

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.

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

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

SCOPE

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

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POLICY

1 School Profile

Boneo Primary School is a vibrant, community school in the heart of the Mornington Peninsula. The 350 children who attend the school come from the local neighbourhood area that covers Boneo, Fingal, Cape Schanck and a section of St Andrews Beach.

Our school has a strong focus on educating the whole child. We nurture and care for our students providing programs that celebrate our beautiful environment, support the health and wellbeing of each child and their diverse needs and programs that ensure our students are engaged and supported in all academic areas.

Relevant programs are designed to challenge and engage students to become active community members. We foster the development of creativity, critical thinking, collaboration, communication and problem solving.

A key to our success is the belief that all students respond effectively when teachers communicate high expectations. Drawing on feedback, students self-regulate and take charge of their learning, confident that they are capable of meeting challenges and making considered choices.

We adopt a whole school approach to promote and support wellbeing that focuses on the importance of relationships. We implement Restorative Practices to build and strengthen relationships, social connections and promote accountability.

We have a professional, highly motivated and caring staff who work co-operatively within a professional learning community framework to ensure all students achieve.

Boneo Primary School currently offers specialist classes in Visual Arts, Music, Physical Education and STEM.

2 School values, philosophy and vision

Philosophy

To provide an engaging and exciting learning environment. We will ensure all students learn to high levels, we will work in a collaborative and collective way and we will focus on results and use results to inform and improve our professional practice and respond to students who need intervention or enrichment. We are committed to a holistic approach to the growth of each child.

Mission Statement

Boneo Primary School provides a positive, personalised and nurturing learning environment that motivates students to reach their maximum potential as lifelong learners.

Vision

Boneo Primary school provides a positive, personalised and nurturing environment that motivates students to reach their maximum potential as lifelong learners. Our three values are: Respect, Empathy and Determination.

3 Engagement strategies

Restorative Approach

At Boneo Primary School, we believe that everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Underpinning all behaviours within the school are our RED values of Respect, Empathy and Determination. Teachers and students will develop classroom behaviours and expectations through collaborative discussions about teacher and student responsibility. Every class will have an Essential Agreement to ensure everyone is responsible for their own behaviour and choices.

Boneo Primary School implements a Restorative Practice Model to assist students to take responsibility for their actions and choices. Students will be supported to 'reflect' on their actions. Students involved in incidents will be given the chance to tell their side of the story and discuss how they think things can be fixed. Actions may be required after reflection. This is to ensure relationships are repaired. Students will be supported to self-regulate their behaviour and provided with strategies to manage their learning needs. Students making good choices will be acknowledged.

Restorative Approaches supports students in social interactions to develop:

- Self-discipline
- Self-control
- Self-esteem
- Self-confidence
- Maturity
- Respect
- Empathy
- Independence
- Responsibility

Classroom Expectations

Teachers and students will develop behaviour expectations through a collaborative discussion around teacher and student jobs. This discussion ensures everyone is responsible for their own behaviour and choices. All classes will display the agreed Essential Agreements, framing these around 'Your Job, My Job, Our Job'.

Once agreed jobs have been decided upon natural consequences for not completing these jobs, needs to be established.

Agreed jobs and consequences are to be clearly visible to students and referred to continually. When addressing student's behaviour, teachers will operate in a positive manner and wherever possible use natural consequences.

For example, if a student is talking over you, you may say, "When you are talking John, it makes my job hard. Please stop, OR "John, what is your job when I am explaining instructions?" etc.

As a way of managing student behaviour and developing social skills throughout the year, teachers and students will discuss and explore values.

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

At Boneo Primary School we:

- have 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
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and being responsive to them as partners in learning
- are 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 Boneo Primary School use our instructional framework to ensure an explicit, common and shared model of instruction, evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Boneo Primary School 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

- carefully plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- provide students with an opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Buddy Program, school plays, House events, athletics, music programs and peer support programs
- are proud to have an 'open door' policy where students and staff are partners in learning
- engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- Provide opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

At Boneo Primary School we implement a range of strategies that support and promote individual engagement. These 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
- consider if any environmental changes need to be made, for example changing the classroom set up
- refer students to:
 - school Chaplain
 - 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
 - Story Dogs and Canine Comprehension Program

When necessary Boneo Primary School will support our families to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborate, 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
- monitor individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- run 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.

4 Identifying students in need of support

Boneo Primary School is committed to providing the necessary structures to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Boneo Primary School utilises 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, reflection room 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, 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.

6 Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently using the school's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Boneo Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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:

- restorative practices protocol
- 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 Chaplain
- time in reflection supported by a teacher as a coach/mentor
- behaviour support and intervention meetings
- suspension

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 Boneo Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

7 Engaging with families

Boneo 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

Boneo 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

Boneo 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 way:

- available publicly on our school's website
- included in staff induction processes
- included in transition and enrolment packs
- made available in hard copy from school administration upon request

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

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

RELATED POLICIES AND RESOURCES

- [Child Safe Standards](#)
- Child Safety Policy
- Statement of School Values and Philosophy
- Bullying Prevention Policy

ENDORSEMENT

This policy was ratified by School Council on 15th June 2021.

REVIEW PERIOD

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years. This policy is scheduled for review in June 2023.