



STUDENT WELLBEING & ENGAGEMENT POLICY

This policy has been developed by members of School Council.

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1. School Profile

Rosanna Primary School was established in 1940 on a gently sloping, landscaped site with views across the Yarra River flats. Enrolments are drawn from a wide area bounded by Heidelberg, the Darebin Creek and as far away as Watsonia. The current school enrolment is 340 and is likely to remain relatively stable for the next few years.

Rosanna Primary School involves parents in school life by encouraging all parents to participate in ways that express their interests and talents. The school strives to meet the individual needs of students, catering for those who require special assistance while fostering their special talents or interests. We provide equality of opportunity, regardless of gender, language or cultural background.

Our school is culturally diverse with 25% of families having a language background other than English (LOTE), with the largest LOTE group being Somali. This diversity is evident in over 24 different languages spoken in the homes of students at Rosanna Primary.

Approximately 30% of the school community receive the Camps, Sports and Excursions Fund (CSEF).

2. School Values, Philosophy And Vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

The Rosanna Primary School community takes into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Our Vision

Rosanna Primary School is a community that inspires a lifelong love of learning, while embracing diversity in a safe, stimulating environment.

Our Mission

Develop each child to their full potential as literate, numerate and socially competent citizens who acknowledge both their rights and responsibilities and those of others.

Design and deliver a dynamic and flexible curriculum, within a nurturing environment, which meets the needs of each child, as they become active participants in lifelong learning.

Our Values

The school has a Values program that covers the areas of Cooperation (demonstrated through collaboration and teamwork), Excellence (demonstrated by achieving personal best through persistence of effort), Respect (demonstrated by acting with courtesy, tolerance and compassion) and Integrity (demonstrated by acting with honesty and trustworthiness) each year.

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

3. Guiding Principles

The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The school will promote active student participation and provide students with a sense of ownership of their environment.

The school will support families to engage in their child's learning and build their capacity as active learners.

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

The school will establish social/emotional and educational support for all students, particularly vulnerable students and monitor and evaluate progress.

The school will have processes in place to identify and respond to individual students who require additional assistance and support.

The school will 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

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

[Respectful Relationships](#) is a program used throughout the school to develop student capacity and understanding of social and emotional wellbeing and the development of respectful relationships. It provides a sequenced progression of a range of social skills mapped against the Victorian Curriculum.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

5. Identifying Students in Need of Extra Support

Our school will utilise the following information to identify students in need of extra support:

- Personal information gathered upon enrolment
- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

A flowchart of the Pre Referral process is attached **Appendix 3**.

6. Shared Behavioural Expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 4**.

7. School Actions

Responding to Challenging Behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 5**).

A Whole School Behaviour Log is used to record such behaviours.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

8. Engaging with Families

The School values parent/ carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to join the Friends of Rosanna Primary School (FORPS) in our efforts to build a sense of community.

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 aims to create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Engagement Policy.
- Conducting effective school-to-home and home-to-school communications.
- Providing volunteer opportunities to enable parents/carers and students to contribute.
- Involving families with homework and other curriculum-related activities.
- Involving families as participants in school decision-making.
- Coordinating resources and services from the community for families, students and the school.
- Involving families in Student Support Groups.

Parent's responsibilities for supporting their child's attendance and engagement are outlined in **Appendix 7**.

Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values included in **Appendix 7**.

EVALUATION AND REVIEW

Data Collection & Analysis

Data will be collected regarding frequency and types of wellbeing issues to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- The Attitudes to School Survey data
- School level report data
- Parent survey data
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS

Review

The Rosanna Primary School Student Engagement & Inclusion Policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances legislation, policy and School Council will evaluate its relevance in line with community expectations as represented by parent members on School Council.

REFERENCES

Links which are connected with this policy are:

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

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

Respectful Relationships

<https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>

RELATED DOCUMENTS

Child Safe Policy

Mandatory Reporting Policy

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**This document can be found at:
USER:/Policies/Ratified Policies**

APPENDIX 1
STATEMENT OF RIGHTS & RESPONSIBILITIES

It is the right of **all members of the School community** to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy). All members have an obligation to ensure school property is appropriately used and maintained.

Whole School Rights	Whole School Responsibilities
To feel safe	To act in a safe manner To provide a safe environment
To learn	To provide a challenging and stimulating environment
To be treated with respect	
To be treated fairly	
To express an opinion	
To be involved in decision making	To provide opportunity for all to be involved in decision making
To be included in activities	To provide opportunity for all to be involved in all activities

Teachers and staff also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student. Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to act fairly, reasonably and consistently implement the Student Engagement Policy.

Staff Rights	Staff Responsibilities
To feel safe	To provide a safe environment that promotes a culture of care and consideration.
To be respected	Treat others the way you wish to be treated.
To be treated fairly	To promote equal opportunities.
To be involved in professional development activities to extend skills	To offer to all opportunities to improve their teaching by implementation of best practice.
To feel that you are actively contributing to the school community	To provide a culture of feedback and encouragement.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Student Rights	Student Responsibilities
To feel safe	To behave in a safe and appropriate manner.
To come to school to be educated	To involve themselves willingly in their own learning.
To feel like they are included and belong and to be happy	To be positive at school and choose to be happy.
To reach their learning potential	To contribute and take responsibility for their learning.
To be treated with respect	To treat others with respect.
To be heard	To listen and speak and share when given the opportunity.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Parent/Carer Rights	Parent/Carer Responsibilities
Be informed about their child/ren's progress	Attend parent teacher meetings, read reports, attend information sessions.
Keep informed about school events	Read newsletters, area news and notices.
Communicate with the principal and staff	Respect staff and make appointments for meetings
To feel that students are safe	Have respect for all other persons Behave appropriately in the school grounds and refer any concerns to a staff member Abide by the school behavior and conflict resolution policies.
To "Have a Say"	Contribute their ideas through personal communication, school council and the subcommittees and abide by the decisions that are made.
Participate in school events	Contribute time, effort and act in a manner to support the school.
To be welcome to contribute in the classroom	To support the learning environment and act under the direction of staff, considering confidentiality for all persons. To keep informed about classroom activities.
To respect all persons and maintain confidentiality	To ensure the rights of all are respected and maintain confidentiality.

APPENDIX 2

STUDENT ENGAGEMENT STRATEGIES

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad curriculum including specialist subjects of music, visual arts, languages (Italian) and Physical Education. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop and demonstrate behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program 'You Can Do It' • Restorative Practice circles will be held in classrooms to provide opportunities to enhance relationships. • The Fish Philosophy promote key dispositions for learning and wellbeing themes of 'Being There', 'Make their Day', 'Play' and 'Choose Your Attitude' throughout the student community. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. • A range of extracurricular opportunities support student interests and include instrumental classes, sustainability group as well as adhoc groups for specific projects. 	<ul style="list-style-type: none"> • All students in Out of Home Care will have an Individual Learning Plan. • Student Welfare Coordinator will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. 	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> • Meet with student and their parent/carer (Home Student Support Group) to talk about how best to help the student engage with school • Establish a Student Support Group. • Seek extra resources under the Program for Students with Disabilities for eligible students • Develop a Behaviour Support Plan and/or Individual Learning Plan. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services • Refer to external support services including Child First, Local Government Youth Services or Community Agencies.

APPENDIX 3

PROCESS PRIOR TO REFERRAL FOR EXTERNAL SUPPORT

**Cognitive/
Educational**

Behavioural

Emotional

Communication

Health

Collection of Support Information

Teachers prepare a collection of data that seeks to demonstrate and describe a student's needs.

- Are there vision or hearing concerns?
- What interventions have been tried before? What were their outcomes?
- Have previous referrals taken place?
- What have previous teachers or Learning Support staff suggested?

**Develop Individual Learning Plan or
Positive Behaviour Support Plan**

- Refer to DET Student Engagement and Wellbeing Resource.
- Home Student Support Group Initiated.
- Monitor the implementation and document progress of ILP.

Towards a Referral

- Teacher discusses with parents/carers possible further action
- Conversation with Welfare Coordinator (AP) to confirm appropriateness of referral.
- Interview with Student Support Services (Psychologist or Speech Therapist)

**Parental Permission &
Information Forms**

**Teacher Referral
Form**

**Entered onto
Student Online Cases System (SOCS)**

APPENDIX 4

SHARED BEHAVIOUR EXPECTATIONS

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <p>Preparedness to engage in and take full advantage of the school program.</p> <p>Effort to do their very best.</p> <p>Self-discipline to ensure a cooperative learning environment and model the school values.</p> <p>High expectations that they can learn and successfully master new skills.</p> <p>Respectfulness, while learning and valuing other students and appreciate their differences.</p> <p>The ability to reflect on their own skills and be motivated to learn new skills.</p>	<p>Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</p> <p>Support their child in their preparedness for the school day and in the provision of a supportive home environment.</p> <p>Monitor their child's school involvement and progress and communicate with the school when necessary.</p> <p>Are informed and supportive of school programs and actively participate in school events/parent groups.</p> <p>Parents/caregivers are encouraged to build positive relationships with the school.</p> <p>Parents/caregivers provide all relevant information to the school to assist the school to provide student-centered responses and learning environment.</p> <p>Parents/caregivers are encouraged to actively participate in supporting their students learning.</p> <p>Parents/caregivers will actively engage in their students learning by responding to communications as requested and attending parent-teacher meetings and 3-way conference reporting meetings with their student.</p> <p>In the home environment parents/caregivers are expected to support the school's efforts to educate students to live in a diverse world by encouraging an understanding and appreciation of diversity found in the community.</p>	<p>The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</p> <p>The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</p> <p>Uphold the right of every child to receive an education.</p> <p>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.</p> <p>Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.</p> <p>Develop flexible pedagogical styles to engage different learners.</p> <p>Deliver curriculum and assessment that challenges and extends students learning.</p> <p>Develop positive relationships with students that promote engagement, wellbeing and learning.</p> <p>Provide opportunities for a student voice in developing a positive school culture.</p>

	Students	Parents/Carers	Principals/Teachers & Staff
Attendance	<p>All students are expected to:</p> <p>Attend and be punctual for all timetabled classes every day that the school is open to students.</p> <p>Be prepared to participate fully in lessons.</p> <p>Parents/carers supply reason for absence on Compass or send a note..</p>	<p>Parents/Carers are expected to:</p> <p>Ensure that their child's enrolment details are correct.</p> <p>Ensure their child attends regularly.</p> <p>Advise the school as soon as possible when a child is absent.</p> <p>Account for all student absences.</p> <p>Keep family holidays within scheduled school holidays.</p> <p>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.</p>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <ul style="list-style-type: none"> • In accordance with DET procedures the school will: • Proactively promote regular attendance. • Mark rolls accurately each lesson. <p>Staff will also:</p> <p>Follow up on any unexplained absences promptly and consistently.</p> <p>Identify trends via data analysis.</p> <p>Report attendance data in the school's annual report.</p> <p>Support students whose attendance is problematic by developing 'return to school' plans and working with families to implement individual strategies.</p> <p>Encourage students to attend school every day and regularly discuss the importance of regular attendance.</p> <p>Investigate any possible school based reason for non-attendance.</p>

	Students	Parents/Carers	Principals/Teachers & Staff
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> Model the school's core values of cooperation, excellence, responsibility, honesty and respect. Show respect for all students, teachers and parents/carers. Never physically or verbally abuse, threaten or intimidate others. Take responsibility for their behaviour and its impact on others. Obey all reasonable requests of staff. Respect the rights of others to learn. No student has the right to impact on the learning of others. Respect the property of others. Bring correct equipment to all classes. Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. Demonstrate behaviours that contribute to a positive school environment that is safe, inclusive and happy. In all situations show integrity, be cooperative and strive for excellence in their learning. Be supportive and considerate of others. Demonstrate attitudes and behaviour that supports the wellbeing of others. Behave in a way that shows a high expectation that they can learn. Demonstrate behaviours that enable and enhance the learning of all students by developing skills of Persistence, Organisation, Confidence and Getting Along with others as included in the 'You Can Do It' program. Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable. 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations. Parents/Carers need to promote behaviour at all times that is consistent with school expectations. Communicate with the school regarding their child's circumstances. Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. Parents/Carers need to provide a consistent approach that supports their child's learning and engagement in and out of school. 	<ul style="list-style-type: none"> The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the wellbeing of every child. The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues. The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.

APPENDIX 5**STAGED RESPONSE FOR STUDENT BEHAVIOUR ISSUES****Step 1 Promoting Positive Behaviours**

1. At the start of the year during an initial startup program each classroom establishes positive behaviour expectations with students and regularly revisit these each term. These expectations describe the qualities of what effective learning looks like.
2. Class based and whole school structures that reinforce appropriate behaviours (e.g. student awards, house points).
3. Opportunities for student leadership throughout the school are provided to encourage student participation and contribute to a student voice (e.g. Sustainability Agents, Junior School Council, School Captains, House Captains).
4. Use of Restorative Circles to reinforce and strengthen relationships.
5. Behaviour and Values Programs such as 'You Can Do It', Fish Philosophy and democratic meetings used to provide focus on social engagement.

Step 2 Responding to Challenging Behaviours

1. Assess the behaviour and its functions, influences, and triggers - implement changes (e.g. explicit teaching of replacement behaviours, consideration of environmental changes needed).
2. Where relationships are damaged between students, Restorative Practice framework is used in responding to the behaviours. This process aims to move students towards reconciliation and inclusion back into the social network of the learning community.
3. Area Teams consulted if necessary.
4. Implement appropriate disciplinary measures that are proportionate to problem behaviours.
5. Concerns are logged on the School Behaviour Log.
6. Principal or Assistant Principal informed.
7. Home Student Support Group meeting arranged.
8. Development of a Positive Behaviour Support Plan.

Step 3 Ongoing or Escalating Challenging Behaviours

1. Consideration of referral to Student Support Services (Psychologists, Speech therapists, visiting teachers, etc)
2. Student Support Group initiated
3. Referral to external agencies specific to the needs of the students (eg. psychologists, CAMHS, Child First, etc)
4. Suspension

APPENDIX 6

PROCESS FOR RESPONDING TO BREACHES OF BEHAVIOUR EXPECTATIONS

Behaviour Expectations	Classroom Teacher Responsibility
<p>Overall Behaviour</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests of staff. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. 	<p>Remain calm seeking to refocus student on learning in the following ways;</p> <ol style="list-style-type: none"> 1. A verbal statement justifying the need for a change of behaviour and describing consequences if behaviours remain unchanged, 2. The movement of the student and their learning to another classroom, and/or 3. Referral of the student to the area leader, assistant principal or principal. 4. Parent informed. <p>It is important to note that any behaviour difficulties are followed up with restorative discussions with individual students. Students may be requested to complete work or follow up restorative conversations with supervision provided by the teacher concerned.</p>
<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> • Students must be on time. • Students who are late must report to the front office with their parent to be signed in and to collect a late pass. • Students who leave school early must be signed out at the office by a parent. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e.: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 	<ul style="list-style-type: none"> • Check late pass. Adjust entry on eCASES. • Continue to monitor student wellbeing. Call parents to ascertain any support that might be needed. • Report any ongoing absence of four days or more to the Assistant Principal or Principal.

STUDENT ENGAGEMENT & INCLUSION POLICY

<p>Uniform</p> <p>Students must adhere to the school uniform requirements. It is compulsory for all students to wear appropriate footwear at all times.</p>	<p>Bring issue to the attention of the student/parent. Report extremes in appearance to Principal or Assistant Principal.</p>
<p>Bullying</p> <p>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</p> <p>Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.</p>	<p>Report to Principal or Assistant Principal.</p> <p>Contact parents.</p> <p>Refer to schools Digital Technology Acceptable Use Agreement.</p> <p>Use resources from Bully stoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.</p> <p>Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</p>
<p>Property and Security</p> <p>Students are to respect all school property and the property of others.</p> <p>Students to adhere to appropriate 'out of bounds' areas (e.g. staff room, inside during recess or lunch)</p> <p>Electronic and digital devices must be presented to the front office upon arrival at the school and collected at the end of the day.</p>	<p>Challenge behaviours around rights and responsibilities and negotiate appropriate restorative actions (e.g. clean up duties after graffiti).</p> <p>For repeated offences, refer to the Principal or the Assistant Principal.</p> <p>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</p>

APPENDIX 7

STATEMENT of VALUES

Rosanna Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the high standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- **Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.**
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- Is rude, aggressive or harasses others.
- Sends rude, confronting or threatening letters, emails or text messages.
- Is manipulative or threatening.
- Speaks in an aggressive tone, either in person or over the telephone.
- Makes sexist, racist or derogatory comments.
- Inappropriately uses social media as a forum to raise concerns/make complaints against the school.
- Is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- Utilising mediation and counselling services.
- Alternative communication strategies being applied.
- Formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- An intervention order being sought.
- Informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.