

HUNTLY PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers.

If you need help to understand the information in this policy please contact the front office on 54 488866.

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.

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

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

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
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POLICY

1. School profile

Huntly Primary School is located on the northern fringe of Bendigo. Our school Vision is to develop articulate and resilient young people who contribute to their local and the global community. Our Mission is to provide a safe, supportive, inclusive and stimulating learning environment for all students.

We aim for our students to reach their full educational potential through differentiated, cohesive and student informed learning programs. Where as a whole-school community we work together to provide a positive school culture to engage and support the students' individual growth.

Our School Values (Respect; Resilience; Collaboration & Community) form the basis for how we interact with each other and support each other.

In 2021 Huntly Primary School was structured into three teaching units; the Junior School with five classes (2 x Foundation & 3 x 1/2 classrooms). The Middle School with 3 classes (3 x 3/4 classrooms) and the Senior School of three classes (3 x 5/6 classrooms). Specialist instruction included; Physical Education, Performing and Visual Arts and a modified Chinese program for the Foundation-6 student cohort.

Huntly Primary School has a staff of 26.02 full-time equivalent: 1 Principal class, 1 Learning Specialist, 13.8 teachers, 1.16 Learning tutors, 7.66 Education Support staff, 0.4 Wellbeing officer, 1 business manager, 1 Library technician and a Grounds/maintenance person.

The school has a leadership team comprising of 1 Principal class officer, 1 Learning Specialist and 2 classroom teachers.

Huntly Primary School caters for an increasingly diverse population, with the proportion of students with English as a Second Language being 3% and Aboriginal and Torres Strait Islander students being 7.9%.

An effective transition program exists between the local preschool and the school and our 'Road to Foundation' program provides enrolled kindergarten children an opportunity to take part in an extended transition program. The majority of our Year 6 students enrol at Weeroona Secondary College and are also supported by a well organised transition program.

The Huntly district prides itself in being part of a close-knit community, which provides a web of support to its members.

2. School values, philosophy and vision

Huntly Primary School's vision is to develop articulate and resilient young people who contribute to their local and the global community.

Huntly Primary School's mission is to provide a safe, supportive, inclusive and stimulating learning environment for all students. Allowing our students to reach their full educational potential through differentiated, cohesive and student informed learning programs. Where as a whole-school community we work together to provide a positive school culture to engage and support the students individual growth.

Huntly Primary School values guide all aspects of our work, policies and interactions

<p><u>RESPECT</u> Value self, others, property and the environment.</p> <p>SWPBS Caring for equipment. Caring for others. Showing manners. Caring for others belongings. Pride in work and self.</p>	<p><u>TEAMWORK/COLLABORATION</u> Working with others to achieve our goals.</p> <p>SWPBS Including others. Positive comments. Caring for others belongings. Working together productively. Listening to others. Communicate effectively.</p>
<p><u>COMMUNITY</u> Contribute to the shared values and aspirations of our local and global community.</p> <p>SWPBS Participation in school activities. Caring for the environment.</p>	<p><u>RESILIENCE</u> Take responsibility for your actions and behaviour and bounce back from adversity.</p> <p>SWPBS Able to take constructive feedback and apply it. Solving your own issues.</p>

3. Engagement strategies

Huntly Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school. The teachers at our school work collectively to ensure that all students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Our school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

School-Wide Positive Behaviour Support:

Huntly Primary School have adopted the School-Wide Positive Behaviour Support (SWPBS) as a whole-school framework. The framework provides staff with an approach to promote and improve behaviour at their school. SWPBS is an evidence and data driven framework. It demonstrates the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.

For more information on SWPBS see;

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx>

SWPBS is:

- A broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students
- The redesign of environments to achieve success
- The teaching of specific behaviour expectations, not reacting to problem behaviour
- About what we do differently to teach children about appropriate social and learning behaviour
- Designing a statement of purpose, Inside/Outside Expectations Matrix that the whole school uses to teach students about appropriate behaviour

The school works collaboratively with students and families to establish fair and respectful behaviour policies and practices, based on our school values and expectations. There are also intervention strategies in place to address undesirable school behaviour.

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

Universal:

Huntly Primary School will implement a whole-school behaviour management approach that is evidence driven and based on pro-social values, social competencies, incentives and positive peer relationships.

At Huntly Primary School we will:

- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- Create a culture that is inclusive, engaging and supportive.
- Encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
- Provide a curriculum that includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and provide students with a sense of ownership of their environment.
- Support families to engage in their child's learning and build their capacity as active learners.
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- Have processes in place to identify and respond to individual students who require additional assistance and support.
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- Analyse and be 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.
- Use Maths and English instructional frameworks to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- 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.
- Incorporate our School Values into our curriculum and promote to students, staff and parents so that they are shared and celebrated as the foundation of our school community.
- Carefully plan transition programs to support students moving into different stages of their schooling.
- Acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Encourage students to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through sport and music programs, buddy programs, Alternative lunch activities and Multi-Age days.
- Welcome students to self-refer to the Student Wellbeing Coordinator, Wellbeing Officer 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.

Attendance

Huntly Primary School will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

Buddy Program

The Huntly Primary School Buddy program is designed to provide support between junior and senior students. We believe that the program is an effective educational tool and can improve the relationships in the school. Students from grades 5/6 will be paired up with a prep/1 student. Teachers meet to organise a time to meet on a weekly basis. The Buddy program empowers students to grow in confidence and responsibility. Activities are designed to enhance communication skills, relate positively with others and build on students' self-awareness and self-esteem.

Curriculum (Social and Emotional Learning Program)

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Curriculum F-10 includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum F-10, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement. Huntly Primary School is part of the Respectful Relationship network. Students participate in bi-weekly sessions that are complimented by Circle Solutions, Berry St activities and Mindfulness.

Student Voice

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are four dimensions to student participation:

1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as cross-age tutors

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions in classroom forums and in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

Transition Program

At Huntly Primary School, we aim to provide a smooth and efficient transition from kindergarten to primary school and from Year 6 to secondary school. Our school appoint staff members to coordinate both our Foundation and Year 6 to Year 7 transition programs. Both coordinators communicate with both the Kindergarten and Secondary school to ensure all students successfully integrate into their new learning environment. Children with additional needs are supported by extra transition days and meetings are organised to discuss programs and resource requirements. Transition visits will consist of familiarisation tours of the school, activities in classrooms and specialist lessons. Information evenings occur 2 nights in August for new prep students, followed by additional sessions in November. The Road to Foundation program provides pre-school children with a more extensive transition program once they have enrolled. For students transitioning into Secondary schools, we provide an extensive program incorporating regular visits to the secondary school. Aligned with the state-wide procedure, all students participate in an Orientation Day in December for the following year's placement. Parent are informed about the school's programs, procedures, and are provided with an opportunity to ask questions and to have discussions regarding their child.

Targeted:

Individual:

Huntly Primary School has a Wellbeing officer who will monitor the health and wellbeing of students across the school, and act as a point of contact for students who may need additional support

Intervention Support Groups

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

Student Support

At Huntly Primary School we have resources, programs and specialised staff to support students with individualised needs, allowing them to effectively access the curriculum.

Student supports include:

- Students in Out of Home Care
- Students with a disability
- Students with complex needs who require ongoing support and monitoring

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
- conducting regular Student Support Group meetings for students.

Koorie Education Plans

Huntly Primary School works in partnership with our local Koorie Education Support Officer to develop approaches to improve student outcomes by:

- Connecting Koorie students with a Koorie Education Support Officer
- Supporting and developing high expectations for all students
- Creating Individualised Education Plans to Koorie students
- Creating a learning environment that acknowledges, respects and values Koorie culture and identities

<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx#link62>

Out of Home Care (LOOKOUT Centre)

Huntly Primary School will work with LOOKOUT Centre staff to ensure all students who are in Out-of-Home-Care are fully supported and have the best available resources and opportunity to learn and succeed. All students in Out of Home Care will be:

- appointed a Learning Mentor
- provided Individual Learning Plan
- provided with regular SSG meetings
- referred to Student Support Services for an Educational Needs Assessment

<https://www.education.vic.gov.au/school/teachers/health/pages/oohc.aspx> 10

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

Student Support Groups

Student Support Groups are provided for students at risk of attendance, behaviour and academically. Meetings are attended by the teacher, student (where appropriate), school principal (or delegate), parent/carers or external professional (when necessary).

The aim of a Student Support Group is:

- Collect data that will inform decision-making
- To develop or review an Individualised Learning Plan or Behaviour Support Plan using the appropriate school template.
- Discuss and plan for improve student outcomes.
- Establish an Individual Learning Plan and/or Behaviour Support Plan using the appropriate school template. This should include how best to help the student engage with school and consider if any environmental changes need to be made, for example changing the classroom set up.

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

Program for Students with Disabilities

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- developing a Student Support Group
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx>

Referral to Student Welfare Coordinator and Student Support Services

At Huntly Primary School we build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. For students dealing with unfortunate circumstances Huntly Primary School will provide services by referring students to:

- School-based wellbeing services, including access to our Social Worker (Tuesday)
- Student Support Services
- Referral to appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

4. Identifying students in need of support

Huntly Primary School will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Huntly 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
- monitoring of, and responding to, protracted student absences
- academic performance
- trauma management plan
- protocol for mandatory reporting
- Student Support Groups for children in need
- bullying survey of students and school environment
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

5. Student rights and responsibilities

Huntly Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children at our school.

At Huntly Primary School we have four core values which underline our expectations. (See appendix).

At Huntly we are:-

RESPECTFUL. We Value self, others, property and the environment.

RESILIENT. We take responsibility for our actions and behaviour and bounce back from adversity.

COLLABORATIVE. We work with others to achieve our goals.

COMMUNITY. We contribute to the shared values and aspirations of our local and global community.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- 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 principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- 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 safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- 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 and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- 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 processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

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 inclusive learning environment for all students
utilise the school's processes for communication with staff and submitting complaints.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Huntly Primary School expectations of students, staff and families encompass our core values of; Respect, Resilience, Teamwork/Collaboration and Community. Student engagement, regular attendance and positive behaviours will be supported through relationship based, whole school classroom practices, including targeted and individual support where required.

The following proactive factors support student engagement:

- Positive behaviour support
- Clear, fair and consistent rules and behaviour expectations
- Understanding of individual student needs
- Accessible staff support
- Positive and supportive parent, teacher and peer relationships
- Feeling safe and valued at school
- Reasonable and consistent consequences
- Academic success

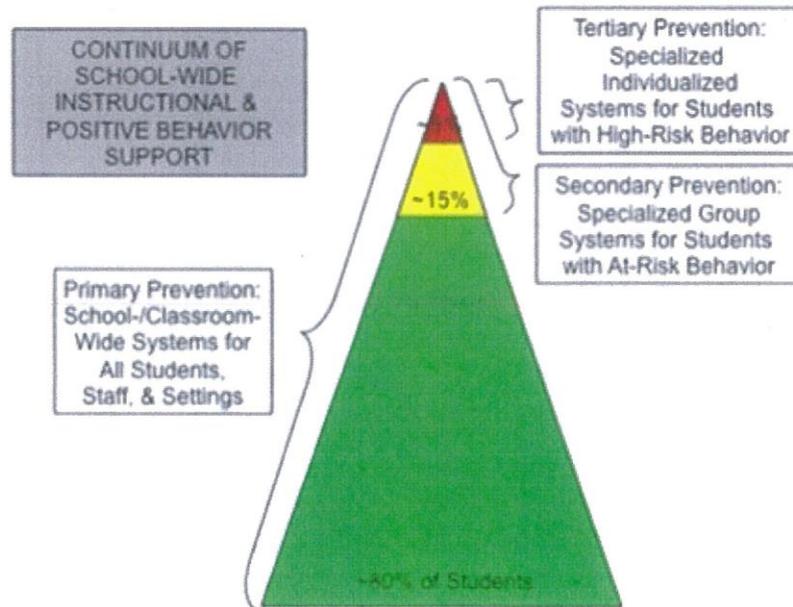
When positive behaviours are not demonstrate by individual students in the classroom or in specialist classes, the following stage response is put in place:

Note: At any stage, these steps may be bypassed for safety reasons. At teacher discretion, a child may be removed from the classroom to maintain a positive learning environment.

Behaviour Management Process work in combination with a student's Behaviour Support Plan

At HPS a staged response provides a continuum of support for student well-being. The three stages of engagement are:

- *Stage 1 – Universal Engagement.* School-wide engagement strategies that create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing.
- *Stage 2 – Targeted Engagement.* Population-specific engagement strategies that meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies
- *Stage 3 – Individual Intervention.* Student-specific engagement strategies for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.



In accordance with the Huntly Primary School – Behaviour Management Process.

Used to help determine if the incident is managed by the teacher (minor) or externally (major).
See attached document for further detail.

Classroom Management / School Yard Management

- Step 1: Verbal Reminder of expectation not being met –redirect behaviour
- Step 2: Warning and Relocation within classroom. If deemed appropriate offer student 'brain break', *in accordance to attached document.*
- Step 3: Removal from class for the remainder of the session. Incident to be recorded on Chronicle as either grey/amber/red.
In the yard, the duty teacher will inform the classroom teacher. Duty teacher will record the incident on Chronicle.
- Step 4: Parent Contact as deemed appropriate.

Reflection Time

Students who have received a Major incident or have had repeated Minor incidents will complete a 25 minute Reflection Time during either of the lunch breaks.

- Step 1: Teacher discusses behaviour with the student and refers to the Expectation Matrix
- Step 2: Reflection teacher will add an outcome notification of Reflection Time to the Chronicle report. The classroom teacher will be made aware of the outcomes.
- Step 3: Parent will be informed of the incident
- Step 4: Should there be continued incidents the student may be placed on either a Behaviour Improvement Plan or Yard Plan.

There are ongoing behavioural Issues in all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school in consultation with parents, may implement the following strategies:

- Discussing the behaviour problems and reaching an agreement for future behaviour with the student.
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback- this may be in a parent communication book or diary.
- Development of a Behaviour Improvement/Safety Plan.
- Placed on a Yard Plan, where modelled behaviour can be monitored.
- Withdrawing a student from an activity, class or sporting event, incursion or excursion. *Parents will be informed prior to this decision being made.*
- Providing an alternative educational setting within the school.
- Counselling for individual students to modify behaviour.
- Student support meetings which may involve parents, the principal, relevant DET staff or outside agencies.
- Application for extra resources for support under the Program for Students with Disabilities program (for eligible students).
- In school suspensions for serious and/or continual misconduct or an after school detention (This will be implemented after parents have been notified).

Disciplinary measures at our school will be applied fairly and consistently and 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
- referral to leadership
- restorative practices
- after school detentions
- behaviour reviews
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. Engaging with families

Huntly 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. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Community Group and Parent Club, volunteering and staying up to date with news about what is happening in education via our online newsletter.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families 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 volunteer opportunities to enable parents/carers and students to contribute
- involving families with home tasks and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills
- including families in Student Support Groups, and developing individual plans for students

Parents' responsibilities for supporting their child's attendance and engagement are outlined in the Attendance Policy. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

8. Evaluation

Huntly Primary 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 (Chronicle)
- school reports
- parent survey
- safety survey
- case management
- CASES21
- SOCS

We will also regularly monitor available data 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 is communicated to our school community in the following ways.

- Available publicly on our school's website.
- Included in our enrolment packs.
- Included as an annual reference in our school newsletter.
- Made available in hard copy from school administration upon request.

FURTHER INFORMATION AND RESOURCES

Appendix 1 Behaviour Management Flow Chart (Minor/Major)

Appendix 2 Inside Expectations

Appendix 3 Outside Expectations

Appendix 4 Active Supervision

Related Policies:- [Huntly PS Webpage](#)

Bullying Prevention

Duty of Care

Inclusion & Diversity

Statement of Values & School Philosophy

Yard Duty & Supervision

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2021
Consultation	Consultation on this policy is mandatory. Date: December 13 th
Approved by	Jason Lee (Principal)
Next scheduled review date	November 2023

Huntly Primary School - Student Behavior Management Process



Prepare students, pre-empted potential misbehaviours, intentionally set the tone for the next event

Observe and identify problem behaviour

Is the behaviour teacher or externally managed?

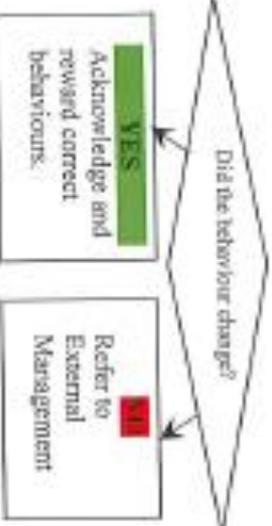
Externally managed

Teacher managed

Step 1
 Redirect student
 Re-teach behavior, Expectation
 Reminder

Step 2
 Choose an Appropriate Expectation, Warning, followed by name or board or equivalent.
 If required ask student to move to a different part of the room to work.
 OR
 move student to class "call out seat" (one quiet there seat for read up time)
 OR
 Spend 15 minutes in "Buddy" class to re-find focus (work to be done)

Step 3
 Teacher Chat
 Choose an Appropriate
 • Time in at lunch
 • Write and take reflection
 Referring teacher records incident on Chronicle as Minor (amber)



Teacher Managed	Externally Managed
<p>Minor</p> <ul style="list-style-type: none"> *Disrespect/defiance *Inappropriate Language – non threatening *Lying/Excluding others *Inappropriate use of equipment or property (including technology) *Self exit – but returns *Rough/Unsafe Play *Out of Bounds *Candouring/Encouraging poor behaviour <p>Escalation – continued minor offences with no regard for consequences = External.</p>	<p>Major</p> <ul style="list-style-type: none"> *Deliberate disruption/defiance *Inappropriate Language – abusive/ threatening *Harassment/Threats *Deliberate damage or misuse of equipment or property (including technology) *Self exit –non return *Fighting/Physical aggression *Leaving School Grounds *Refusing to attend/Self Exit Reflection Time. <p>Further Escalation OR Danger to self or others Racial vilification Sexualised behaviour Possessing a weapon/drugs</p>

NO
 Referring teacher records incident on Chronicle as Major (Red)

NO
 Student attends Reflection Time

NO
 Student completes Reflection Time, Parent letter sent home.

NO
 If Parent letter not returned, Contact made.
 3 Reflection Times – parent meeting

NO
 Choose an Appropriate
 • Restorative Justice (taken up room, sign box damaged/lost, items, nature relationships, etc)
 • Time out of year, Year / Safety Plan
 • Removal from evolution / camp/whole class reward activities etc.
 • Suspension
 • Expulsion

Inside Learning Expectations

Learning Spaces

Assembly

RESPECT

"Ready To Learn"

We treat others as we would like to be treated.
We keep our hands and feet to ourselves.
We take pride in our work.
We are active listeners.
We use our manners -
"Please, Thank you and Excuse me".



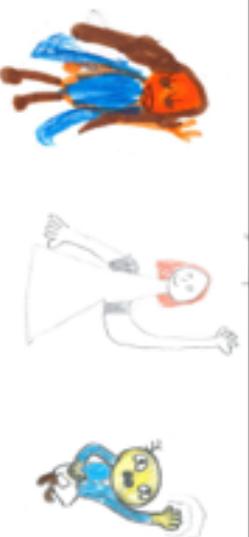
We sit, look and listen to all speakers.
We are respectful audience members.



TEAM WORK & COLLABORATION

"Inside Voices"

We take it in turns.
We encourage others to be their best.
We raise our hand if we have something to share.
We value the ideas of others.
We celebrate the success of others.



We applaud to show our appreciation.



COMMUNITY

"Tight Transitions – Quick, Quiet, Calm"

We care for all belongings.
We ask before using someone else's belongings.
We use our 'walking feet'.
We greet each other with kindness.
We tidy up after ourselves.



We stand and sing the national anthem with our hands by our sides.



RESILIENCE

"We Challenge Ourselves"

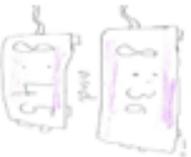
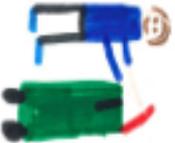
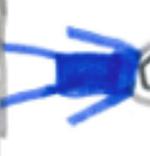
We try our best.
Mistakes are proof that we are trying.
We say "I can't do it - YET".
We focus on our own learning - "
We Stop. Think. Ask - Does this affect my learning?"
We try again when something doesn't work.



We are brave when we stand in front of an audience.
We speak confidently when we are sharing.



Outside Expectations

	Yard	Walkways	Toilets	Excursions/Off Site
<p>RESPECT</p> <p><i>"Walking Feet"</i></p>	<p>We play fairly. We understand the rules before we start to play. We choose appropriate games. We follow all the duty teacher's instructions. We use respectful language.</p> 	<p>We walk on the paths. We use our quiet voice when we transition during classes.</p> 	<p>We give people privacy. We use the toilet properly. We flush the toilet. We wash our hands before leaving the toilet.</p> 	<p>We line up quietly and safely for the bus and board one at a time. We remain seated. We cross roads safely.</p> 
<p>TEAM WORK & COLLABORATION</p> <p><i>"Tight Transitions – Quick, Quiet, Calm"</i></p>	<p>We take it in turns. We get along with others. We include others and ask them to join in. We share play areas. We encourage others.</p> 	<p>We keep together and make tight transitions.</p> 	<p>We wait for our friends outside the toilet. We use the toilet during break times.</p> 	<p>We line up quietly and wait for instructions. We pay attention to all presenters.</p> 
<p>COMMUNITY</p> <p><i>"Hands Off"</i></p>	<p>We respect other's property and return equipment. We care for the environment. We keep our yard clean. – use the bins. We stay in bounds. We use the crossing safely. We arrive at school between 8:30 and 8:45 in the morning. We 'sign in' if we are late.</p> 	<p>We use our walking feet. We keep off the gardens.</p> 	<p>We keep it clean.</p> 	<p>We represent Huntly Primary School with pride.</p> 
<p>RESILIENCE</p> <p><i>"We Challenge Ourselves"</i></p>	<p>We see a teacher if something or someone is unsafe. We are 'good sports' - no matter the outcome. We tell the truth. We ask ourselves "Is this my problem?" We see a staff member if we are feeling unsafe.</p> 	<p>We move safely. We go directly to our destination. We walk our bikes in the school grounds.</p> 	<p>We report any problems</p> 	<p>We have a go at all activities.</p> 

Active Supervision

Move around, avoid standing in one place

Look around by **scanning** all areas near and distant

Interact with students effectively and efficiently

- Greet students – be brief
- Positively reinforce students who are following the rules
 (be explicit: “What I just saw was kind and respectful”)
- Positively correct students who are breaking the rules
 (state the rule, give choices, then put it back on the student)

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