



**Westgrove Primary School**

**STUDENT ENGAGEMENT AND INCLUSION**  
**POLICY**

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## **1. School profile:**

Westgrove Primary School is located in northwest Werribee and is in its 23rd year of operation. At the start of 2017 Westgrove had 713 students, supported by 87 staff: 3 Principal Class, 6 Leading Teachers, 40 Teacher Class staff and 38 Education Support staff.

Currently we operate 32 classes, comprising Five Year Preps, Five Year 1s, Five Year 2s, Four Year 3s, Five Year 4s, Four Year 5s and Four Year 6s. Each band (P-2, 3/4, 5/6) has 2 allocated Leading Teachers as their Instructional Leaders. Specialist programs comprise PE, Performing Art and Visual Art for all year levels.

In 2018, the number of students from an English as an Additional Language and Indigenous backgrounds remains stable. The Student Family Occupation Index (SFO) is 0.6527 and the Student Family Occupation and Education Index (SFOE) is 0.5506. There seems to be a slight decrease in the numbers of families recognised as disadvantaged.

In 2017 the school continues to work hard on embedding a number of strategies to improve student learning in English and Mathematics. Teams use a range of data to inform curriculum planning to meet the learning needs of students. NAPLAN results in Year 3 continue to improve and are above the Wyndham Schools mean in all areas. Growth from Year 3 to Year 5 with a matched cohort is good but due to a lot of transience and entry of students after Year 3 our results in this area do not accurately reflect our programs.

Westgrove has committed to a BYO i-Pad program in Years 3-6, which is a core part of our pedagogical approach to learning. The Years P-2 students also have access to digital technologies to support their learning.

Westgrove's grounds are very well appointed with the provision of three designated play equipment areas, a synthetic sports area, encompassing an oval, soccer pitch, softball diamond and running track. An indigenous garden has been installed, which includes a meeting place and culturally significant sculpture. The school has a gymnasium, well-resourced library, daily canteen and well furnished classroom buildings.

Westgrove has a current focus on providing effective intervention programs at each year level using Teaching and Learning assistants and an Intervention teacher. All Prep classes have an assistant until lunchtime each day. These are implemented by each team, and are complemented by strong partnerships with many external providers.

Westgrove has a joint use agreement pool on the school grounds, in partnership with Paul Sadler Swimland. Our students access regular swimming programs as do several local schools who hire the facility.

Westgrove is committed to improving student attendance rates and has sound strategies in place for the tracking and follow up of student absences. The school motto "Together We Grow" underpins our core aim of working together to build a purposeful learning community. This is supported by three Positive Behaviour Support pillars; Be Safe, Be Respectful and Be a Learner.

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

Our philosophy:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

Our Purpose:

Westgrove Primary is committed to providing an inclusive, safe and supportive learning environment where students develop knowledge, skills and understandings to enable them to be positive contributors to their community and the world. The school acknowledges the importance of child safety and protecting children from abuse. The educational program will build on student strengths, equip students with 21<sup>st</sup> century skills, encourage inquiry and motivate students to be lifelong learners. Each student will be encouraged, guided and supported to reach their individual potential.

Our school is committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and Harassment Policy for more information.

Our values:

Our guiding values are ~respect, empathy, honesty, perseverance and inclusivity. These values define our behaviors and underpin all decision making. We are committed to ensuring that we treat one another and the environment with respect, are honest in our endeavors and interactions, persevere to achieve our goals, demonstrate empathy for all members of our community and at all times embrace inclusive practices.

The school –wide positive behaviour pillars of be safe, be respectful, and be a learner are embedded in our practice across the school.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

### **3. Guiding principles**

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation, student voice and agency as well as provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students and families.

#### **4. Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school has a well-being team consisting of an AP-student well-being, a fulltime counsellor and a 0.8 social worker who work together with members of the teaching and support staff to support students in need.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

#### **5. Identifying students in need of extra support**

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- School Entry Health Questionnaire
- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Management Tool - Compass
- Engagement with student families

#### **6. Behavioural expectations**

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

#### **7. School actions**

**Responding to challenging behaviour**

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

## **Discipline**

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Student Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

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

## **8. Engaging with families**

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Westgrove Community Association (Helping Hands) in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications

- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values attached.

## **9. Evaluation**

### **Data collection and analysis**

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data reports from Compass
- data extracted from software such as CASES21 or SOCS

### **Review of this policy**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## **10. Appendices and Related Policies**

- Statement of Rights and Responsibilities
- Student Engagement Strategies
- Behaviour expectations
- Staged response to behaviour issues
- Process for responding to breaches of Behaviour Expectations
- Westgrove Primary School statement of values
- Child Safe Policy

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

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## **STATEMENT OF RIGHTS AND RESPONSIBILITIES**

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying and Harassment Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

## Student Engagement Strategies

## Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad primary school curriculum ranging from F – 6.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program. At Westgrove Primary School, this is the Whole School Positive Behaviour Program which provides a framework for expected positive behaviours for all students and includes a whole school approach to explicit teaching and recognition of positive behaviours demonstrated by students.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment</li> <li>• Welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatized Children</a>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:             <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services</li> <li>○ Refer to external support services including Child First, Local Government Youth Services, Community Agencies, RCHMHS, Smith Family, Variety</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• All staff will be trained in the Berry St trauma model in order to explicitly teach strategies to support self-regulation.</li> <li>• All staff will employ the strategies and language from the Berry St model to support students to build a respectful, supportive environment</li> </ul>		
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## Shared Behaviour Expectations

## Appendix 3

	Students	Parents/Carers	Principals/Teachers/Staff
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate: <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students-Reference 'Child Safe Code of Conduct'.</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>

	<b>Students</b>	<b>Parents/Carers</b>	<b>Principals/Teachers/Staff</b>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note/phone call from their parents/carers explaining an absence/lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct and kept up to date</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled school holidays</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with legislation released March 1, 2014 and DET procedures the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• mark rolls accurately each lesson</li> <li>• follow up on any unexplained absences promptly and consistently</li> <li>• Identify trends via data analysis</li> <li>• Report attendance data in the school's Annual Report</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>

	<b>Students</b>	<b>Parents/Carers</b>	<b>Principals/Teachers/Staff</b>
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• model the schools core values of respect, empathy, honesty, inclusivity and perseverance.</li> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• obey all reasonable requests of staff.</li> <li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• respect the property of others.</li> <li>• bring correct equipment to all classes</li> <li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the school's behavioural expectations</li> <li>• Communicate with the school regarding their child's circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the well-being of every child</li> <li>• The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</li> <li>• The school will consistently apply its Behavioural Procedures through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>• The Leadership Team will support classroom teachers to have restorative conversations with children by helping to supervise the and manage their class in order to ensure the relationship between the student and teacher is fostered ad valued.</li> </ul>

			<ul style="list-style-type: none"><li>• They will also assist with developing BM plans using strategies that support PBS and the Berry St model which will focus on student behavior and expectations and teacher action.</li><li>• The school recognises that for some students, additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</li></ul>
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## Staged response checklist for student behaviour issues

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent/carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

## Process for responding to breaches of Behaviour Expectations

## Appendix 5

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Leading Teachers</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must always conduct themselves in a manner which keeps themselves and others safe.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> </ul>	<p><i>Follow the steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Remain calm</i></li> <li>2. <i>Direct to class matrix PBS matrix for expected behaviours</i></li> </ol> <p><i>If inappropriate behavior continues:</i></p> <ol style="list-style-type: none"> <li>a. <i>Move seats (or to an alternative space)</i></li> <li>b. <i>Remove from room</i></li> <li>c. <i>Organize restorative discussion (IL to release the class teacher to lead discussion/support if needed)</i></li> <li>d. <i>Report on compass</i></li> <li>e. <i>Let parents know if warranted</i></li> </ol> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <li>a. <i>Incident Report to Instructional leader/AP</i></li> <li>b. <i>Contact with parent after consultation with Instructional leader/AP</i></li> <li>c. <i>Make a Behaviour Management Plan</i></li> <li>d. <i>Construct an individual/alternative plan with Leadership</i></li> </ol>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> <li>• <i>Speak with the student prior to actioning</i></li> <li>• <i>Restorative chat with affected parties (teachers to lead/IL to support)</i></li> <li>• <i>Behaviour Plans( teacher to design with IL)</i></li> <li>• <i>Student Contract</i></li> <li>• <i>Parent contact (consistent and regular)</i></li> <li>• <i>Student support conference</i></li> <li>• <i>Friday afternoon detention</i></li> <li>• <i>In house suspension</i></li> <li>• <i>Recommendation to externally suspend and referral to AP</i></li> </ul>

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Leading Teachers</b>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who are late in the morning must report to the general office to get a late pass.</li> <li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (i.e.: signed note or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>	<p><i>Check late pass (Compass attendance records adjusted by office staff)</i></p> <p><i>Speak to student about lateness.</i></p> <p><i>Implement 'responding to student absences' protocol'</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>Ongoing lateness: organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/carer</i></p> <p><i>Implement 'responding to student absences' protocol'</i></p>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to adhere to the school uniform requirements.</li> <li>• It is compulsory for all students to wear</li> <li>• appropriate footwear at all times.</li> </ul>	<p><i>Talk to individual child</i></p> <p><i>Ring parents to check if there are reasons for lack of/ inappropriate uniform</i></p> <p><i>Report extremes in appearance to Principal Class and record on Compass</i></p>	<p><i>Check uniform pass.</i></p> <p><i>For ongoing incidents, organise parent conference</i></p>

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Leading Teachers</b>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>	<p><i>Record incidents on compass</i></p> <p><i>Restorative discussion using the PBS matrix to remind students of the expected behaviours</i></p> <p><i>Organise a consequence for action (time out of playground, write a letter of apology etc)</i></p> <p><i>If behaviour continues involve the IL</i></p>	<p><i>Contact parents and involve Student Welfare Coordinator.</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p> <p><i>Use resources from Bully stoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</i></p> <p><i>Refer to our school’s Bullying and Harassment Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. This decision must be made by the Principal.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i></p>

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Leading Teachers</b>
<p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must bin all rubbish</li> <li>• Students must return borrowed school material on time.</li> <li>• Electronic devices must not be used without permission.</li> <li>• Classrooms must be left neat and tidy.</li> <li>• Graffiti of any kind will not be tolerated.</li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>For repeated offences, refer to Instructional leaders</i></p> <p><i>Confiscate iPod or mobile phone and take to General office.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Principal Class</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>For repeat offenders, organise a parent conference</i></p> <p><i>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>

## STATEMENT OF VALUES

### *PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES*

Westgrove Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

### RESPONSIBILITIES

#### AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
- Refer to the Child Safe Code of Conduct.

#### AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Work collaboratively to differentiate for all students
- Work restoratively to improve and support student social and emotional development
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.
- Refer to the Child Safe Code of Conduct

#### AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

### AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities

### AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

### THE DEPARTMENT OF EDUCATION AND TRAINING WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

### CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

#### UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

#### CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- developing alternative programs
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

