

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.

Hamilton Parklands 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. We practise school wide positive behaviour supports to support student learning.

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.

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POLICY

1. School profile

Hamilton Parklands School was established in 1992 and is located in the rural region of south west Victoria. We have 36 students enrolled from aged 5 to 18 and 26 school staff members.

Our school grounds are on the edge of Hamilton in a quiet residential area with spacious grounds. Most students that attend our school live locally and come to school by bus. Hamilton Parklands School has developed close ties to the local community, and enjoys support from our local shops and community services.

Our school is diverse with a mixture of families from many social groups. We are a diverse and inclusive school community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Hamilton Parklands School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity, persistence and trust at every opportunity.

Our school's vision is to provide all its students with learning experiences to reach their full potential in all areas of their wellbeing and education. Student safety is our highest priority.

3. Engagement strategies

Hamilton Parklands 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, and that the needs of students will change over time as they grow and learn.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is safe, inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum tailored to their interests, strengths and aspirations
- teachers at Hamilton Parklands School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Protective Behaviours
- programs, incursions and excursions developed to address issue specific behaviour (i.e. protective behaviours programs)
- opportunities for student inclusion
- buddy programs, peers support programs

Targeted

- each group has a teacher and two education support staff who monitor the health and wellbeing of students in their group, and act as a point of contact for students who may need additional support
- all students aged 15 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer when possible
- all students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
- all students have an Individual Learning Plan
- Hamilton Parklands School assists students aged 15 plan their work experience, supported by their Career Action Plan
- staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups,
- Individual Learning Plan and Behaviour Support Plan,
- referral to Student Support Services
- referral to ChildFirst, Headspace
- Lookout

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - Student Support Services

- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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
- running regular Student Support Group meetings for all students

4. Identifying students in need of support

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

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- referral to Student Support Service Officers
- referrals to CHILD First

5. Student rights and responsibilities

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

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- actively participate in school
- not disrupt the learning of others
- respect ourselves, other members of the school community and the school environment
- respect the right of others to learn
- make good choices
- recognise and accept consequences of behaviour choices
- model our school values.

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

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Hamilton Parklands School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Hamilton Parklands School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently determined on individual student needs and behaviours. 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 to a quiet, safe place
- withdrawal of privileges
- 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

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy

Bullying Prevention

Child Safe Standards

Communicating with School Staff

REVIEW CYCLE

This policy was last updated on 21 July 2020 and is scheduled for review in July 2021.

Possible consequences for unacceptable student behaviours:

Implementation of a behaviour support plan

Damage to school property to be paid for, or replaced by the parent/ carer

Immediate removal of privileges such as:

- Removal from the pool for dangerous behaviour
- Unable to leave the school grounds for activities or excursions
- Temporarily removed from play and leisure activities

Unable to participate in specialised activities and incursions; including work experience

Suspension

- In school suspension
- Out of school suspension

Expulsion