

OFFICER PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY

2020



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**1. INTRODUCTION**

**DEFINITION**

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

**Behavioural engagement** refers to students’ participation in education, including the academic, social and extracurricular activities of the school.

**Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school and measures a students’ sense of belonging or connectedness to the school.

**Cognitive engagement** relates to a student’s investment in learning and their intrinsic motivation and self-regulation.

**RATIONALE**

The Department of Education and Training (DET) is committed to providing safe, secure and high quality learning and development opportunities for every student in Victorian schools. These students can only reach their potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

**PURPOSE**

To relate to and be consistent with DET Student Engagement Policy Guidelines and meet the Victorian Registration and Qualifications Authority (VRQA) requirements for school registration, in areas such as:

* The encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour
* Fostering of a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
* Providing students with a safe learning environment where the risk of harm is minimized and students feel physically and emotionally secure
* Providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
* Maximizing student learning opportunities and performance through engagement
* Providing genuine opportunities for student/parent participation and student/parent voice
* Building a school environment based on positive behaviours and values
* Providing cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning

1. **SCHOOL PROFILE**

Situated in the South East growth corridor 52 km from Melbourne, within a small but growing township, Officer Primary School is focused on achieving strong learning outcomes for its students within a ‘family’ small school environment. It is on a small single frontage allotment 1.4 hectares in a variety of portable buildings. Our school facilities are aging and cannot compete with those at the newly constructed schools; however, we pride ourselves in the attractive grounds which contain some unique features such as 130-year old spreading oak trees and other features to engage and excite students.

Parents are attracted to our school by our smaller size, our caring approach, our reputation for supporting the development of every individual and our range of exciting and unique learning programs. The last five years have seen significant changes in our surrounding community influenced by some extensive housing development and the opening of several new State and independent schools. Enrolments have grown over the last few years with further growth likely to be impacted by development in the immediate neighbourhood and the provision of new schools in the Officer Precinct. Around 10% of students are supported by disabilities funding and a further 13% of students are supported through program modifications.

The Student Family Occupation index is 0.5874 indicating that the school is in the medium level band for social disadvantage in socio-economic terms. Multiculturalism is not a key influence in our school with a small proportion of students and parents who speak a language other than English at home.

1. **SCHOOL VALUES, PHILOSOPHY AND VISION**

At Officer Primary School we promote the philosophy that all children can learn and become effective learners. As a learning community, made up of parents, staff and students, we hold high expectations of self and others.

Our purpose is to equip the learning environment with the best human and physical resources so that our students are supported to:

* Achieve their full educational and personal potential
* Strive for excellence
* Participate in innovative teaching and learning experiences
* Develop independence and resilience
* Become effective and productive members of a global society

At Officer Primary School we strongly believe that the entire School Community shares responsibility for the learning and development, health, safety and wellbeing of our students. We place great importance on building authentic relationships with parents and caregivers, to promote high levels of involvement in the development and learning of their children.

We set high expectations for our community and expect all members (parents, students and staff) to demonstrate these core values which are directly aligned with the values of the You Can Do It Program:

* **Persistence** – trying hard to do your best even when things get difficult
* **Resilience** – dealing with adversity or disappointment without being discouraged
* **Organisation** – having the materials required and an attitude or readiness to participate
* **Confidence** – having self-belief and a willingness to have a go
* **Getting Along** – demonstrating respect, tolerance of differences, working together and helping one and other

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

1. **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 and provide students with a sense of ownership of, and pride in, 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.

1. **ENGAGEMENT STRATEGIES**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviours and respectful relationships for all students in the school. We recognize 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.

Our positive school culture is predicated on student engagement being the basis for learning. The school is actively engaged in developing classroom practice to ensure pedagogy and curriculum engages all students by recognizing and responding to their diverse learning needs.

The school understands that full attendance is a key to engagement and to maximize every student’s ability to learn and our teachers’ ability to teach effectively. Respectful relationships between staff, students and parents is promoted and Professional Learning Teams encourage innovative pedagogy.

A key component of the school’s approach to engagement is the teaching of positive behaviours. 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 universal (whole school), targeted (group specific) and individual engagement strategies used in our school are outlined in **Appendix 2.**

1. **IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT**

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

* Personal information gathered upon enrolment
* Kinder Transition Statements
* School Entry Health Questionnaire
* Reports from paraprofessionals (e.g.: paediatrician, psychologist, speech therapist, occupational therapist etc.)
* Attendance rates
* Academic performance, particularly in literacy and numeracy assessments
* Behaviour observed by classroom teachers
* Referrals to Student Support Service Officers
* Student Mapping Tool
* Engagement with students and families

1. **STUDENTS 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.

1. **BEHAVIOURAL EXPECTATIONS**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel that they are part of the school, and can engage effectively in their learning and experience success.

Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Officer Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and their families that come to our community from a diversity of backgrounds, communities and experiences.

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

1. **SCHOOL ACTIONS**

**Responding to Challenging Behaviours**

Where a student acts in breach of the behaviour standards of our community, we will institute a staged response as outlined in **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 (repairing the damage caused)
* Withdrawal of privileges
* Withdrawal from class activities for a specified period. Where appropriate parents/carers will be informed of withdrawals
* Time out
* 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.  
**See Appendix 5.**

**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 are 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 at:

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

1. **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 and associated sub-committees.

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 parents/carers and is responsive to them as partners in learning.

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

* Ensuring all parents/carers are aware of the Student Engagement 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 materials
* Coordinating resources and services from the community for families, students and the school
* Involving families in Student Support Groups

Parent 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 **Appendix 6**.

1. **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 the data sources are:

* Attitude to School Survey
* School Summary Report
* Parent Survey
* Staff Survey
* Data from case management work with students
* Data from software such as CASES21 or SOCS

**Review of this policy**

This policy will be reviewed annually or in response to changes in regulations or circumstances**.**

1. **APPENDICES AND RELATED POLICIES**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

Appendix 6: Statement of Values

**Appendix 1: STATEMENT OF RIGHTS AND RESPONSIBILITIES**

Officer Primary School believes strongly in the rights of every individual and values the diversity that members of our school community contribute. Every member of the school community has a right to fully participate in an educational environment that is safe, supportive, inclusive and free of discriminatory behaviour – including racist, sexist, ability based, class-based and homophobic forms of bullying (including cyber bullying), harassment, vilification, violence, abuse, exclusion, discrimination or intimidation. Everyone deserves to be treated with respect and dignity.

Our statement of Rights and Responsibilities 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. All members of the Officer Primary School community have a responsibility to:

* Acknowledge their obligations under the **Equal Opportunity Act of 2010** which 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.
* Acknowledge their obligations under the **Charter of Human Rights and Responsibilities Act 2006** which affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasizes the value of difference.
* Meet their obligations under the **Disability Discrimination Act of 1992 and the Disability Standards for Education 2005** which clarify and make explicit the rights of students with a disability and the obligations on schools to provide ‘reasonable adjustments’ to accommodate a student with a disability.
* Participate and contribute to a learning environment that supports the learning of self and others
* Share responsibility for building a safe and respectful school community
* Ensure their actions and views do not impact on the health and wellbeing of other members of the school community

Teachers have the right 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 to the best of their ability 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.

**Appendix 2: STUDENT ENGAGEMENT STRATEGIES**

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|  | **Students** | **Parents/Carers** | **Principals/Leadership Team & Staff** |
| **Engagement**  (Participation in the classroom and other school activities) | All students are expected to:   * Participate to the best of his/her ability in the   school’s educational program   * Have high expectations that they can learn and take responsibility for their own learning * Respect, value and learn from the differences of others | Parents/carers are expected to:   * Promote positive educational outcomes by valuing the importance of education and taking an active interest in their child’s progress/needs * Support their child in being prepared for the school day, including support for completion of home tasks and involvement in programs and events * Actively participate in their child’s learning by building a positive relationship with the school * Support the school’s efforts to educate young people to live in a diverse world by promoting an understanding of diversity in the home * Read school newsletters and information and return notices on time | The school leadership team will:   * Uphold the rights of every child to receive an education up to the compulsory age of schooling * Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity act and human rights legislation * Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities inclusive and responsive to student needs   The staff will:   * Develop flexible pedagogical styles to engage different learners and accommodate the needs of individuals * Deliver curriculum and assessment that supports, challenges and extends students learning * Develop positive relationships with students that promote engagement, wellbeing and learning * Value parent insights into their child’s learning * Provide opportunities for student voice developing a positive school culture |

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| **Attendance** | All students are expected to:   * Attend and be punctual to all class sessions every day that the school is open * Be prepared for all lessons   Bring a note from their parents/carers explaining absences | Parents/carers are expected to:   * Ensure that their child’s enrolment details are correct * Ensure that their child attends school regularly * Facilitate punctuality, responsibility and independence * Advise the school as soon as possible when a child is absent * Account for all student absences by providing a note * Keep family holidays within scheduled school holidays   Support their child’s learning during absences and work with the school to reintegrate students after prolonged absence | In accordance with legislation released March 1, 2014 the school will:   * Proactively promote regular attendance * Maintain accurate attendance records * Contact families when a student is absent for more than two days without explanation * Follow up all unexplained absences consistently * Report absences in Student Reports * Identify trends via data analysis * Report attendance data in the school’s Annual Report * Support students with prolonged absence by developing an Absence Learning Plan * Support students whose absence is problematic by working with families to develop and implement individual strategies |
| **Behaviour** | Students are expected to:   * Model the schools core values of persistence, resilience, organization, confidence and getting along * Observe Learning and Playground Behaviour Expectations as outlined in the **OPS Student Behaviour Handbook** * Demonstrate respect for themselves, peers, teachers and other members of the community by treating others with courtesy and consideration, being mindful of the rights, responsibilities and differences of each person * Provide support to classmates and other students * Take responsibility for their behaviour and its impact on others * Take responsibility for caring for personal belongings, the property of others and school resources * Demonstrate pride in their classroom and for the school | Parents/carers are expected to:   * Model the schools core values of persistence, resilience, organization, confidence and getting along * Have high expectations of their child’s behaviour and an understanding of the school’s behavioural expectations and consequences as outlined in the **OPS** **Student Behaviour Handbook** * Support the school’s implementation of consequences for breaches of behaviour expectations * Discuss all behaviour issues with the classroom teacher, Wellbeing Coordinator or Principal and refrain from approaching other parents or students in the yard regarding behaviour issues * Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs * Treat all school leaders, staff, students, and other members of the school community with respect * Support the school in maintaining a safe and respectful environment | The school leadership team are expected to:   * Lead and promote preventative approaches to behavioural issues * Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies * Provide professional development for staff to build their capacity to promote positive behaviours * Involve appropriate specialist expertise when necessary   Staff are expected to:   * Model the schools core values of persistence, resilience, organization, confidence and getting along * Set high expectations for student behaviour and consistently implement the expectations and consequences as outlined in the **OPS Student Behaviour Handbook** * Teach students social competencies through curriculum content and pedagogical approach * Communicate with parents/carers regarding behaviour concerns and the development and enforcement of strategies to address individual needs |

**Appendix 4: STAGED RESPONSE TO BEHAVIOUR ISSUES**

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| **Stage 1: Promoting positive behaviour and preventing behavioural issues** |  | **Stage 2: Responding to individual students exhibiting challenging behaviour** |
| **Suggested Strategies** | **Suggested Strategies** |
| Define and teach school-wide expectations for all. | Assess the behaviour and its function, influences, and triggers (include student, parents and school wellbeing staff as appropriate) |
| Establish whole school positive behaviour programs | Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer) |
| Establish consistent school-wide processes to identify and support students at risk of disengaging with learning. | Consider if any environmental changes need to be made |
|  | Teach replacement behaviours. |
| 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). |

**Appendix 5: PROCESSES FOR RESPONDING TO BREACHES OF BEHAVIOURAL EXPECTATIONS**

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| **Learning Expectations** | **Teacher Responsibility** | **Leadership Responsibility** |
| * We allow others to learn * We use nice manners * We follow instructions given by all teachers and support staff * We keep our hands and feet to ourselves * We speak pleasantly * We ignore silly behaviours | Follow the classroom steps:   1. Clear direction for the inappropriate behaviour to stop 2. Name noted – no more verbal reminders 3. Child is removed from the class  * *Child is removed to a buddy classroom for an appropriate length of time* * *Incident is reported on GradeXpert* * *The parents will be contacted*  1. The child is removed to the office and pink slip is given  * *For continued or extreme behaviour students will then be sent to the office* * *Pink Slip will be given and Time Out will be conducted in the designated Time Out area* * *Incident is reported on GradeXpert* * *Child to reflect on behaviour and discuss with teacher before returning to class activities* * *When three pink slips are received by a child, a parent meeting will need to be arranged with the teacher, Principal or Wellbeing Coordinator and the Parent.* | Provide support to staff in implementing the classroom Learning Expectations and Playground Expectations.  Inappropriate behaviours that cannot be changed through logical consequences will be responded to through a staged response in an effort to promote positive behaviour. Elements of the response may include: **Student Support Group** (SSG) *Meeting involving parents, caregivers, or relevant DET support staff and external agencies to assist with modifying behaviour* **Withdrawal** *Withdrawal of a student from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternate educational setting within the school* *Withdrawal of a student from the yard during recess and lunchtime and placement in the IRIS room* **Explicit Teaching of Appropriate Behaviours** **Counselling** *Referral to the Wellbeing Coordinator, School Chaplain or DET support staff for individuals in order to modify inappropriate behaviour* **Time Out** *Given to students for serious and/or continual misconduct* *Teacher may require the student to complete work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time or place* *No more than half the time allocated for any recess may be used for this work* **Suspension and Expulsion** *For serious disciplinary measures we would follow the DET Student Behaviour Guidelines for Suspension and Expulsion developed in response to Ministerial Order No.625, March 2014* |
| **Playground Expectations**   * We allow others to feel safe at play * We respect the safety of others entering the school ground * We resolve problems calmly, sensibly and fairly * We make good use of recess times at our school * We show respect and pride in our school * We use play equipment sensibly according to staff instructions * We return any sports equipment we borrow | When rules are broken students will experience logical consequences for their actions, for example:   * Damage to property – replace or repair * Litter- clean up in their own time * Behaving in a dangerous manner – removal from the situation * Not completing work in class due to misbehaviour – finish assigned work in their own time * Using inappropriate language – removal from situation (possible pink slip) |  |
| **Attendance and Punctuality**  All students are expected to:   * Attend and be punctual to all class sessions every day that the school is open * Be prepared for all lessons * Remain in the school grounds unless they are in the company of their parent/carer or a staff member * Be signed in at the office by their parent/carer if they are late for school and collect a late pass * Be signed out at the office by the parent/carer if they are leaving early and collected from the classroom * Bring a note from their parents/carers explaining absences | * Maintain accurate attendance records including late arrivals, early leavers and submission of absence notes. * Support the implementation of sign in and sign out procedures for late arrivals and early leavers. * Set high expectations around punctual arrival to class after breaks and preparedness for learning. * Follow up repeated lateness with student and family. Report to leadership if ongoing. * Contact families on the third day of unexplained absence to ascertain reason for absence. * Initiate discussion with families for students with high absence rate with a view of supporting family to achieve improved attendance. * Support the development of an absence Learning Plan for extended periods of absence. | * Promote regular attendance at school. * Ensure that student absences are recorded on student reports each semester * Ensure that the recording of student attendance meets DET guidelines:   Attendance records are taken at  least twice per day and recorded using CASES21  Processes are in place for the follow up of unexplained student absences/unapproved absences  Exemptions or attendance less than full time are authorised by the Principal or Regional Director   * Follow up ongoing poor or irregular attendance and determine how the school can work with the family to improve attendance. Consider whether the development of an Absence Learning Plan is appropriate. |
| **Uniform**  All students are expected to adhere to the uniform dress code (as per Uniform Policy):   * During school hours * When travelling to and from school * When on excursions * Parents are expected to provide a note to the class teacher if their child is out of uniform. | * Support the implementation of the schools Uniform Policy by reminding students of the expectations and fostering and modelling a sense of pride in personal presentation. * Follow up breaches of the Uniform Policy with a Breach of Uniform notice. * Refer ongoing breaches of the uniform guidelines to leadership. | * Ensure that parents are aware of the uniform guidelines and have access to the school’s Uniform Policy. * Provide families with information about the purchase of school uniform including a school uniform pricelist for new uniform. * Provide support to families experiencing financial hardship to access uniform through the State Schools Relief Fund or through the supply of second hand uniform items. |
| **Bullying**  Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct (including gestures) that is uninvited, unwelcome and could reasonably be expected to cause offence, humiliation or intimidation to a person. | * Support the implementation of the schools Bullying and Harassment Policy with a focus on the establishment of a positive culture where bullying is not accepted. * Be alert to the signs of bullying and implement appropriate intervention strategies. * Ensure that all reports of bullying are followed up thoroughly and documented, and support is given to both victims and perpetrators. For ongoing bullying parents will be contacted and consequences implemented. | * Support staff in the implementation of the schools Bullying and Harassment Policy with a focus on the establishment of a positive culture where bullying is not accepted. * Implement consequences for ongoing bullying as per Bullying and Harassment Policy. Consequences may include:   Discussion with relevant stakeholders  Withdrawal of privileges  Exclusion from class  Exclusion from yard   * Some cases may warrant immediate suspension. This decision must be made by the Principal. |

**Appendix 6: STATEMENT OF VALUES Promoting healthy, safe and respectful school communities**

**Officer 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.

**As Teachers and all non-teaching staff, we will:**

* Model positive behaviour to students consistent with the standards of our profession.
* 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.

**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 DEPARMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 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
* 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.