KINGSWOOD PRIMARY SCHOOL

Student Engagement and Wellbeing Policy

**Produced in consultation with the
Kingswood Primary School Community**

To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines*

November 2017

KINGSWOOD
PRIMARY SCHOOL
DINGLEY VILLAGE

FOUNDATION FOR SUCCESS

**Principal: Rosemary Cosentino
School Council President: Simon Lees**

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Section 1: School Profile Statement

Community

Kingswood Primary School is situated in an attractive residential area of Dingley Village, in the City of Kingston. The school has well established links with the local kindergartens, primary schools, secondary colleges and community support agencies.

Our current enrolment is 585 students from 406 families. At present there are 304 boys and 281 girls. The majority of our students come from middle-class socio-economic backgrounds; the Department classifies schools according to Student Family Occupation (SFO) index. The SFO for Kingswood Primary School is 0.3246. The number of students with a *Language Background other than English* (LBOTE) is currently at 8. There are 8 students enrolled who are in receipt of funding through the Program for Students with Disabilities and approximately 8% of our students are reported to have special accommodations in place to support their learning.

Educational

Currently the staffing profile consists of Principal, 2 Assistant Principals and 31.5 Equivalent Full Time (EFT) teachers supported by 8.1 Education Support (ES) staff. There are 5 Instructional Leaders (4 of whom are supported by a part-time co-teacher), 17.8 Range 1 Teachers, 14.7 Range 2 Teachers. The school implements a 24 grade structure and specialist programs in Visual Arts, Performing Arts, LOTE (Japanese), Physical Education, Engineering, Science and Coding and Robotics. The senior classes also participate in the Stefanie Alexander Kitchen Garden Program, which is staffed by a Kitchen Specialist (0.5 EFT) and a Garden Specialist (0.32 EFT). Classroom teachers manage the library program with support from a library technician (0.68 EFT) and integrate Information Communications Technology (ICT) in the classroom teaching and learning program. Staff maintain a strong commitment and display a breadth of experience in planning, budgeting and management of the Victorian Curriculum. The school is organised into five Professional Learning Communities (PLCs), each one led by an Instructional Leader. A team approach is adopted in the development and planning of curriculum programs with PLCs meeting at least once per week. A Reading Recovery Program (0.5 EFT) is maintained to support children experiencing difficulties with reading at Year 1 level. Three office staff (3.0 EFT), including the Business Manager continue to support staff and the school community. Five integration aides (2.85 EFT) are employed to support the 8 students in the Program for Students with Disabilities (PSD).

Parents have high expectations of their children and the school. For students to be successful in their adult lives it is important to offer a range of programs. Children are given opportunities to participate in extra-curricular programs including: Instrumental Music, Choir, Rubik's Cube Club, sporting clinics, Code Club, Mindfulness Colouring and Green Team.

We participate in the RACV Energy Breakthrough. The students in Year 5 & 6 build a human powered vehicle and get ready to compete at Maryborough. This year we entered one team providing students access to this fabulous program. The program is managed by a team of parents.

The school participates in the Curiosity and Powerful Learning (CPL). The objective of CPL is to lift student learning through collaboration (students, teachers and school leaders). It involves the implementation of ten Theories of Action, which are bound together by one overarching Theory of Action: **When** teachers, strongly supported by their schools, explicitly teach and consistently incorporate the Theories of Action in their teaching, **then** our students' curiosity enriches their learning skills and their spirit of inquiry. The ten Theories of Action are:

1. Prioritise high expectations and authentic relationships
2. Emphasise inquiry focused teaching
3. Adopt consistent teaching protocols
4. Adopt consistent learning protocols
5. Harness learning intentions, narrative and pace
6. Set challenging learning tasks
7. Frame higher order questions

8. Connect feedback to data
9. Commit to assessment for learning
10. Implement cooperative groups

Environmental –grounds and facilities

Kingswood Primary School prides itself on it's well maintained facilities. These include:
- Multipurpose hall
- Recently upgraded oval and running track
- Multipurpose courts
- Junior synthetic soccer pitch
- Volleyball courts
- Sandpits
- Sensory garden
- Playgrounds
- Bike shed
- Stephanie Alexander Kitchen Garden

On a healthy note, the school promotes healthy eating by providing a healthy canteen menu. To support our healthy eating practices the school received a 'fresh fruit' grant for all students.

Technology

We are recognised as leaders in Information and Communications Technology. At Kingswood, we have both PCs and Apple computers; all computers are less than 3 years old. Students have access to computers and mobile devices in every classroom. All classrooms have Interactive TVs enabling all students to have access. Interactive TVs are tools to assist the teacher and students with teaching and learning. They cater for different learning styles and are highly used, hence making the learning more fun. The TVs give teachers and students the ability to have the 'world at their fingertips' and are a great teaching resource.

Section 2: Whole-school prevention statement

Kingswood Primary School has a strong commitment to student welfare and works collaboratively with staff and families to foster a supportive and engaging learning environment.

A positive school tone is evident through high levels of student attendance (93%), a well-structured and consistently implemented student code of conduct and a whole school emphasis on our over-arching values: Respect, Teamwork, Commitment, and Integrity.

The staff at Kingswood have high expectations for the engagement and wellbeing for all students, our students are generally well behaved and parents are very supportive. The teachers have built into their teaching programs an awareness that children learn best when learning engages them, when they experience success, when the program meets their needs with individual and open ended tasks and when they feel supported by staff who like children.

Our students are encouraged to work cooperatively, collaboratively and autonomously in open-plan, flexible learning environments. Throughout their school career, they engage in a wide range of specialist lessons including Visual Arts, Performing Arts, Japanese, Science, Engineering, Coding and Robotics and Physical Education. The Stephanie Alexander Kitchen Garden Program also provides students with the opportunity to learn important life skills that will contribute to a healthy lifestyle.

The integration of technology at all year levels provide students with a range of opportunities to research and present information and projects and gain experience in creating Digital Portfolios

using PowerPoint and other presentation software. The school hosts a STEAM conference annually, which provides all staff with an opportunity to develop their own ICT skills and ideas regarding how to use ICT as an engaging tool in their classrooms.

The staff, school council and leadership teams regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cultural and cognitive needs. The school continues to promote whole school activities and communications that will improve parent/teacher/student/school relationships and engender parent and student connectedness. Our Concerts and Fete, as well as sporting and community events are highly acclaimed and also strengthen community spirit and pride. Student wellbeing is integral to student learning.

School Council has a dedicated Wellbeing Sub-Committee who meets at least 8 times per year to plan for and organise whole school events, review policies and ensure programs are in place to promote resilience and wellbeing among the students. There is a teacher who convenes the Wellbeing Sub-Committee and an Assistant Principal who holds overall responsibility for student welfare. The Wellbeing Leader has established a Mindfulness Colouring lunchtime club, which has been very popular.

Professional Learning for staff in 2017 included:
- SAFEMinds
- First Aid, CPR and Anaphylaxis
- Mindfulness
- Resilience
- Trauma (Trauma Informed Schools, Designated Teacher and First Steps to Understanding Trauma Symposium)

To ensure that the Kingswood Primary School curriculum is stimulating and challenging, teachers cater for a range of *learning styles* and *multiple intelligences* through an *inquiry learning* approach that focuses on deep thinking and thoughtful questioning. Individual learning needs are catered for by offering *Individual Learning Plans* and involving students in goal-setting, reflection and taking responsibility for their own choices. All students present their evidence to support their individual goals at the annual Student-Led Conferences.

The school continues to build on opportunities for students to take on meaningful responsibilities both within the school and broader community. Each year, students in Year 6 are given an opportunity to apply for and join the School Representative Council (SRC). The SRC has 18 leaders, including:
- 2 School Captains
- 2 School Vice-Captains
- 4 School Leaders
- 3 ICT Leaders
- 3 Sport Leaders
- 4 Environment Leaders

These students are responsible for running, and reporting at, our weekly school assembly and for leading specific projects, including termly fundraising events, sustainability projects and surveying the students and presenting the results to School Council at least 8 times per year. In addition, the Years 3, 4 and 5 are represented on the SRC by a student who has been voted in by their year level.

In Year 5, students are invited to join the PLAY Leaders program. PLAY Leaders meet fortnightly and develop a roster for supporting the students in Prep and Grade 1 during lunch times 4 days per week (Tuesday – Friday). During play times, the PLAY Leaders set up and lead activities that are engaging and fun for the students.

Students from Years 4, 5 and 6 are given a voice in improving the school experience for all students through the Students Create the Future program. This is a voluntary program run at

lunchtime once per week. The students meet to develop a project on one of the target areas identified in the Resilience Survey. In 2017, the areas for improvement have included bullying, use of device at inappropriate times, self-confidence and sense of purpose.

Parent perceptions, students' attitudes to school, attendance and student achievement are closely monitored in terms of student engagement and wellbeing. The results of the Attitudes to School Survey and the parent and staff opinion surveys are analysed by the School Improvement Team and actions developed, as a result. In addition, snapshot surveys are distributed to parents and families every fortnight through our school newsletter and Compass. These results are used to inform improvements in school practices, protocols and systems. Feedback is sought from members of the school community on relevant policies.

We have a highly regarded *Program for Students with a Disability* with a highly skilled Inclusion Team, consisting of 5 Integration Aides. The Inclusion Team record their notes using Google Drive and meet weekly to discuss specific students, strengths and challenges. This also provides the team with an opportunity to share professional knowledge, experiences and ideas. The Inclusion Team support students in class, in the yard, on excursions and at other school events and during lunchtimes through their twice-weekly lunchtime clubs. These clubs provide an opportunity for students who find it difficult to socialise and cope with the unstructured outside environment to develop common interests with peers both at their year level and across the whole school.

Prevention and early intervention programs are put in place to support the individual needs of all our students. Student Support Group meetings are held once a term and Individual Learning Plans are developed to support students who are in receipt of funding. Kingswood Primary School also works very closely with individual students and their families, enlisting the expertise of our Student Support Services team and educational and community agencies, such as Alfred CAMHS, D.H.S., Child First and Family Life when indicated. We currently have two psychologist who visit the school weekly to provide counselling services for students, by request of their parents and support of their GP through a Mental Health Care Plan.

Parents are welcomed to assist and participate in a variety of classroom and school programs and parent forums. Training sessions are held in terms 1, 2 and 3 every year to ensure parents are aware of the expectations should they wish to volunteer in classrooms, on excursions or with any school based event. The Parent Club and School Council also provide vehicles for maximum input and involvement from our parent community.

Our highly regarded programs to support the individual needs of all our students include:

● Specialised sporting clinics – badminton, basketball, golf, hockey	● Lunchtime activities – Coding and Robotics, Mindfulness Colouring, etc.
● Before & After School Care	● Grandparents & Special Friends days
● Assemblies & Student Awards	● Growth Mindset Training
● Bike Education	● Reading Recovery teacher
● Year 6 Adventure Camp	● Rotary & State Schools Relief support
● Buddies (Prep and Grade 6) & Better Buddies Program	● Year 4 Adventure Camp
● Camps, Excursions and Incursions	● School Concert - yearly
● Choir – Junior & Senior	● Stephanie Alexander Kitchen Garden Program

● Class/ Parent Helper programs	● Special Days (e.g. Footy Day, Literacy / Numeracy Week, Education Week)
● Specialist Programs (Visual Arts, Performing Arts, Physical Education, Japanese, Science, Engineering, Coding and Robotics)	● Years 5&6 Ski camp
● Years 5&6 Surf camp	● Student Leadership Program
● Healthy Canteen	● Student Representative Council
● Parent Club	● Student Support Services Intervention
● First Aid/Anaphylaxis /Asthma/CPR training	● Support Programs in Literacy and Numeracy
● Instrumental Music Instruction – during & after school	● Swimming, Water Safety & Survival, & Athletics
● Interschool Sport	● Transition programs
● RACV Energy Breakthrough	● School Newsletter
● Library/ICT	● Whole School Values Education/Personal Development Program
● WoW, Walk to School and Ride to School	● Year Level Open Nights & Celebrations of Learning

School Programs

Values Program

A Values Program is explicitly taught throughout the school for the first two weeks of the school year and then revisited at the beginning of each term, as well as continually referred to during each school day. This program includes aspects of the Department of Education, Employment and Workplace Relations documents, as well as Program Achieve. At Kingswood Primary School we aim to develop social competencies and integrate these into the whole school development approach to learning. Social competencies involve the ability to integrate the thinking, feelings and behaviours in order to establish, maintain and develop positive social relationships.

Kimochis

Kimochis are used to teach students from Prep to Grade 2 about emotions and working through challenging social situations.

Resilient Project

Kingswood Primary School have been engaging with Dingley Primary School, St. Mark's Primary School and Resilient Youth, through funding from Bendigo Bank. Students from Years 4, 5 and 6 have engaged in resilience training and have networked with their peers from the other two schools to work together and build relationships. Andrew Fuller presented to all three cohorts in Term 2 as part of that program.

Student Leadership Program

To promote and value a positive school culture, student voice is encouraged through participation in the Student Leadership program and Student Representative Council. Classroom & school values and protocols are established early in the year and supported by various student forums with different groups throughout the year. The student leadership program was further developed with students participating in two leadership programs at the start of the year. School leaders were

directly responsible for leading school assemblies and acting as role models. Student Representative Council (SRC) were active in fundraising, addressing student issues and attending School Council meetings. At the end of the year the Year 5 students prepared for leadership position in the true style of a job interview.

Mindfulness
Two staff members will be trained in Term 4, 2017 on mindfulness with a view to developing a whole school plan on mindfulness in 2018.

Habits of Mind
In 2018, the Habits of Mind will be linked with wellbeing. The aim is to provide one whole-school approach to the development of Wellbeing, linked into the Habits of Mind, which is already established in the school.

Camping Program
Camps provide the students with the opportunity to:
- Extend their intellectual and social development in an outside school environment
- Experience socialisation, group cooperation and independence.
- Take part in challenging activities that require decision-making and self reflection on consequences for both themselves and others.
- Develop personal qualities such as resourcefulness, leadership, tolerance and determination.

Prep	Breakfast at school	Morning	Kingswood	Term 4
Year 1	Dinner and Movie Night	Evening	Kingswood	Term 3 or Term 4
Year 2	Overnight Sleepover	1 Night	Kingswood	Term 2
Year 3	Taskworks and Overnight Stay	1 Night	Mulgrave	TBC
Year 4	The Island CYC	3 Days	Phillip Island	Term 4
Year 5 Year 6	Adventure Camp	4 Days	TBC	Term 2 2018 Biennial (alternate year – even year)
Year 5 Year 6	Capital City School Tours	5 Day	Canberra	Term 1 2019 Biennial (alternate year – odd year)
Year 5/6	International Study Tour –biennial	8-9 days	Japan	Term 2 or 3 2019 Biennial (alternate year – odd year)
Year 5/6	Curriculum Study	2 Days	Sovereign Hill Ballarat	Term 4 2018 biennial (alternate year – even year)
Year 5/6	Surf Camp	3 Days	Ocean Grove	Term 1
Year 5/6	Ski Camp	3 Days	Mt Buller	Term 3
Year 2-6	Term Holiday - 5 day Intensive Single Sport Program	5 Days	Kingswood (9.00-3.30)	TBC

In the Attitudes to School Survey (2017), 92% of our students in Years 5 and 6 reported that they are provided with a stimulating environment; 93% have confidence in their learning and 89% of students feel safe at school. Consistently over the past three years (2015 – 2017), between 70 and 80% of students in Years 5 and 6 are reported to be engaged in their education through the annual Resilience Survey, conducted by Resilient Youth.

Section 3: Rights and Responsibilities

Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.
Kingswood Primary School provides a safe and friendly environment for students and staff and encourages care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
● age
● breastfeeding
● gender identity
● impairment
● industrial activity
● lawful sexual activity
● marital status
● parental status or status as carer
● physical features
● political belief or activity
● pregnancy
● race
● religious belief or activity
● sex
● sexual orientation
● Personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:
● Freedom
● Respect
● Equality
● Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.
● The right not to be discriminated against

- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

At Kingswood Primary School, we act in accordance with the Charter and give proper consideration to human rights when making decisions by:
- encouraging compliance with the Charter
- supporting others to act compatibly with the Charter
- respecting and promoting human rights
- completing the Charter Compliance Checklist

Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

As a DET education provider Kingswood Primary School makes 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, we take into account information about:
- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information is provided by parents or carers, students, family members or associates of the student, independent experts, or a combination of these people.

We ensure that the student's family has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the school. We also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

We may also consider all likely costs and benefits, both direct and indirect, to ourselves, the student and any associates of the student, and any other persons in the learning or wider community, including:
- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the school if the student participates.

N.B. The Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Harassment and Bullying
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common) includes:
• Offensive staring and leering.

• Unwanted comments about physical appearance and sexual preference.
• Racist or smutty comments or jokes.
• Questions about another's sexual activity.
• Persistent comments about a person's private life or family.
• Physical contact e.g. purposely brushing up against another's body.
• Offensive name calling.

Explicit: (obvious) includes:
•Grabbing, aggressive hitting, pinching and shoving etc.
•Unwelcome patting, touching, embracing.
•Repeated requests for dates, especially after refusal.
•Offensive gestures, jokes, comments, letters, phone calls or e-mail.
•Sexually and/or racially provocative remarks.
•Displays of sexually graphic material– pornography.
•Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying is <u>repeated</u> oppression, physical or psychological, of a less powerful person by a more powerful person or group.
Bullying includes:
•grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
•publicly excluding a person from your group
•taking or breaking a person's property
•knocking a person's books or belongings out of their hands or off their desk
•teasing a person because of their looks

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
Examples of cyber bullying behaviour are:
● teasing and being made fun of
● spreading rumours online
● sending unwanted messages
● defamation

Cyber bullying can happen to anyone and the bully can act anonymously. People may also be bullied online by groups of people such as class groups or collective members of an online community.
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
● the language you use and the things you say
● how you treat others
● respecting people's property (e.g. copyright)
● Visiting appropriate websites.

Behaving safely online means:
● protecting your own privacy and personal information
● selecting appropriate spaces to work and contribute
● protecting the privacy of others (this can be sharing personal information or images)
● being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

The effects of harassment or bullying may include:
•poor health – anxiety, depression
•lower self esteem

•reduced study performance
•missed classes, social withdrawal
•reduced career prospects

If a student observes another person being harassed or bullied they are encouraged to tell the person to report it to a teacher or the Principal. However, if someone is harassing another person, students are encouraged to let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

If being harassed or bullied, students are encouraged to:
● Tell the person they don't like what they are doing and ask them to stop.
● Inform and discuss the matter with a student leader or a teacher.

Concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community
School Vision
Kingswood Primary School leads in developing life-long learners and active global citizens by providing a stimulating, innovative and supportive learning environment.

All members of the Kingswood Primary School Community have a right to:
● Be treated with respect and dignity.
● Feel valued, safe and supported in an environment that celebrates diversity.
● fully participate in an environment free of discriminatory behaviour- including racist, sexist, ability based, class based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse or exclusion.
● Ensure their actions and views do not impact negatively on other members of the school community or threaten the good order of the school's program or facility.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Participate fully in the school's educational program	Students have a responsibility to: • Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
Parents have the right to: • Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Parents/carers have a responsibility to: • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's punctual and regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to: • Fairly, reasonably and consistently, implement the engagement policy. • 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. • Use a range of teaching strategies and resources to engage students in effective learning.

Section 4: Shared expectations

Kingswood Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. Shared expectations are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences

Kingswood Primary School Values underpin our vision to lead in developing life-long learners and active global citizens by providing a stimulating, innovative and supportive learning environment.

We work together to know our students and understand their learning needs. Our aim is to ensure that learning is fun, active and meaningful in an environment where individuality, creativity and curiosity are valued.

We endeavour to prepare our students for tomorrow's world, developing their skills and knowledge, enabling them to live and work in a global community as effective, responsible and caring citizens.

At Kingswood Primary School the community is committed to working together to ensure a learning environment where the following qualities are valued and developed:

Teamwork
Learning and working together to achieve the best possible outcomes for all.

Respect:
Recognising and accepting others.

Integrity
Promoting honesty and open communication that is fostered and valued through appropriate actions.

Commitment:
Working strategically with clearly defined roles to deliver high quality outcomes.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices
The school is committed to the use of restorative practices with students. Restorative Practices:
- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy

- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behaviour management
- separate the deed from the doer
- are systematic, not situational
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied.

Diversity in the school community

The school aims to address diversity by:
- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff making the school a preferred employer
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Section 5: School Actions and Agreed Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:
- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

School and classroom rules will be discussed and reinforced regularly encouraging appropriate behaviour. Kingswood Primary School acknowledges students who meet the shared expectations outlined in this policy.

Appropriate behaviour will be recognised through:

- Weekly Student Awards/ Habits of Mind Certificates
- Kindness Cards
- Acknowledgement from Principal and/or Assistant Principal
- Year Level Awards
- Leadership opportunities
- Newsletter Items
- Positive feedback
- Reports

The School Improvement Team (SIT) and Professional Learning Teams (PLCs) also provide continuous support to students and staff who require additional strategies and ongoing help with some issues. When students do not meet our shared expectations and follow school rules, a staged response is implemented consistent with the logical consequences outlined below.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:
- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:
- involving and supporting the parents/carers,
- involving the student wellbeing coordinator and external support agencies when indicated
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts
- Involving student support services by referring students who may appear to be educationally at risk.

Discipline procedures – suspension and expulsion
A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of

action in response to the student's behaviour.

In the event of a possible suspension or expulsion, Kingswood Primary School follows the procedures listed in section 4.3 of the DET guidelines published in Effective **Schools are Engaging Schools; Student Engagement Policy Guidelines**. (N.B. Appendices 12 to 18 of the guidelines provides flowcharts and proformas for use in suspension and expulsion procedures.)

Consequences which may be used prior to suspension include:

•   Withdrawal of privileges.
•   An incident form will be completed outlining the action that has occurred. This is to be sighted and signed by the parent after a discussion at home with their child. This way, parents are informed, students take responsibility for their own actions and the school and home are working together to support the student.
•   Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
    When possible, parents/carers will be informed of such withdrawals.
•   Detention - teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch will be used for this work.
•   Convening a student support group with appropriate representation.

Section 6: References

Effective Schools are Engaging	

Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/Documents/school/principals/participatio n/segpolicy.pdf
Framework for Improving Student Outcomes	http://www.education.vic.gov.au/about/educationstate/Pages/outcomes.a spx
Disability Standards for Education	
Safe Schools	
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	
Education and Training Reform Act 2006	
VIT Teacher Code of Conduct	
Student Engagement Policy Guidelines	http://www.education.vic.gov.au/school/teachers/studentmanagement/Pa ges/engagepol.aspx