

## STUDENT ENGAGEMENT POLICY



**Help for non-English speakers:** If you need help to understand the information in this policy please contact the Principal.

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Wahgunyah Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

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

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

### POLICY

#### 1. School profile

Wahgunyah Primary School is a small school located in the township of Wahgunyah, nestled on the banks of the Murray River in the wine growing region of North-East Victoria. It is a beautiful place to live and in close proximity to the regional cities of Albury, Wodonga and Wangaratta. Wahgunyah Primary School has an average enrolment of between 90 and 100 students which consists of 4 classrooms, all housed in our BER building.

At Wahgunyah Primary, our aim is to establish:

- A school that provides a world class level of education for its students
- A school community that promotes mental health and wellbeing
- Respectful relationships, belonging and inclusion
- Effective social and emotional learning curriculum for all students
- Opportunities for students to practice and transfer their social and emotional skills
- Collaborative working relationships with parents and carers
- Support for parenting
- Parent and carer support networks
- Understanding mental health difficulties and improving help-seeking
- Responding to students experiencing mental health difficulties

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

Wahgunyah Primary School's values are:

- **Being your best**
- **Showing Respect**
- **Ensuring Everyone Belongs**

Wahgunyah Primary School has an expectation that children will be happy, confident, self-disciplined and motivated risk takers who strive for excellence whilst having respect for oneself and others. This is embodied in the school's values: Be your best. Show respect. Everyone belongs. The school seeks to engender a positive community spirit which encourages learning in a caring, family atmosphere, where children are the focus and individual needs are met. We seek to provide a safe and responsible school community in which children can learn and be valued as an individual. The school's values guide us in striving for such goals and provide the pillars on which student engagement is built.

We believe that each person should be treated fairly and that students, staff and parents have rights which will be recognised. We believe it is the right of every individual to feel safe in a supportive environment; to have an equal opportunity to learn and to have their individuality, ideas and property respected. With rights, come responsibilities.

Wahgunyah Primary School's vision is to ensure that all students have access to a high-quality education regardless of their economic status or life outside of school.

## **3. Wellbeing and engagement strategies**

Wahgunyah Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### **Universal**

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued

- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad and engaging curriculum
- teachers at Wahgunyah Primary School follow our school's instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Wahgunyah Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through their Class Representatives and other forums including class meetings. Students are also encouraged to speak with their teachers, support staff and the Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through a range of school activities and events
- all students are welcome to self-refer to the Student Wellbeing Coordinator and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Whole School Awards System (Wonders of Wahgunyah / WOW Cards)
  - Play is the Way
  - Respectful Relationships
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Dogs Connect, Art Therapy)
- we have a fully qualified School Dog who works primarily with our senior class and students who are at risk of disengagement
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

#### **Wonders of Wahgunyah reward system**

- At the beginning of the year, all students receive a green level WOW card. When they go above and beyond our school's expectations a teacher can reward them with a special hole-punch on their WOW card
- When the card is fully completed, the student moves on to a Bronze level, then Silver, and ultimately Gold. Each different level comes with privileges that the student can choose from to be rewarded for their achievements

### **Targeted**

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

### **Individual**

Wahgunyah Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring

#### **4. Identifying students in need of support**

Wahgunyah Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Wahgunyah Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

#### **5. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

##### **Students have the right to:**

- feel safe in the classroom and playground
- be treated fairly
- be respected by their teachers, students and parents
- their own opinions
- feel they belong and are accepted
- have their personal property respected and know their belongings are safe
- use the resources of the school with permission
- participate in school activities
- learn new things
- ask questions and share ideas
- learn and achieve to a high standard
- be rewarded for going above and beyond generally expected behaviour
- have a clean room
- have fun

##### **Students have the responsibility to:**

- be in control of their own thoughts and feelings, and make good choices
- follow the school/class rules
- act in a safe, responsible manner and to be supportive to fellow students.
- respect other people and make them feel like they belong and are accepted
- talk to teachers, students and parents with respect
- be a positive role model
- contribute to the physical and emotional safety of people in our school
- respect the property of others and look after their own property
- use technology and other resources responsibly
- be prepared and punctual
- play and to eat within the designated areas around the school

- keep our school clean by putting rubbish in the bin
- with appropriate support, complete work requirements
- be open and honest with others
- not give up

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. Further information about raising a complaint or concern is available in our Complaints Policy.

## 6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct. At Wahgunyah Primary School we believe that positive behaviour models are the best way to support student engagement.

**Shared expectations:** Each classroom teacher will develop their own Classroom Management Plan in consultation with the students at the beginning of each year. This plan should reflect the school's values, the shared rights and responsibilities of students, staff and parents and carers, and include the school processes which promote student engagement. Repeated misbehaviour and incidents of high-level behaviour may result in the following measures:

- Removal from class
- Detention
- Individual Behaviour Contract

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Wahgunyah Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- implementation of a behaviour contract / tick chart
- restorative practices
- detentions

- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training. The Principal of Wahgunyah Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

### **REMOVAL FROM CLASS**

Occasionally a student's behaviour will have a significant impact on the other student's ability to learn and the teacher's ability to teach. Where a child has received multiple warnings for disruptive behaviour, they may be removed from the class as part of their classroom's progressive discipline plan.

**Removal to a withdrawal space:** If a student behaves in a way that undermines the rights of other students or teachers (see rights and responsibilities), in the classroom, they may be removed from class to an assigned withdrawal space (middle area or buddy classroom) for a short period of time (no longer than 45 minutes). After this time, the student should be able to accept responsibility for their misbehaviour and make an appropriate apology. If they are not willing or able to accept responsibility, then they may be provided with more time or given a formal detention.

**Removal to Principal:** Sending a student to the Principal is deemed a serious consequence that can be given if a student displays complete, non-compliant or dangerous behaviour. In this instance, the same procedure for a detention should be followed by the classroom teacher.

### **DETENTION**

Detentions are issued when a student's behaviour in the playground and/or classroom undermines the rights of other students and/or teachers. Detentions provide the opportunity for the student to clearly understand that their actions were not appropriate and to be able to make amends (eg. where there is a clear victim) by giving a sincere apology. Parents are always notified in writing and by phone.

#### **Duration of detention**

Students in Foundation to Year 2: approximately 15 minutes

Students in Year 3 to Year 6: approximately 25 minutes

Students will be given an opportunity to get a drink and go to the bathroom prior to returning to class from any detention.

#### **Detention Process**

- Detention will take place during either lunch or recess play break in a quiet indoor area (classroom, office, music room etc.)
- Students will complete their reflection sheet (shown in appendix) with support as required
- Relevant staff members will check in with the student regularly to ensure the student is on task and to clarify any questions the student may have
- Teachers will be supported by the Principal and other teachers to cover any duties that may clash with this time

- If a child refuses to begin the task within a reasonable period of time the teacher will clarify the task with the student and if any additional support is required. The student is also warned that they can be suspended for not following teacher instructions as this is considered overt refusal of teacher instruction
- If a student continues to refuse their reflection task, the principal will be notified and a decision to suspend the child will be considered
- If the decision to suspend the student is made, the parents will then be notified and informed of the dates/duration of the suspension (1 – 5 days).

**By the end of the day, the teacher will:**

1. Record the incident on Compass
2. Fill out the detention slip (APPENDIX 4)
4. Place hard copy of the detention slip in an envelope and send home
5. Make telephone (or in person) contact with one of the child's parents to explain the incident

**The following day the class teacher will:**

1. Continue to check that the paperwork is returned (if not, the teacher will contact the parents)
2. Once the detention slip is returned, it is to be placed in the student's file

**BEHAVIOUR CONTRACT – TICK CHARTS**

Where a student continues to have difficulty with meeting their responsibilities at Wahgunyah Primary School, they may be placed on a behaviour contract by their classroom teacher. The purpose of a behaviour contract (often referred to as a tick chart) is to encourage a student to make positive and respectful behavioural choices, which will in turn make a positive impact in their attitudes and learning habits at school. The student will be provided with encouragement (rewards) for demonstrating the appropriate behaviours as listed.

The conditions of a behaviour contract include:

- The student being placed on a behaviour plan for a set period of time (or until the behaviour has been deemed to have improved sufficiently)
- The classroom teacher will complete a daily behavioural tracking slip for the student
- After a set period of time the student's behaviour will be reviewed and discussed
- Whilst on the behaviour contract:
  - I. The student may not be eligible to represent the school on offsite activities
  - II. The student may be on a restricted/supervised play timetable during play
  - III. Incidences of any mid or high-level behaviour may result in an immediate suspension

Parents will be notified (in person or via phone) when a student is placed on a behaviour contract. Parents should also be provided with the contract (tick chart) at the end of each day.

## **7. Engaging with families**

Wahgunyah Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making

- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

## 8. Evaluation

Wahgunyah Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Wahgunyah Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

### COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

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

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

### FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	Consultation with school staff and school council in July 2022
Approved by	Principal
Next scheduled review date	August 2024

# APPENDIX

1. WOW Card
2. Behaviour Management Flowchart: Playground
3. Behaviour Management Flowchart: Classroom
4. Detention slip
5. Detention Reflection sheet (senior)
6. Detention Reflection sheet (junior)
7. Behavioural tick sheet examples
8. Return to School Agreement
9. Suspension Process
10. Expulsion Policy Overview

Show Respect	Excellence in Writing					Ensure Everyone Belongs
	Name: _____					
						
	Being Your Best					



# WOW CARD REWARDS

GREEN	BRONZE	SILVER	GOLD
10 House Points or Pick a game for your class to play or Pick where you sit for a day	20 House Points or A 'Free-Time' afternoon or The Principal's Chair for a day	30 House Points or Pick a different teacher for a day or You can dress up or wear casual clothes for a day	A day out with the principal in Term 4

2022

## Behaviour Management Flowchart: Playground

At Wahgunyah Primary School we be our best, show respect and make sure everyone belongs

### Student responsibility in the playground

To help everyone safely enjoy their time in the yard we will:

- try to solve our problems by talking them through
- go to a teacher on duty if we can't solve the problem ourselves
- behave in a way that does not harm people, clothing or property
- play safely at all times
- wear a hat (Term 1 and 4) and shoes at all times
- stay within school boundaries
- walk on concrete and around corners
- stay away from out of bounds areas (behind sports shed, water tanks etc.)
- stay away from wet and muddy areas
- not enter classrooms without permission
- play appropriate games - no tackling, brandy, playing with sticks or fighting
- climb only on playground equipment
- return to class when the bell rings and be assemble outside the classroom

To help protect our environment we will:

- leave trees, shrubs and wildlife alone
- put all rubbish and recycling in the bins provided
- return sports equipment and other materials

### Teacher responsibility in the playground

To help everyone safely enjoy their time in the yard we will:

- be on time for yard duty
- roam the yard and ensure students are playing safely
- listen to student concerns and assist with problem solving
- Issue consequences for misbehaviour consistent with this flowchart
- wear a hat in accordance with our Sunsmart policy
- at change over, discuss any issues with the new yard duty teacher
- wear a high visibility vest
- follow up any behaviour with other teachers or parents

#### Low Level

- not following rules of games
- disrupting the play of others
- playing in the toilets
- minor infringements of student responsibilities in the playground (as listed to the left)



#### Friendly reminder or warning by teacher

For example:

- "What are you doing?"
- "What should you be doing?"
- Restate student responsibilities



**RETURN TO PLAY**



#### Continued misbehaviour

- Issue mid-level consequence

#### Mid Level

- taking things that belong to others
- swearing / inappropriate language
- damaging property or misuse of equipment
- teasing and/or excluding others
- dangerous/careless play (sticks, stones, tackling)
- continually playing in sun without a hat
- playing in out of bounds areas
- running around corners and on concrete



#### Yard duty teacher to apply appropriate and logical consequences

For example:

- walk with yard duty teacher
- withdrawal from playground (green table) for 10 – 20 minutes



**RETURN TO PLAY**



#### Continued misbehaviour

- Move on to high-level consequences (and record on Compass)

#### High Level

- physically hurting others through deliberate actions
- threatening others
- frequently refusing reasonable teacher requests
- back-chatting or arguing
- abusive language / rude gestures
- anti-social play (excluding others)



#### Send to office

Follow up by teacher and/or Principal **Will** result in:

- withdrawal from playground and/or detention (parents notified by teacher on duty and detention slip sent home)

May also result in:

- temporary or permanent playground plan

Behaviour and consequences to be recorded on Compass.

Ongoing offences will lead to:

- an individual behaviour plan



**RETURN TO PLAY WITH ONGOING MONITORING**

#### Extreme

- seriously hurting others (or potentially seriously)
- bullying
- harassment
- intimidation
- racism
- absconding from the school grounds



1. Get immediate assistance
2. Student removed from playground to Principal's office



#### Follow up by Principal

**Will** result in:

- Immediate withdrawal from playground and/or detention (parents notified by Principal or teacher on duty and detention slip sent home)

**OR**

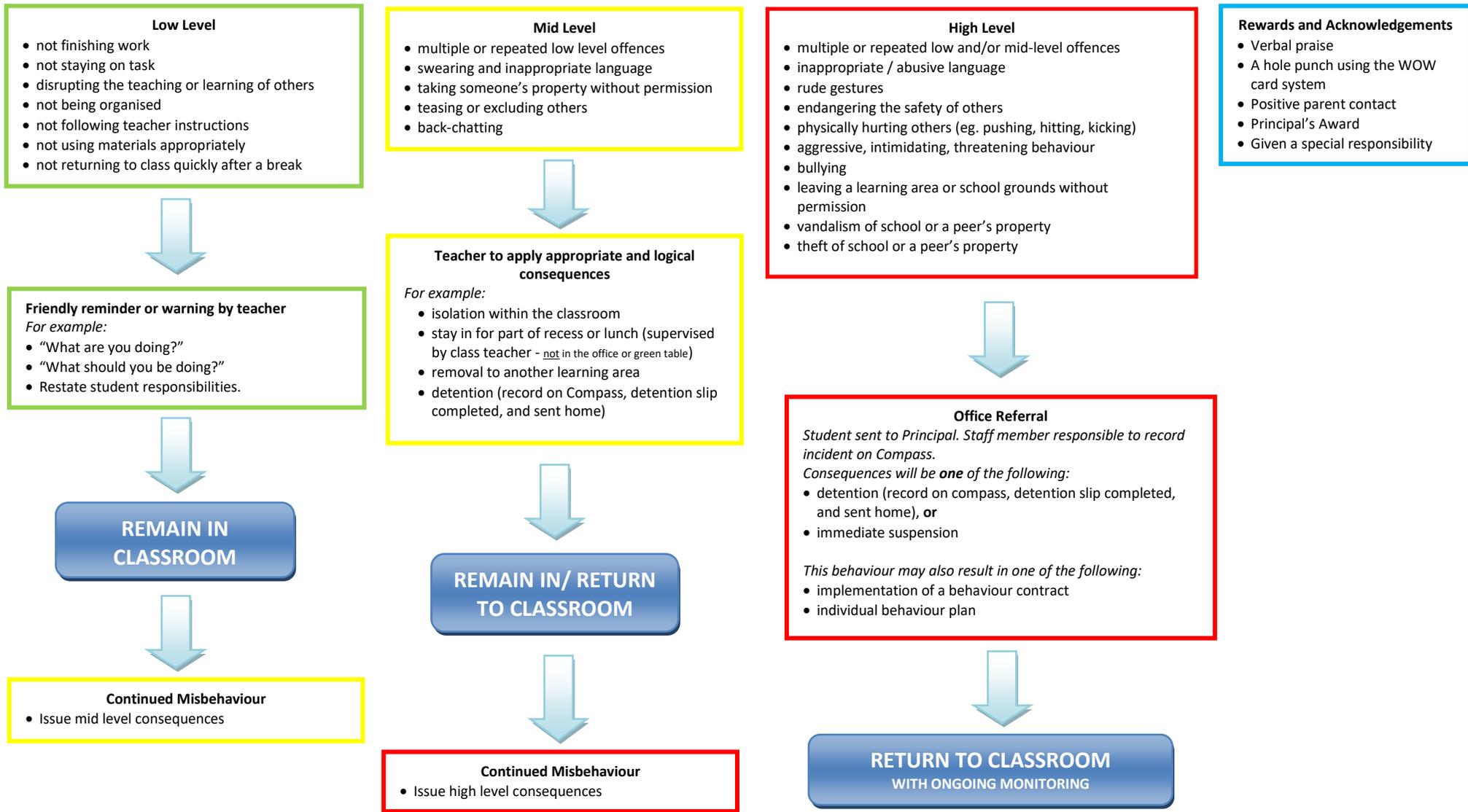
- Immediate suspension (internal or external depending on severity)

May also result in:

- temporary or permanent plan for the playground
- an individual behaviour plan/contract
- community service
- engagement of outside services such as social workers
- re-entry meeting to discuss behaviour and responsibilities

## Behaviour Management Flowchart: Classroom

*At Wahgunyah Primary School we be our best, show respect and make sure everyone belongs*



**Low Level**

- not finishing work
- not staying on task
- disrupting the teaching or learning of others
- not being organised
- not following teacher instructions
- not using materials appropriately
- not returning to class quickly after a break



**Friendly reminder or warning by teacher**

*For example:*

- "What are you doing?"
- "What should you be doing?"
- Restate student responsibilities.



**REMAIN IN  
CLASSROOM**



**Continued Misbehaviour**

- Issue mid level consequences

**Mid Level**

- multiple or repeated low level offences
- swearing and inappropriate language
- taking someone's property without permission
- teasing or excluding others
- back-chatting



**Teacher to apply appropriate and logical consequences**

*For example:*

- isolation within the classroom
- stay in for part of recess or lunch (supervised by class teacher - *not* in the office or green table)
- removal to another learning area
- detention (record on Compass, detention slip completed, and sent home)



**REMAIN IN/ RETURN  
TO CLASSROOM**



**Continued Misbehaviour**

- Issue high level consequences

**High Level**

- multiple or repeated low and/or mid-level offences
- inappropriate / abusive language
- rude gestures
- endangering the safety of others
- physically hurting others (eg. pushing, hitting, kicking)
- aggressive, intimidating, threatening behaviour
- bullying
- leaving a learning area or school grounds without permission
- vandalism of school or a peer's property
- theft of school or a peer's property



**Office Referral**

*Student sent to Principal. Staff member responsible to record incident on Compass.*

*Consequences will be one of the following:*

- detention (record on compass, detention slip completed, and sent home), or
- immediate suspension

*This behaviour may also result in one of the following:*

- implementation of a behaviour contract
- individual behaviour plan



**RETURN TO CLASSROOM  
WITH ONGOING MONITORING**

**Rewards and Acknowledgements**

- Verbal praise
- A hole punch using the WOW card system
- Positive parent contact
- Principal's Award
- Given a special responsibility

Wahgunyah Primary School Detention Notification							
Name of Student:						Class:	
Date of detention:		Detentions this term:	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Parents contacted:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reason for detention:						<b>Consequence:</b> <input type="checkbox"/> Recess/Lunch detention <input type="checkbox"/> Removal from class <input type="checkbox"/> After school detention <b>Was required to:</b> <input type="checkbox"/> Make a formal apology	
Teacher's name:			Principal's signature:				
<i>Please complete the below sections and return to the school office tomorrow</i>							
Parent name:			Parent signature:				
Parent comment:		<input type="checkbox"/> I have spoken with my child regarding this matter. <input type="checkbox"/> I would like to be contacted to arrange a meeting to discuss this matter further.					

## DETENTION REFLECTION SHEET

### SAYING SORRY



Write a sincere apology to each person affected by your inappropriate behaviour. Choose your words carefully. It is important they accept your apology. Write your name at the end.

Dear .....

I'm sorry for .....

.....

.....

.....

I was feeling .....

.....because

.....

.....

It would have been better if I .....

.....

.....

Signed ..... Date .....

### Earning Back Respect & Trust

What will you do, for others, to show them that making things better between you is important and necessary? Find something to do that is worthwhile, helpful and takes time and effort on your part.

.....

.....

.....

..... (Wilson McCaskill 2005)

## DETENTION REFLECTION SHEET

## SAYING SORRY

Fill in the boxes below regarding your inappropriate behaviour. You can write down what happened or draw a picture. Make sure to say sorry to the people/person involved.

Dear .....

I'm sorry for:

*(draw)*

I was feeling:

*(circle)*



I should have:

*(draw)*

To make up for upsetting you I will:

*(draw)*

Signed ..... Date .....

## Behaviour Tick Chart (Year 3-6 example)

Student NAME Date:  Day of contract: 1 of 10	Before School 8:40 – 9:00	Morning Session 9:00 – 10:55	Recess 1 11:00 – 11:15	Recess 2 11:15 – 11:30	Middle Session 11:30 – 1:05	Lunch 1 1:05 – 1:20	Lunch 2 1:20 – 1:35	Afternoon Session	After School 3:05 – 3:20
Behaviour 1									
Behaviour 2									
Optional									
comments									

### Front

At school \_\_\_\_\_ needs to:



Complete work



Listen to teachers  
Follow instructions



Keep my  
hands and feet to myself



Ask for help if  
needed

<b>Rewards for lots OR all ticks</b>	<b>Consequences for more than 3 crosses</b>
Drawing during DEAR time At 2:40pm: 20 minutes computer time A good phone call to Mum	Recess/Lunch detention 1 day suspension (as per flowchart)

### Back

## Behaviour Tick Chart (Prep-Year 2 example)

STUDENT NAME	Reading	Writing	Maths	Afternoon
I can sit at my chair.				
I can put my hand up to talk.				
I can focus on my work.				
I can complete my work in classtime.				
I can keep up work space clean.				
<b>Reward</b>	Stamp	Stamp	Stamp	Sticker

## POST SUSPENSION MEETING



### Return to School Agreement

I \_\_\_\_\_ (student name) acknowledge that I made poor choices that resulted in my suspension. From now on I agree to act in a way (my words and actions) that respect the rights and safety of all the people in my school every day.

I also agree to behave in accordance with the Wahgunyah Way:

- To be my best
- To show respect
- And to ensure everyone belongs

If I fail to keep my agreements and meet the general expectations Wahgunyah Primary has for all of its students, I will accept the consequences as outlined in the Student Engagement Policy. This will include one or more of the following;

- Detention
- Loss of privileges (including recess/lunch play and/or camps and excursions)
- 1-3 day external suspension
- 2 week behaviour contract

Please sign the appropriate section below to indicate you know and understand the conditions of your re-entry to school.

Signed: .....(teacher) Signed: ..... (principal)

Date:.....

## THE SUSPENSION PROCESS

### ESTABLISHING THE GROUNDS FOR SUSPENSION

- The principal must first establish whether a suspension is an available option:
  - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
  - Does the behaviour meet one or more of the grounds for suspension?
- The principal must take into account whether a suspension is appropriate to the behaviour, the student's education needs and any other relevant circumstances.
- Before implementing a suspension, the principal must ensure that:
  - The student has had the opportunity to be heard
  - That any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding the suspension
  - Other forms of action to address the behaviour for which the student is being suspended have been considered and implemented.
- The principal must decide on the duration of the suspension bearing in mind that:
  - A student cannot be suspended for more than five consecutive school days and written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days
  - If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

### SUSPENSION WITH AN IMMEDIATE EFFECT

- In some instances, the principal may consider that due to the severity of the situation and the possibility of immediate threat to another person, they may need to implement immediate action.
- Under these circumstances, the school must provide supervision until the student can be collected or until the end of the school day.
- When a suspension with an immediate effect is implemented on school camp or excursion and the student is unable to be collected, then they will need to be supervised until the end of the activity.

### NOTIFICATION

- As soon as is practical, the principal must:
  - Give verbal notification to the student and their relevant person of the intention to suspend the student, the reason/s for the suspension, the school days on which it will occur and where it will occur
  - Provide the student and their relevant person with the *Notice of Suspension* and the *Procedures for Suspension* brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
  - Provide contact details for additional support services to the student and their relevant person.
- Where appropriate, or if requested, a Student Support Group or another meeting with the student and their relevant person can be convened.

### DURING SUSPENSION

- Prior to the day on which the suspension occurs, or on the day a suspension is implemented with immediate effect:
  - If the student is suspended for three days or less, the school must arrange for appropriate school work to be supplied
  - If a student is being suspended for more than three days, a *Student Absence Learning Plan* and a *Return to School Plan* must be developed and provided to the student and their relevant person.

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### SUPPORT AND FOLLOW-UP

- Following the suspension, it may be appropriate to convene a meeting with the student and their relevant person to discuss the behaviour that led to the suspension. A relevant person can also request a meeting at any time during the suspension process.
- For students that have been suspended for five days or where they have received three or more suspensions in a year, then it is recommended that the school convene a Student Support Group meeting with the student, their relevant person and other personnel to discuss the behaviour that led to the suspension/s and the range of strategies to address the concerns.

## EXPULSION POLICY OVERVIEW

Under legislation, the expulsion of a Victorian government school student can only be considered when a student's behaviour is of such magnitude that, having regard to the need to maintain health, safety and wellbeing of other students and staff, and the need to maintain an effective education program, expulsion is the only available mechanism.

### Interventions and Supports

Intervening early to address underlying factors and triggers for concerning behaviour is key to supporting children and young people to be happy, connected and engaged in education.

Successful interventions require an understanding of why a student may be behaving in a particular way (e.g. learning difficulties, trauma, mental health, disability or factors within the learning environment)

Wherever possible, interventions and supports should be implemented in response to concerning behaviours before an expulsion is considered

Schools can draw on a range of supports for vulnerable students with complex needs, including through the Department's local Area team

Where there is conflict or damaged relationships, schools may also engage with dispute resolution services to address conflicts

In many instances, concerns may be addressed with the school, family and local services via a Student Support Group and through the development of a Behaviour Support Plan.

### Reflect and Investigate

Following an incident(s), where a principal considers expulsion to be the only option they must:

- contact the parent/carer and the Department's local Area Team to discuss the incident(s) and next steps
- determine if incident(s) meet at least one of the seven grounds for expulsion\* and is of a magnitude that an expulsion is seen as the only available mechanism
- undertake and document a thorough investigation to establish the context and details of the student's behaviour and its impact on other affected parties
- ensure that wherever possible, the underlying factors and triggers for behaviour/s have been identified and available interventions and supports have been mobilised
- give proper consideration to any rights affected under *Charter of Human Rights & Responsibilities Act 2006* and anti-discrimination obligations
- If upon reflection, expulsion is no longer under consideration, refer back to interventions and supports

### Behaviour Support and Intervention Meeting

If the principal is still considering an expulsion, they must convene a Behaviour Support and Intervention Meeting with:

- the student and their parent/carer\*
- the principal and relevant school and support staff
- a Regional Approved Support Person (RASP)
- an interpreter (if required)

Expulsion is not a pre-determined outcome of this meeting.

Parents and carers **must** also be provided with a copy of *Information for Parents and Carers about School Expulsions* prior to the meeting. The student and their parents/carers will be provided with an opportunity to:

- hear grounds on which an expulsion is being considered and provide any further relevant context
- understand the impact on other affected parties
- discuss opportunities for further interventions and supports to enable the student to remain at school
- work with the school to consider possible supported transition options in the event that an expulsion is a likely outcome

### Decision

Following the meeting, the principal must objectively consider all the relevant information to determine whether:

- the student can be supported to remain at the school
- to expel the student and support them to transition to a new setting

If a decision is made to expel the student the principal **must** notify:

- the student and their parent/carer within 2 business days<sup>†</sup> of the conclusion of the Behaviour Support and Intervention Meeting via a *Notice of Expulsion*

For students aged 8 or less:

- Department Secretary **must** approve the principal's expulsion decision before proceeding
- the principal should contact the Regional Engagement Coordinator and work with them to prepare a brief to the Secretary outlining the principal's recommendation and seeking their approval
- the principal **must** notify the student and their parent/carer of the outcome within 10 business days of the conclusion of the Behaviour Support and Intervention Meeting

A decision to expel a student can be appealed by a student or their parent/carer. This right is reflected in Ministerial Order 1125 and is communicated to parents in the *Notice of Expulsion and Information for Parents and Carers about School Expulsions*

### Support the student to remain at the school

If a decision is made **not to expel** the student the Student Support Group can be convened to consider **Interventions and supports** to enable the student to positively engage at school, and address any concerning behaviours and underlying factors and triggers. Referrals to regional, allied health and community supports should be made as appropriate.

### OR

### Support the student to transition to a new setting

If a decision is made **to expel** the student:

- a supported transition will ensure the student remains engaged in education, upholding the principle that no child be excluded from Victorian government schools
- the principal, in collaboration with the local Area team and Regional Engagement Coordinator will work with the student and parents/carers to identify and transition to a new setting (school, Registered Training Organisation, or employment agency) and implement a transition plan
- placement will occur within one month wherever possible. The Regional Engagement Coordinator will follow up with the new setting at the one and six month points and refer the case to the local area team if additional support is required.
- the principal will continue to provide the student with meaningful work until the student has transitioned to a new setting

### Grounds for Expulsion

A principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity):

1. behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
2. causes significant damage to or destruction of property
3. commits or attempts to commit or is knowingly involved in the theft of property
4. possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
5. fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
6. consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
7. consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

And the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism.

\* Processes for expulsions are set out in [Ministerial Order 1125 – Procedures for Suspension and Expulsion of Students in Government Schools](#)

\* Where a parent/carer is unable or unwilling to participate in the expulsion process, another relevant person may be selected. Details on who can act as a relevant person are set out in [Ministerial Order 1125](#) - see also [Identifying a Relevant Person](#)

\* Business days means Monday to Friday excluding public holidays in Victoria