1. BASIC BELIEFS

At APPS the values that guide our behaviours and interactions with each other are:

- Respect
- Responsibility
- Fairness
- Commitment
- Cooperation

The school’s stated mission is to support all students at Appin Park PS to be happy, confident and engaged learners who are motivated to be their best socially and academically.

2. POLICY

The Student Engagement and Wellbeing Policy is based on the following principles:

- All students are valued and treated with respect
- Students have the right to work, learn and play in a safe environment where they are able to develop their talents, interests and ambitions without interference
- Teachers have the right to teach in an atmosphere of order and cooperation
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- Parents have an obligation to support the Principal and Staff in their efforts to maintain a productive teaching and learning environment
- Principal and Staff have an obligation to implement the APPS Student Engagement Policy fairly, reasonably and consistently
- Positive relationships are encouraged amongst all members of the school community

2.2 Whole school prevention statement

APPS values form the foundation of our whole school prevention program which consists of the following:

- A behaviour management program which rewards positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- The use of a school-wide approach known as ‘Zero Tolerance’ which allows students to modify their behaviour before reaching a consequence
- Tracking of students displaying inappropriate behaviours and ensuring effective Individual Behavioural Improvement Plans are put in place
- A range of behavioural management strategies from Restorative Practices as a guiding principle
• Specific engagement and alternative programs for children at risk, referrals to specialist services where required

• Support from the school’s Chaplain is available to parents, students and staff

• A school environment where students are engaged and want to come to school

• Support programs offered for students who have difficulty in learning or who have been recognised as having a disability

The Whole School Prevention strategies listed are aimed at supporting the majority of students who behave appropriately and demonstrate the school’s values in their interactions with others. The main emphases in this set of strategies are on:

• Recognising and encouraging positive behaviours

• Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs

• Providing opportunities for authentic Student Voice

• Working in partnership with parents and carers

• Developing ‘start up’ behaviours in all learners (eg listening skills, organisational skills, questioning skills)

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 will implement actions and consequences as described in Section 4.6 of this policy, School Actions and Consequences – a Staged Response.

2.3 Targeted strategies for individual students

Students who require additional support to meet the expectations of behaviour include those who have:

• an emotional, social, behavioural and/or sensory disorder

• a cognitive or physical disability

• a severe language disorder

• a short term difficulty in managing their behaviour due to family circumstances, grief and loss or other changes in their life

These students are assisted by the use of whole school approaches and strategies, and effective classroom management practices.

Individual Learning and Behaviour Plans are developed in a Student Support Group. Regular SSG meetings are held each term for students who require long-term goals. The ILIPs/IBIPs state the supports provided, and each teacher is equipped with the school’s Inclusive Behaviour Strategies Resource that provides guidance on interventions and resources that have proved successful in assisting these students with their learning and self-regulation.

3. DEFINITIONS

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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>DET</td>
<td>Department of Education and Early Childhood Development</td>
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<tr>
<td>ILIP</td>
<td>Individual Learning Improvement Plan</td>
</tr>
<tr>
<td>IBIP</td>
<td>Individual Behaviour Improvement Plan</td>
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<tr>
<td>SSG</td>
<td>Student Support Group</td>
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4. GUIDELINES

4.1 Attendance

Regular attendance is seen as a major factor contributing to student achievement and wellbeing. The school has an Attendance Policy which is regularly reviewed by School Council.

4.2 Bullying

It is everyone’s right and responsibility to report any and all acts of bullying. All reports of bullying will be taken seriously and be acted on immediately by the school. Confidentiality will at all times be respected. Responsible reporting is promoted and children are encouraged to speak out about students behaving in a bullying manner. The school has an Anti-Bullying Policy which is reviewed regularly by School Council.

4.3 Anti-bullying Program

Throughout the year all classes will discuss the definition of bullying and regularly revisit our School Rules.

In instances of bullying, positive counselling programs will be initiated for each individual with the aim that those who have been identified as bullying will take steps to redress their own behaviour. If the student is not able to do this without support, appropriate referral will be made to the Chaplain, a social worker or a psychologist. Parents will be informed at each step of this process.

Children who have experienced bullying will receive support with strategies to help them deal with bullying behaviour through the use of Restorative Practices and Circle Time discussions. Support may be provided by the Assistant Principal, Chaplain, a Social Worker or a psychologist if required.

Support will also be made available to parents, and clear communication will be maintained throughout.

4.4 Cyber Bullying

Cyber bullying is an insidious form of bullying. APPS aims to minimise the opportunity for it to occur by effective implementation of its Digital Citizen policy designed to promote social responsibility and preventing access to computer social networking sites by use of effective filtering software. Past incidents of inappropriate use of social media have occurred during home use of devices.

Everyone at APPS has the responsibility to ensure that:

- All forms of cyber bullying are prohibited
- Staff and students are aware of cyber bullying and of steps that can be taken if this occurs
- A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- All cases of cyber bullying are reported to the Principal and responded to promptly
- There is supervision of technologies where cyber bullying may occur
- Regular education and information sessions about safe and appropriate use of online social media are provided for parents (at least once annually)
- Digital devices are not to be used to record audio and visual material that is not an authorised part of the school curriculum.
- The privacy of students, staff and members of the school community is not compromised
4.5. Rights and Responsibilities – Shared Expectations

Students have the responsibility to:
- Keep themselves and others safe
- Be respectful to each other, to teachers and adults in our school
- Try their best and allow others to do the same
- Treat their own, other students’, staff and the school’s property with respect
- Know and abide by the school rules
- Attend school regularly and arrive punctually
- Take pride in wearing their school uniform
- Be responsible reporters if they become aware of inappropriate or bullying behaviour

Teachers have the responsibility to:
- Create an engaging, interesting learning environment
- Provide opportunities for all students to learn
- Be understanding, fair and consistent and to treat their students with courtesy
- Promote and model positive behaviour
- Use positive reinforcement strategies
- Work in partnership with parents in supporting students’ learning and wellbeing
- Implement IBIPs and ILIPs where required

The Principal Class team members have the responsibility to:
- Support teachers in their management of student behaviour
- Coordinate the development of IBIPs and monitor their implementation
- Communicate and work effectively with parents to ensure participation in school
- Convene and manage any Student Support Group (SSG) for significantly ‘at risk’ students

Parents have the responsibility to:
- Ensure their child attends school regularly and arrives punctually
- Support the school’s Student Engagement and Wellbeing Policy and Code of Conduct
- Participate in their child’s school life wherever possible
- Support the school’s policies on Uniform, Anti-Bullying, Healthy Food etc
- Approach the school’s staff in a respectful manner about any concerns they may have
- Communicate information that assists the school in catering for their child’s educational needs, engagement and wellbeing – particularly changes of family circumstances that may impact on their child’s emotions and behaviour
- Be an active member of the Student Support Group as required

4.6. School Actions and Consequences – A Staged Response

The school is committed to providing a safe, secure, stimulating and positive learning environment. This policy, through the whole school prevention strategies supports the school’s Strategic Plan goals and priorities in improving attendance across the school, and aiming for continued high levels of student achievement, engagement and wellbeing.

The school’s Code of Conduct and the whole school approaches support this safe, secure learning environment. The progressive consequences for students who have difficulty meeting the school community’s high expectations of behaviour are part of our staged response in this area:

4.6.1 Consequences for unsafe play in the yard:
- Warning from the yard duty teacher
- Walk with the teacher and tidy up around the yard as directed
- Name written in Time Out book – half of lunchtime spent in supervised, inside area (parents notified of this consequence)
• Referral to the Assistant Principal for repeated breaches of our school’s Code of Conduct, parent conference. An Individual Behaviour Management Plan (IBIP) will be developed.

• Referral to the Principal and an extended period of Time Out allocated. Student Support Group established, with parents, principal and any other agencies.

• In school suspension.

• Out of school suspension for severe breaches of Code of Conduct that impact on the safety and wellbeing of other students or staff.

• Discipline processes are based on procedural fairness and corporal punishment is prohibited at Appin Park PS.

4.6.2. Consequences for disruptive or challenging behaviour in classrooms:

• As per negotiated classroom plan, with Zero Tolerance as a whole school approach included in, and underpinning, each of these plans.

• Referral to Unit Leader for support and intervention, reflection on the student’s learning program, pre-referral protocols followed.

• Contact with parent/s to discuss the behaviour and to build on the home-school relationship.

• Referral to Assistant Principal and SSG established, with IBIP developed.

• Referral to Principal for in-school suspension.

• Out of school suspension for severe or repeated breaches of school’s code that impact on the safety and wellbeing of other students or staff.

• Discipline processes are based on procedural fairness and corporal punishment is prohibited at Appin Park PS.

**NB**: Immediate out of school suspension will be implemented for any student who behaves in a manner that puts the health, safety and wellbeing of themselves, any other student, or any staff member at significant risk. The period of suspension (up to five days) will be at the discretion of the Principal.

- The Principal will notify parents immediately and require the student to be collected from school.

- A SSG will be held within 48 hours of the student being suspended, or on the return to school of the student.

- Referral to agencies including the DET SSSO branch will be a consideration, as will support services for parents and carers where necessary.

- A Student Absence Learning Plan will be developed for any suspension period greater than three school days, and a plan for return to school will be considered on a needs basis.

5. RELATED DOCUMENTS & POLICIES

5.1 All student engagement and wellbeing initiatives will meet the DET guidelines (available at [www.education.vic.gov.au](http://www.education.vic.gov.au)). The DET Student Engagement Guidelines provide clear guidance for principals in these matters and will be the point of reference in any extended
5.2. Issues relating to privacy of information will be dealt with in line with the Commonwealth Privacy Act 1993.

5.3. Policies that should be referred to in conjunction with this policy include the APPS Attendance Policy, Anti-Bullying Policy, School Rules and Digital Citizen Policy.

5.4. The Inclusive Behaviour Strategies Resource for teachers (StaffShared - T Drive)

6. AUTHORISATION

The APPS Student Engagement and Wellbeing Policy was adopted by the APPS School Council in August 2015.

7. REVIEW

7.1. These guidelines may be varied by the Principal in consultation with the School Council should the need arise.

7.2. In addition, the APPS Student Engagement and Wellbeing Policy shall be reviewed every two years from date of adoption.