PORTARLINGTON PRIMARY SCHOOL

STUDENT ENGAGEMENT AND INCLUSION POLICY

Safe, Kind, Respectful and Responsible

This policy outlines how Portarlington Primary School attends to the needs of its students in reference to their engagement in learning, their sense of wellbeing and the strategies that will be used by the school to ensure an inclusive educational environment for every student.

This policy is structured according to the Department of Education Policy Requirements and Development guidelines.

http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx

STUDENT ENGAGEMENT AND INCLUSION POLICY

1. School Profile Statement

Portarlington is situated on the northern end of the picturesque Bellarine Peninsula overlooking the bay, 32 kilometres from Geelong. The school has an enrolment of approximately 205 students. Our school aims to provide a learning environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. Our student profile includes 3 students who identify as Aboriginal and Torres Strait Islander. . In 2017, approximately 52% of students are from families receiving CSEF funding although not all families who qualify have applied for this support - (Camps, Sports and Excursions Funding).
We boast a caring and committed staff. The staffing profile includes a balance of graduate, accomplished and experienced teachers.

Portarlington Primary School provides a safe and supportive community of life long learning where respect, diversity and pride are valued by all. The school links with community to provide a depth of extra curricular activities and encourages participation in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Our students are actively engaged in levels of the decision making that are deemed appropriate within the school community, and the school places high value on the expertise of our teachers and the role of parents as partners in learning.

Portarlington Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles and individual student needs. The school sees parents as vital partners in the educational process and seeks their active participation, through school council, school council committees, discussion groups, newsletters, specific activity information/invitation on both a part and whole school basis.

2. School Purpose, Vision and Values

Purpose
Portarlington Primary School strives to maximise the potential of all students through high academic expectations and a supportive school culture. We know that all children can learn and can become effective lifelong learners. We foster a strong partnership between students, staff, parents and the community. We provide a safe, caring and dynamic learning environment that supports strong interpersonal relationships in a climate of collaboration and mutual respect between students, staff, families and the wider community. Our relentless focus on learning provides opportunities for the optimum progress of all students. We promote a philosophy that supports the development of independence, adaptability, cooperation and the creative abilities of all of children which empowers them to become resilient, active and harmonious members of our ever changing world.

Vision
Portarlington Primary School is a school community empowering respectful, healthy, independent lifelong **learners** to be global, creative thinkers who will achieve and make a difference in a rapidly changing world.

Values
LEARNING is a life-long process that supports us to achieve our full potential. To succeed in the future, our students must develop the capacity to learn and adapt, collaborate, innovate and problem solve.

First and foremost we recognise parents and families as having the most important and enduring impact on the learning, health, wellbeing and safety of their child. This understanding underpins the value that we place on developing authentic relationships with parents as partners in our learning community We aim to promote high levels of engagement of parents in their child's learning and development.

Values *continued*

Our school encourages a strong sense of justice and personal responsibility for each other, the community and the environment. Portarlington Primary School encourages and models the values of mutual respect where safe, positive relationships between all members of the school community form the basis of our school culture. Honesty is held up as a strong moral belief for all. There is a sense of fairness, kindness and compassion for others. All members of our school community are expected to always do their personal best showing integrity, commitment, persistence and excellence in all their interactions with each other.

Linked with our core business of improving the learning outcomes of our students, is our high expectation of self-responsibility and self-respect by every member of our school community.

*At Portarlington Primary School, we are all **Learners** and we are all **Respectful**, **Responsible**, **Kind** and **Safe**.*

At Portarlington Primary School we value:

Respect - All members of the school community will be respectful of each other and their race, gender, religion and cultural and individual diversity.

Responsibility - All members of the school community take responsibility for their actions, their behaviour and attitudes towards others, their learning and the learning of others, and, the physical resources that supports the learning environment.

Kindness - All members of the school behave in a way that is friendly, generous and considerate

Safety- all members of the school community ensure that their actions are safe (for themselves, towards others and towards the environment)

3. GUIDING PRINCIPLES

The School will:-

a) Provide a preventative and inclusive school culture and collaboratively develop and implement a fair and respectful whole-school engagement and school wide-positive behaviour management approach.
(See **APPENDIX 1-** Whole school Prevention and Inclusion)

b) Communicate the rights and responsibilities of all students, staff and parents/carers.
(See **APPENDIX 2-** Right and Responsibilities)

c) Implement curriculum that will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

d) Promote active student voice and participation and provide students with a sense of ownership of their environment and as a strategy for improving student outcomes and facilitating school change.

e) Support families to engage in their child's learning.

f) Provide social/emotional and educational support for vulnerable students and monitor and evaluate progress.

g) Have processes in place to identify and respond to individual students who require additional assistance and support.

h) 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.

4. ENGAGEMENT STRATEGIES

Our school is underpinned the School-Wide Positive Behaviour Support and Healthy Together achievement frameworks and so we have range of strategies in place to promote engagement, positive behaviour and respectful relationships for all students in the school.

All students differ in their needs and we recognise that some students, as a group or as individuals may need extra social, emotional or educational support for them to experience success at school, and so we have strategies to identify these students and provide them with the support they need.

ENGAGEMENT STRATEGIES continued

Our school works collaboratively with our school community to establish fair and respectful behaviour policies and practices based on the school's purpose, vision and values.

In line with the School-Wide Positive behaviour framework, we also have intervention strategies in place to address the behaviours which can negatively impact on the learning environment of the self and others. (See **Appendix 4-** Shared Expectations Behavioural Expectations-Engagement, Attendance and Behaviour).

5. IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school uses the following processes to identify students in need of extra support:-

a) Enrolment information.
b) Learning progress- through literacy and numeracy assessments.
c) Observational information from staff.
d) Information from parents/carers.
e) Attendance data.

6. SHARED BEHAVIOURAL EXPECTATIONS

This information is detailed in:-

APPENDIX 3-Shared Expectations of the School's Values
APPENDIX 4- Shared Expectations Behavioural Expectations-Engagement, Attendance and Behaviour

7. SCHOOL ACTIONS

This information is detailed in-

APPENDIX 5 -School Actions, Response and Consequences
APPENDIX 6 –A staged Response for Managing Student Behaviour

8. ENGAGING WITH FAMILIES

As outlined in our School values, we place great importance on the role of parents/carers and families. We provide an environment where parents/carers and families feel welcome and we encourage them to be partners in the student's learning.

Families are encouraged and supported to engage with our school in a variety of ways such as:-

i. Meeting with staff, engaging in phone conversations or communicating through student diaries.
ii. Through participation in school events.
iii. Providing feedback and input into the school operations and curriculum delivery through policy development and surveys (such as the parent opinion survey).
iv. Participating in parent teams such as the Healthy Together team.
v. Volunteering with programs, (eg. Breakfast Club, School fruit and Vegetable Garden).
vi. Assisting with fundraising-(eg. Monthly Market).

9. EVAULATION

This policy was ratified by the School Council in ***** 2017
This policy will be reviewed in light of any legislative changes and as part of the school's review cycle in 2020

APPENDIX 1-Whole School Prevention and Inclusion

Preventative School Culture

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.
Our school regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the Junior School Council, school and house captains and the formulation of classroom protocols. Educational decision making processes take student views into consideration. The school continues to build on opportunities for our students to take on age appropriate, meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through whole staff professional learning that encourages innovative pedagogy informed by The Visible Learning Framework (Professor John Hattie), The Inquiry based learning Model, the Department of Education's Framework for Improving Student Outcomes (FIO) and the Victorian F-10 Curriculum.

The *Education Training and Reform Act (2006)* prohibits the use of corporal punishment in any Victorian Government school.

Prevention Programs

Attendance

The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The school has actively embraced the" Its not OK to be away" approach" along with CASES21 monitoring of student absence, lateness and detention processes, and where it is deemed necessary are followed up by personal contact with parents or guardians.

Restorative Practices and School-wide Positive Behaviour Support (SW-PBS) –The Port Way

Portarlington Primary School implements Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. The School Wide Positive Behaviour and Healthy Together frameworks underpin our school culture. The 'Port Way" is included in the classroom and is the basis for respectful communication, relationships and how to respond to behavioural issues.

Inclusion, Wellbeing &Transitions

School operations are monitored to improve transition into and from the school at every year level.

To encourage positive behaviours and interactions the staff use a range of positive values programs. These include our own Portarlington Primary Start Right program, Friends for Life and Drumbeat and we also encourage students to attend breakfast club on a Monday, Tuesday and Wednesday. We are currently working towards becoming an accredited Healthy Together Achievement school. We work with district staff and have a full time Student Wellbeing Coordinator who liaises with community services, and the student and parent body.

Professional Learning

Teacher Professional Learning is given high priority at Portarlington Primary School to ensure the strategies and approaches adopted are implemented with integrity. The literacy and numeracy improvement processes are implemented through classroom program. There is a priority for ongoing Professional Development at weekly staff collaborative team sessions and on student free curriculum days. Targeted and specialised Professional Learning is also implemented and aligns with our School Strategic Plan and Annual Implementation Plans.

How we support positive behaviour and relationships

Our school promotes the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through interviews, reports, parent-teacher interviews, phone calls, meetings and through the use of student diaries.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents in these processes through a Student Support Group. The following restorative approach is used.

A restorative question approach:

When things go wrong	When someone has been hurt
- What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right?	- What did you think when you realized what had happened? - What impact has this incident had on you and others? - What has been the hardest thing for you? - What do you think needs to happen to make things right?

APPENDIX 2- Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

All Members of the Portarlington Primary School community have a right to-
1. Fully participate in an environment free of discriminatory behaviour – including gender, racist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion. 2. Be treated with respect and dignity. 3. Feel valued, safe and supported in an environment that encourages freedom of thought and expression.
All Members of the Portarlington Primary School community have a responsibility to –
1. Acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community. 2. Participate and contribute to a learning environment supports the learning of self and others. 3. Ensure their actions and views do not impact on the health and wellbeing of other members of the school community.

All students have the right to-	All staff have the right to –	All parents/Carers have the right to –
1. Learn and socialise without interference or intimidation in a safe and secure environment. 2. Be treated with respect and fairness as individuals. 3. Expect a learning program that meets their individual needs.	1. Expect to be able to work in an atmosphere of order and cooperation. 2. Use discretion in the application of rules and consequences. 3. Receive respect and support from the school community.	1. Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. 2. Expect a positive and supportive approach to their child's learning. 3. Expect communication and participation in their child's education and learning.
All students have a responsibility to –	**All staff have a responsibility to –**	**All parents/Carers have a responsibility to –**
1. Be prepared to learn. 2. Explore their full potential. 3. Respect the rights of others.	1. Build positive relationships with students as basis for engagement and learning. 2. Use and manage the resources of the school to create stimulating, safe and meaningful learning. 3. Treat all members of the school community with respect, fairness and dignity.	1. Build positive relationships with members of the school community. 2. Ensure students attend school and have the appropriate learning materials. 3. Promote respectful relationships.

APPENDIX 3-Shared Expectations of the School's Values

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

The values of Portarlington Primary School Community are demonstrated by the following shared expectations and behaviours:
Portarlington Primary is a place where we actively participate and strive for personal best. The way everyone behaves shows we are proud of our school, ourselves, our family and our local community.
We strive for excellence and try our personal best in everything we do.

RESPECT
- We treat others as we would like to be treated.
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity.

SAFETY
- We play and work safely at all times.

KINDNESS
- We speak kindly to each other.
- We are friendly.
- We offer to help others.

RESPONSIBILITY
- We take responsibility for our own behaviour and understand the logical consequences that follow.
- We are responsible for our learning and the learning of others
- We will endeavour to be independent, self-motivated learners.
- We take care of our own and others personal property and space.

APPENDIX 4- Shared Behavioural Expectations –Engagement, Attendance and Behaviour

A) Staff Expectations

Engagement

The school leadership team will:

1. Uphold the right of every child to receive an education.

2. Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.

3. Collaborate with the Portarlington Primary School community to develop policies and procedures consistent with its values and aspirations and the Education Department's Guidelines.

4. Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

That teachers:

1. Develop flexible pedagogical styles to engage different learners.

2. Deliver curriculum and assessment that challenges and extends students learning.

3. Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.

4. Provide opportunities for a student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with Departmental procedures and legislation school staff will:

1. Promote regular attendance with all members of the school community.

2. Monitor and follow up on absences.

Behaviour

Portarlington Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Portarlington Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school leadership team will:

1. Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.

2. Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.

3. Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Portarlington Primary School will:

1. Use the School Wide Values and the Student Engagement and Inclusion policy as a basis for negotiating a class-based set of shared expectations with students,

2. Teach students social competencies through curriculum content and pedagogical approach.

3. Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.

4. Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.

5. Involve appropriate specialist expertise where necessary.

B) <u>Student Expectations</u>

Engagement

<u>All students are expected to:</u>

1. Respect, value and learn from the differences of others.

2. Have high expectations that they can learn.

3. Reflect on and learn from their own differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected to:

1. Support each other's learning by behaving in a way that is curious and respectful.

2. Have high expectations that they can learn.

3. Be considerate and supportive of others.

4. Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy.

5. Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

C) <u>Parents/Carers Expectations</u>

Engagement

Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.

Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.

Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student- parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student dairy in a timely manner.

Attendance

All families will adhere to the guidelines of the Education Department and current legislation. Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly

and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers understand the schools' behavioural expectations that apply to everyone and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

APPENDIX 5 -School Actions, Response and Consequences

Procedural Fairness
Student management procedures will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Consistency is also a key component of procedural justice or fairness. In this context, procedural fairness relates to the procedure followed in the behaviour management process, as distinct from the outcome. This will involve:
1. Allowing all parties to voice their version of events, ensuring that thorough evidence was collected, and consideration was given to the context and circumstances of the event.
2. Giving clear, evidence based reasons for decisions made.
3. In the case of suspension or expulsion, procedural fairness would involve ensuring that thorough evidence is collected, that the student is given an opportunity to voice their version of events, and that the student's individual education needs are considered prior to making the decision to suspend or expel.

(see also APPENDIX 6- A Staged Response to Managing Student Behaviour Issues)

Appropriate Behaviour

Portarlington Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour
When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below.
This is to be implemented using the restorative approach outlined in the **prevention section** and summarised as following:-

The restorative approach is used to address student behaviour in various settings and levels to:
1. re-establish significant relationships;
2. ensure consequences for misbehaviour are relevant and meaningful;
3. foster and develop individual responsibility and empathy

* Please note the school Discipline policy for sustained or severe disruptive behaviour in the classroom is available as part of the Portarlington Primary School Policies and Procedures document on our website and on COMPASS (school online administration portal).

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
Appropriate behaviour will be recognised by: 1. Celebration assemblies. 2. Awards at assemblies. 3. House points. 4. Reports. 5. Newsletters. 6. Leadership opportunities. 7. Scholarships. 8. Positive feedback. 9. The right to represent the school. 10. Dolphin tokens.	1. Talking to the student and referring them to the shared expectations. 2. Discussing appropriate behaviours in the classroom. 3. Contact with parents. 4. Making changes to the student's learning program to better equip him/her to behave positively. 5. Implement restorative practices. 6. Action to make it right agreed to (eg. may include cleaning up damage to property). 7. Support the student to develop skills designed to better equip him/her to behave positively in the future. 8. Counselling. 9. Appropriate behaviours taught and agreed. 10. Withdraw privileges.

	11. Provide the student with time to settle.
	12. Hold Student support group meetings.
	13. Detention process.
	14. Negotiate alternative pathways or settings for student or as a matter of last resort, suspension or expulsion.

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns; as part of staged response a range of strategies will be used. These may include:

1. **Discussing** the behaviour problems and reaching an agreement for future behaviour.
2. **Explicit Teaching** of appropriate behaviours.
3. **Monitoring** and **providing feedback** (eg. Student diary).
4. **Time-Out** allowing students a "Cooling Off" period.
5. **Withdrawal** a student may be withdrawn from the yard, an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting with in the school.
6. **Counselling** for individuals in order to modify inappropriate behaviour.
7. **Behaviour Management/Student Support Group Meeting** involving parents/caregivers and/or relevant Department of Education support staff and Outside Agencies to assist with behaviour modification.
8. **Suspension & Expulsion**: For serious disciplinary measures we follow the disciplinary measures outlined by the Department of Education.

   Suspensions -
    http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx
   Expulsions - http://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsions.aspx

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.

APPENDIX 6- A STAGED RESPONSE FOR MANAGING STUDENT BEHAVIOUR ISSUES

The school provides programs, services and information resources that engage students by
- Modelling the values of Safety, Kindness, Respect and Responsibility.
- Providing a safe and support environment in which students can learn and grow.
- Ensuring the regular attendance of students at school.
- Engaging students educationally, socially, behaviourally, physically and emotionally.

A STAGED RESPONSE
1. This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
2. Serious incidents will require a more formal restorative session that involves staff and/or a principal class officer, all persons affected in the incident and it will be documented.
3. There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
4. Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative practices and a focus on School Wide Positive Behaviour are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

STAGE 1: PREVENTION AND EARLY INTERVENTION-PROMOTING POSITIVE BEHAVIOURS

SUGGESTED STRATEGIES	SCHOOL ACTIONS
Establish consistent school wide processes to identify students at risk of disengagement from learning.	- Liaise with kindergartens, primary schools and feeder schools when implementing Transition Programs. - Establish a Wellbeing Team - Primary Welfare Officer, Principal, Senior Teachers. - Develop, promote, use and evaluate referrals to the Wellbeing Team. - Engage Student Services Support Office. - Use the Student Attitude to School Survey to inform planning. - Introduce whole school approaches such as *Circle Time, Restorative Practices and School Routines.* - Consult the *'Transfer of Student Information'* details provided by previous school.

Establish consistent school-wide processes and programs for early intervention.	• Utilise the expertise of the school's Wellbeing Staff. • Review and utilise referrals to the Student Support Services Officers. • Conduct testing and determine funding levels for Programs for Students with a Disability (PSD). • Conduct Functional Assessments if required. • Conduct Diagnostic Assessments if required. • Utilise programs offered by Community Support Agencies. • Use specialist support for Literacy/Numeracy such as a speech therapist program. • Establish small group withdrawal programs based on identified needs e.g. social skill development, Loss and Grief support.

STAGE 2: TARGETED INDIVIDUAL RESPONSE-RESPONDING TO CHALLENGING BEHAVIOURS (INCLUDING ONGOING OR ESCALATING CHALLENGING BEHAVIORS)

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

SUGGESTED STRATEGIES	SCHOOL ACTIONS
Establish an understanding of the life circumstances of the child/young person.	• Review previous school/year level files. • Ask parent at Parent Teacher Interviews. • Nominate an identified adult (Homeroom Teacher, Year Level Co-ordinator) to explicitly get to know the student. • Implement the *"Starting Right,"* at the beginning of the year to establish classroom norms. • Have teachers develop a positive relationship with all students, one based on mutual respect. • Ensure that students undertake effective transition programs throughout school life.
Establish data collection strategies.	• Continually refer to school attendance/behaviour records to determine patterns. • Survey students on specific issues through focus groups.
Establish a Student Support Group.	• Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered. • Determine SSG frequency on a needs basis. • Develop and follow comprehensive plans. • Ensure that all relevant staff have plans communicated to them. • Modify teaching/learning practices based on an Individual Learning Plan (ILP)
Develop a plan for improvement based on data, and review regularly.	• Use Individual Learning Plan, Individual Behaviour Plan, Return to School Plan. • Through Professional Learning Teams analyse the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey and Attendance Data.
Explicitly teach	• Overtly teach Interpersonal Skills Curriculum.

and/or build replacement behaviours.	• Modify curriculum according to the data gained through the assessment process. • Re-frame inappropriate behaviour as a positive skill to be learnt and teach it explicitly.
Determine strategies for monitoring & measurement of student progress.	• Implement an Assessment Schedule Cycle. • Review NAPLAN. • Consult Primary Welfare Officer. • Review past assessments conducted by the current or previous schools and Student Support Services Officer (SSSO) staff. • Collect local data e.g. yard incidents.
Establish inclusive and consistent classroom strategies.	• Implement a Values based instructional curriculum. • Have teachers name and teach to a student's strength. • Have teachers reflect on their own practices as part of their professional practice. • Establish a Friendship Stop. • Provide non-competitive recess and lunchtime activities. • Employ Education Support Officers.
Establish out of class support strategies.	• Engage Student Support Services Officer staff (SSSO). • Inform Student Wellbeing Co-ordinator. • Use Wellbeing Team expertise. • Provide cooling off/stop spot space. • Provide flexible options identified in Individual Learning Plans. • Conduct small group programs when required e.g. *Seasons Grief Program*
Seek external advice and consultation.	• Seek and use the advice of the Student Support Services Officer staff (SSSO). • Refer the young person to an appropriate external agency. Undertake whole school professional development that relates to issues being managed. • Contact Regional Office staff for advice.