learn and succeed * By knowing the next step in our learning * By setting and reflecting on goals |
| **Determined** | * By being willing to take risks * By being a problem solver * By being able to regulate our emotions |

As staff, volunteers, contractors, and any other members of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

* upholding the school’s statement of commitment to child safety at all times and adhering to the school’s child safe policy.
* treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
* listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child.
* promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students.
* promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds.
* promoting the safety, participation and empowerment of students with a disability.
* reporting any allegations of child abuse or other child safety concerns to the school’s Wellbeing Officer and/or leadership.
* understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
* if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

**Unacceptable behaviours**

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

* ignore or disregard any concerns, suspicions or disclosures of child abuse
* develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)
* exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
* ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
* discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
* treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
* communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
* photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes[[1]](#footnote-1)
* in the school environment or at other school events where students are present, consume alcohol contrary to school policy [[2]](#footnote-2) or take illicit drugs under any circumstances.

**Appendix 3**

**GRIEVANCE PROCEDURE: PARENTS/CARE GIVERS**

At all times during the grievance procedure, all parties are expected to be fair, calm, honest and respectful.

At a mutually convenient time speak with a relevant staff member to discuss your concern.

**Resolved**

**Not resolved**

Approach the Principal and arrange a mutually convenient time to discuss your concern

You will be asked what discussions you have had with the teacher. Discuss the issue respectfully.

Discussion between school and parent/ caregiver re the issue.

**Issue Resolved**

The Regional Office will contact the school to discuss the concerns.

**Resolved**

**Not resolved**

Contact the Senior Education Officer to discuss the concern**.**

(Southern Metropolitan Area)

You will be asked what discussions you have had with the Principal.

**GRIEVANCE PROCEDURE: STUDENTS AND STAFF**

At all times during the grievance procedure, all parties are expected to be fair, calm, honest and respectful.

Students and staff are encouraged to use the 5 finger strategy to resolve disputes.

RESILIENCE: Try ignoring the event/person that is upsetting you. You may focus on something else, laugh it off, find alternative people to be with or activities to do, or use your positive self talk to manage the issue.

WALK AWAY: If possible, move away from the person who is causing the issue or play in a separate area from them.

TALK: Try approaching the person(s) you have a dispute with. Let them know in a calm and respectful way that their behaviour if affecting you. Ask the person(s) to “please stop….” And add in what they are doing that is upsetting you.

BE ASSERTIVE: Ask the person firmly but respectfully to stop what they are doing to you. For example, firmly say “stop calling me names” or “stop touching me.”

TELL A STAFF MEMBER: If the behaviour does not stop after you have tried the first four steps or the behaviour is of a physical nature, find a teacher or school staff member and tell them what has been happening. If the first person you tell does not listen, continue to tell staff member until someone stops and listens to you.

APPOINTMENT: If the issue is still unresolved please make an appointment with the wellbeing leader, assistant principal or principal to discuss the concerns.

If your children report an issue to you that they are having at school, please encourage and support your child to attempt to resolve the issue for themselves as this a very important part of a child’s learning.

1. SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities. [↑](#footnote-ref-1)
2. SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon – draft text is provided in the guidance fact sheet [↑](#footnote-ref-2)