



STUDENT ENGAGEMENT & WELLBEING POLICY

Produced in consultation with the school community
To be read in conjunction with DET
'Student Engagement and Inclusion Guidance'

Principal: Carmel Nigro
School Council President: Peter Littlejohn

May 2025



If you need help to understand the information in this policy, please contact the school on 9547 1224

PURPOSE

The purpose of this policy is to ensure that all students and members of the Athol Road Primary School community understand the:

- commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- school policies and procedures for responding to inappropriate student behaviour

Athol Road Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. 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.

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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2. School values, philosophy and vision
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POLICY

1. School profile

Athol Road Primary School is located on Athol Road in Springvale South, Melbourne's south east. It caters for students from a wide range of culturally and linguistically diverse backgrounds.

The school population of approximately 402 students comprises of:

- 46% male and 54% female
- 82% EAL: English as an Additional Language
- 6% students on temporary visas
- 31% students in the NCCD of students with a disability
- 2 international students
- 6 students from Refugee background
- 0 students Aboriginal or Torres Strait Islander backgrounds
- 50% of families eligible for the Camps, Sport and Excursions Fund payments
- 25% of students living in single parent families
- 0 students in Out of Home Care however, we have 5 students who live with relatives other than their parents.

These factors contribute to the school's high Student Family Occupation index:

- Student Family Occupation index of 0.7023
- Student Family Occupation and Education index of 0.6049

The Victorian English as an Additional Language Curriculum is used to support and report on the Literacy learning of the large number of students with English as an Additional Language (EAL) background. Students commence Foundation with very low levels of language and steadily build through Years 1 and 2 but often still enter Year 3 behind their English speaking peers. The completion of the National Assessment Plan for Literacy and Numeracy (NAPLAN) is a significant challenge for these students. The school identifies oral language development as crucial in the building of strong literacy and numeracy skills and this is supported as a focus in all areas of the curriculum.

INTENSIVE LITERACY AND NUMERACY PROGRAMS

Students are supported in Literacy and Numeracy through:

- School specific Language Support Program: Foundation - 6 incorporating intensive oral language support using speech therapists and educational support staff
- Identified students participate in the Language and Literacy Support Program
- EAL strategies for targeted students
- Tutor Learning Initiative Program
- Personalised Learning whereby students are taught at their 'point of need'

The school aims to promote a secure, happy and well-resourced learning environment while providing a wide range of learning opportunities which cater for the individual needs of students. The school's multicultural diversity is a special feature which enriches all school programs and provides a background for teaching tolerance, understanding, respect, caring, honesty and responsibility for self and others. A dedicated, multi-skilled team of staff is committed to providing purposeful, meaningful learning experiences that optimise learning for all students in an atmosphere of mutual respect and cooperation. Every teacher is responsible for the learning and wellbeing of every student.

2. School values, philosophy and vision

Athol Road Primary School Vision

"Create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible".

Refer to Table 1.1 for more detail

Table 1.1

ATHOL ROAD PRIMARY SCHOOL PROFESSIONAL LEARNING COMMUNITY PROTOCOL				
WE VALUE	BELIEF STATEMENTS	PRINCIPLES	PRACTICES What practices are aligned with this principle and its underlying belief	BEHAVIOURS How are these practices evidenced in the day to day behaviour of staff
RESPECT Fair Caring Good Communicators	We all have a role to play in building a culture where people respect themselves, others and the community. Respect is both a right and a responsibility	We respect: ourselves by accepting and valuing who we are others by treating them fairly and appreciating different views our community by welcoming newcomers and helping each other	Build an environment of cooperation through an atmosphere of positive interactions and belonging • Value individual and cultural differences • Engage in interactions that are mutually respectful • Represent ourselves and the school with pride Act with care and compassion in all situations	Provide help and support through • Positive Feedback • Acknowledgement of achievements • Discussion of problems/concerns • Always present a positive attitude and outlook in the school environment • Actively listen and engage through eye contact and positive body language • Give colleagues opportunities to speak and respect opinions and differences • Ask questions with the intent of understanding rather than fixing • Listen with the intent to understand first prior to being understood • Use professional language to get a message across • Respectfully challenge one another so that student learning is at the centre • Foster one another's social and emotional well-being by showing a genuine interest in peers and students • Share planning and ensure documents are completed and available to all so that there is transparency in teaching practice • Set clear deadlines • Know agendas and expectations prior to meetings so time is used productively • If an issue arises with another staff member, approach them directly and professionally • Look after and return resources • Embrace diversity by sharing and celebrating cultural days

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WE VALUE	BELIEF STATEMENTS	PRINCIPLES	PRACTICES What practices are aligned with this principle and its underlying belief	BEHAVIOURS How are these practices evidenced in the day to day behaviour of staff
INNOVATION Creative Problem Solvers	In an environment which is continually challenging, engaging and adaptive, innovation is fostered	We collaborate to design creative ways of working in order to take on new, forward-thinking approaches	• Build whole-school understandings and beliefs around teaching and learning which is our principle focus for innovation • Set standards and targets for improvement which are modified in the light of experience • Integrate explicit teaching, cooperative learning and one on one tutoring into our teaching models • Enhance the learning network beyond teachers and students • Constantly reflect on current practice and collaborate to build upon it	• Use professional reading to spark discussion to constantly refine, rejuvenate and question practices Research and trial different approaches so students remain engaged and encouraged to express and challenge ideas • Reflect on practices in order to better meet the needs of the students and share best practice • Provide open ended activities and questions to foster curiosity and creativity • Accept accountability for own learning by identifying areas for growth, professional development and ongoing learning • Engage with other teaching professionals, learning networks and opportunities so that professional knowledge is extended outside of ARPS • Evidence to innovate = work through action research cycles so that PLTs have a common focus and understanding to improve student learning outcomes • Make decisions based on teacher/team strengths so that student learning is positively impacted • Define learning in a global citizen context by using different digital resources so that students can learn in a broader context • Video own teaching as a reflection tool to improve practice • Listen to student voice and implement ideas where they fit so that students feel valued and empowered

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WE VALUE	BELIEF STATEMENTS	PRINCIPLES	PRACTICES What practices are aligned with this principle and its underlying belief	BEHAVIOURS How are these practices evidenced in the day to day behaviour of staff
COMMUNITY Team Players Positive/Tolerant	The health of the Athol Road Primary School community rests on the mutual trust, respect and understanding that exist within our members.	We promote a positive, educational partnership between school and the community based upon mutual respect and the belief that community participation is a shared responsibility that enhances educational opportunities for all	Value the experiences of our diverse community • Maintain effective communication • Provide opportunities for parents to develop skills to assist their own children to learn and to participate in the educational programs that are running in your school. • Build connections with local community groups	• Look for opportunities in the broader community in which students can participate so that they have other support networks • Learn about students' cultures and include cultural experiences, values, displays and language to form links • Have group discussions about cultural backgrounds and integrate these within the learning • Build connections with local community groups to better understand the culture of Springvale and associate these with the lifestyles present in the community • Foster an open door policy so that parents feel welcomed in the school • Invite and open learning spaces to parents • Run specific workshops, relevant to expertise, to improve parent skills so they can better assist their children at home • Create opportunities for parents to be involved in activities other than academic, within the school • Invite parents to run cultural workshops • Include language experiences within the community so that students gain real world connections to which they might otherwise might not have been exposed • Actively seek information from the school community to build a better understanding of their skills and interests

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WE VALUE	BELIEF STATEMENTS	PRINCIPLES	PRACTICES What practices are aligned with this principle and its underlying belief	BEHAVIOURS How are these practices evidenced in the day to day behaviour of staff
HIGH EXPECTATIONS Hard Working Knowledgeable Balanced	Learning happens across all stages of life, in a variety of ways and encompasses formal and informal learning. Everyone has the ability to learn if they are provided with the opportunities and the support required to be successful in their learning	We work to the best of our individual and collective abilities, personally, socially and academically to ensure learning success	• Build positive relationships that develop self-esteem and self-efficacy • Provide firm guidance, challenge and stimulus through a rich, varied curriculum that builds on students' experiences • Teach to a broad range of learning styles and multiple intelligences • Infuse multicultural content throughout the curriculum to develop cultural sensitivity • Use authentic assessments that promote student reflection, critical inquiry and problem-solving that validate children's different intelligences, strengths, and learning styles. • Actively engage students in rich, experiential curricula that connects to their interests, strengths, and real world activities	• Make 'every minute matter' • Use 'stretch' targets as the norm • Provide students with clear instructions, visuals and scaffolding to ensure success • Use whole school teaching practices Model expected behaviours • Have courageous conversations so that everyone is always moving forward towards the same outcomes • Set clear and consistent routines for workshops at point of need within PLTs • Give regular feedback so that students understand what is expected of them • Deliver high quality teaching and learning by being prepared for lessons and understanding the curriculum being taught • Support students and lift the expectations through constant positive conversation, feedback and encouragement so that students build confidence and raise their own self expectations • Model and encourage others to recognise achievements • Set and maintain high standard work habits for self, other teachers and students • Unpack the expectations and have a consistent approach, following through when work is not up to that standard • Encourage risk taking to promote a growth mindset • Listen to all ideas and trial new application

3. Wellbeing and Engagement strategies

Athol Road Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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) and targeted (year group and individual specific) engagement strategies used by our school is included below:

UNIVERSAL

WHOLE SCHOOL ACTIONS TO PROMOTE WELLBEING AND INCLUSION

The culturally diverse community of Athol Road Primary School strongly believes in the development of life skills, encompassing successful academic achievement and social interaction. The foundation of our positive school culture is in the valuing of the contribution of all members of the school community. The belief that students need to be engaged in their learning underpins the school's positive culture.

The school promotes an environment where students feel safe and valued in the following areas:

- The school highly values the expertise of our teachers and the role of families as partners in the educational process. High, consistent expectations are promoted for all staff, students, parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Welcoming parents and recognising them as partners in learning and wellbeing
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, ACER Social and Emotional Wellbeing survey, student management and school level assessment data
- Creating a vibrant learning community where a comprehensive, innovative curriculum approach is based on the Victorian Curriculum F-10. The development of a whole school Assessment Schedule provides clear direction for the collection of data to drive teaching and learning
- Students are taught to work collaboratively in an atmosphere of mutual respect and cooperation, to think laterally, make their own decisions and be responsible for their actions with the school's successful achievements reflected in the Attitudes to School survey results
- The school forges links with the local community to provide a depth of extra-curricular activities and opportunities for students. Performances in the areas of academic achievement, sport, performing arts and cultural and artistic achievement are a feature of the school which runs Student Voice Council, Student Leadership, Friend-o-leaders, Junior and Senior choirs, School Band and various lunchtime clubs
- A strong, proactive student wellbeing team to oversee social and emotional learning across the school
- A fair and consistent behaviour support and management program based on teaching positive behaviours and the use of logical and fair consequences to address appropriate and inappropriate behaviours
- Providing opportunities for students to take on meaningful responsibilities within the school community and beyond including learning space protocols and student forums such as Student Leadership, Student Voice Council and Friend-o-leaders
- The provision of whole school professional development to improve teacher practice particularly in differentiating the curriculum to respond to the diverse learning needs of the students and understanding wellbeing related issues and their connection to academic engagement. Effective teaching, inclusive and engaging curriculum are promoted through professional learning teams that use data to effectively drive teaching and learning
- Well-being support structures are in place to address the needs of individual students, groups of students and the school as a whole. Student well-being is the responsibility of every staff member who conduct sensitive inquiries about students wellbeing and act accordingly. Intensive wellbeing support is provided by the Allied Health Team which consists of; two educational and developmental psychologists, an occupational therapist and two speech

pathologists, who work alongside a supportive leadership team. External agencies are engaged to deliver specialised support as required

- A comprehensive attendance and behaviour management protocol (refer to Appendix 1 for more detail)
- Carefully planned transition programs support students moving into different stages of their schooling. This includes:
 - A transition program for new students, including those who attend the local English Language School, prior to enrolling at Athol Road Primary School to ensure a smooth, seamless transition
 - Preschool to Kindergarten – a weekly playgroup operates one morning a week on the school premises with access to school programs and facilities and is included in school celebrations
 - Kindergarten to Foundation - an on-site kindergarten with access to school programs and facilities
 - Annual transitions with a special focus on Foundation to Year 1, Year 2 to Year 3 and Year 4 to Year 5
 - Year 6 to Year 7 – Reciprocal secondary college visits and activities
- A strong Student Leadership Program provides students with the opportunity to share their opinions and have input in decision making related to their learning and environment. It also assists them to better understand the democratic decision-making process and develop their leadership skills in various roles and responsibilities, such as, School Captains, School Vice Captains, House Leaders, Digital Literacy Leaders, STEM Leaders, PE Leaders, Mandarin Leaders, Wellbeing Leaders, Environmental Leaders, Performing Arts Leaders, Visual Arts Leaders, Friend-o-Leaders and Student Voice Council
- Parent participation is a special feature of our school and School Council reviews its Parent Participation Policy on a regular basis to ensure parents have maximum opportunities to engage with the school on all levels. Family engagement occurs in the following areas:
 - Parenting programs that equip parents with positive parenting skills
 - Weekly play group
 - Weekly parent group
 - Regular family events (Welcome to ARPS night, Twilight School, Melbourne Cup Day Celebration, House Athletics Day, Book Week, School Concert, ARPS has talent, UR Strong Information session, Father's Day and Mother's Day as well as Celebration mornings/afternoons in learning spaces)
 - Parent participation in learning space programs
- Be You, a mental health and wellbeing framework, providing the methods, tools and support to work with parents and carers, health services and the wider community to nurture happy, balanced kids, supports Social Emotional Learning (SEL) and embeds wellbeing into school policy and practice
- Employment of a Mental Health and Wellbeing Leader (MHWL) as part of the Mental Health in Primary Schools (MHIPS) program, which aims to increase the capacity of Victorian primary schools to support the mental health of their students
- Athol Road embeds the Victorian Department of Education Respectful Relationship Framework in school policies, procedures and curriculum and views it as central to promoting a healthy, resilient and safe school community
- A range of programs and resources support student mental health and wellbeing. These include:
 - Resilience Rights and Respectful Relationships
 - Berry Street Education Model
 - Social and Emotional Learning Scope and Sequence
 - Health Education Scope and Sequence
 - RICH Values that permeate all aspects of schooling
 - UR Strong Friendship Program
 - School Wellbeing Dog
 - BE YOU Framework
 - Online Student Tracking Tool to monitor Koorie and out of home care students and those identified as being 'at risk'
 - Sentral: to record and track the welfare, attendance, behaviour and learning profile of every student
- School Council runs:
 - an on-site 4 year old kindergarten program with an annual enrolment of 66 students, many of whom travel from outside the local community and around two thirds of whom enrol in Foundation at the school
 - an on-site 3 year old kindergarten program with an annual enrolment of up to 48 children

- a playgroup which operates one day a week with strong links to the City of Greater Dandenong early childhood program: Best Start
- a Parent Group
- an Out of School Hours Care Program that services the needs of the school community

Targeted Support for Groups and Individual Students

- Learning Specialists and Team Leaders are responsible for monitoring the health and wellbeing of students in their learning space and act as a point of contact for students who may need additional support
- English as a second language students are supported through the EAL program, and cultural and linguistically diverse (CALD) students are supported to feel safe and included in all school programs and events
- Learning and wellbeing outcomes of students from refugee background are supported through a personalised learning and wellbeing approach
- We provide a positive and respectful learning environment for our students who identify as LGBTQIA+ and follow the Department's Policy on [LGBTQIA+ Student Support](#)
- Koorie students are connected with a Koorie Engagement Support Officer and have Individual Learning Plans (ILP) and are monitored through regular Student Support Group (SSG) meetings
- All students in Out of Home Care are supported in accordance with the Department's Policy on [Supporting Students in Out of Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) as well as having the Allied Health Team complete an Educational Needs Assessment when required. Regular Student Support Group (SSG) meetings comprise of representatives from their family, carer, and external support services
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and, where relevant, external Allied Health providers, student support groups and individual education plans (IEP's)
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines as: [International Student Program](#)
- Staff are trained in using a trauma-informed approach to teaching students who have experienced trauma
- Social skills group programs, such as Lego Legends, Rhythm Groups and Emotional Literacy groups are delivered to students in need of extra support
- Behaviour Support and Emotional Support Plans are prepared for students who require them. These are created collaboratively with relevant teachers, leadership, education support staff and the wellbeing and Allied Health team
- Athol Road Primary School prioritises building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. This involves:
 - meeting with the student and their parent/carers to talk about how best to help the student engage with school
 - developing an Individual Learning Plan and/or a Behaviour Support or Emotional Support Plan as needed
 - referring the student to:
 - school-based wellbeing supports (i.e school Allied Health Team)
 - Appropriate external supports such as family and community support services, other allied health professionals, child and adolescent mental health services or The Orange Door
- Where necessary the school supports 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

4. Identifying Students in Need of Support

Athol Road Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Allied Health Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing through:

- Personal health and learning information which is 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
- Time out data
- Feedback / information from families
- Information from external services working with the child/family

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 (RICH) highlights the rights and responsibilities of members of our community:

Building	Respect
Encouraging	Innovation
Valuing	Community
Setting High	Expectations

In this RICH learning environment, each individual is challenged to grow emotionally, intellectually and socially to achieve their personal best. The belief that every student can learn is inherent in every decision the school makes. The building of supportive, caring relationships is the school's core building block and central to every aspect of school life. Students are taught to work cooperatively with others, to think laterally, make their own decisions and be responsible for their own learning and behaviour. The school's richly diverse multicultural community works together to create a well-resourced, orderly learning environment which caters for the needs of each individual and acknowledges and celebrates achievements. Cultural diversity flavours all school programs and provides a background for teaching tolerance and respect.

The Student Engagement and Wellbeing Policy has been developed in consultation with students, staff and the school community and ratified by School Council. It is referenced to the *Disability Discrimination Act 1992*, *Equal Opportunity Act 2010*, the *Charter of Human Rights and Responsibilities Act 2006* and the *Education and Training Reform Act 2006*. The Disability Standards for Education 2005 outlines enrolment, participation, curriculum development, student support services and harassment and victimisation obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. Athol Road Primary School takes all reasonable actions to ensure that students with disabilities are able to participate in education and training on the same basis as other students through taking into account student learning needs and balancing these with the interests of everyone affected: the student with a disability, education provider, staff and other students.

The Equal Opportunity Act 2010 sets out the types of discrimination that are unlawful and aims to promote community recognition and acceptance. Under the act it is unlawful to discriminate against a person on the basis of age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental/carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation or personal association with a person who is identified by reference to any of the above.

The Charter of Human Rights and Responsibilities Act 2006 sets out a list of 20 rights that reflect the four basic principles of Freedom, Respect, Equality and Dignity. The Charter outlines a vision of human rights for all Victorians, affirming 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 and to consider human rights when making decisions and delivering services by:

- Encouraging compliance with the Charter
- Supporting others to act compatibly with the Charter
- Respecting and promoting human rights

All members of the Athol Road Primary School community have a right to feel valued and respected in a safe and supportive environment that encourages freedom of thought and expression and is free of any form of discriminatory behaviour. Staff, students and parents share the responsibility for creating this environment.

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, racism, discrimination or intimidation
- Express their ideas, feelings and concerns

Students have a responsibility to:

- Participate fully in their educational program
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- Respect the right of others to learn

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 to a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy

Staff have the right to:

- be informed on matters relating to conditions of employment
- work in a safe environment which is orderly and cooperative
- be respected and supported in their roles

Staff have a responsibility to:

- be actively involved in building a school environment that is safe, caring and purposeful
- represent the school positively in the community
- present themselves in a professional manner
- implement school policies and procedures
- establish positive relationships with other staff, students and the wider community
- be welcoming and receptive towards parents
- document and implement sound assessment and reporting practices

Parents have the right to:

- Expect themselves and their children to be treated fairly and respectfully in a safe environment
- Expect that the learning program meets their student's specific needs
- Actively participate in their student's learning
- Be informed about their student's progress in a language they understand

Parents have a responsibility to:

- maintain a positive home/school environment
- build positive relationships with members of the school community
- ensure their children attend school every day unless ill and bring the appropriate learning materials

- support the school in the provision of learning opportunities for their children
- reinforce the values of Athol Road Primary School

SHARED EXPECTATIONS

Athol Road Primary School has a set of shared expectations to ensure that the rights and safety of all members of our multicultural community are respected.

ENGAGEMENT

Students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- take pride in their efforts

Parents are expected to:

- support the school in its efforts to educate students to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- keep the school informed of any changes in the child's environment relevant to the school
- actively support their child's learning by building a positive relationship with the school

Teachers are expected to:

- implement an inclusive curriculum that meets the needs of all students in their care
- have high expectations of all students relevant to their capabilities
- foster student pride in their work, behaviour and the school

BEHAVIOUR

Students are expected to:

- produce work that reflects their true ability
- behave in a way that supports their learning and that of others and reflects school rules
- understand that bullying, including cyber bullying, violence, inappropriate language and disrupting the learning of others is unacceptable

Parents are expected to:

- work with the school to create a home/school partnership that supports their child's learning and engagement with school and peers.

Teachers are expected to:

- build positive relationships with students
- support students to take responsibility for their learning and behaviour

6. Student Behavioural Expectations

BULLYING PREVENTION

Athol Road Primary School aims to create an environment in which all members of the community feel safe and secure and are not subjected to bullying or harassment. All members of the community share this responsibility. The term 'bullying' is when a person or group of people, upset or create a risk to another person's health and safety – either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

Violence, bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Athol Road Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Athol Road Primary School considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from the learning space.

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 Athol Road Primary School will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the year level Team Leader, Learning Specialist
- referral to the school Leadership Team
- restorative practices
- timeout/detention
- behaviour support and intervention meetings
- suspension
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Athol Road Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Acts of bullying include:

Physical bullying includes fighting, pinching, hitting, kicking, spitting upon, pulling hair, tripping, pushing, shoving, intentionally using any other unwelcome physical contact to intimidate or hurt someone or taking or damaging the property of others

Verbal bullying includes teasing, taunting, swearing, threatening, name calling, insults, using offensive language, inappropriately talking to or about others because of their physical appearance, abilities, disabilities, race, gender or religious beliefs

Social bullying includes excluding others from games or activities, spreading rumours, ostracising or ganging up on others

Physiological bullying involves intentionally making others feel uncomfortable, using stand-over tactics or intimidation.

Sexual bullying includes touching or brushing against someone in an unwanted sexual manner, making sexual oriented jokes, drawing or writing about someone's body, making unwanted invitations of a sexual nature, using rude names or commenting about someone's morals and asking questions about someone's private life.

Cyber-bullying involves the use of email, text messages, chat rooms, internet or social media to humiliate others. Cyber bullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups

of people such as class groups or collective members of the online community. Being involved in online spaces, either at school or at home, requires students to behave responsibly through:

- the language used and the words spoken
- how others are treated
- respecting the property of others
- visiting appropriate places
- behaving safely online means:
- protecting your own privacy and personal information
- selecting appropriate places and spaces to work and contribute
- protecting the privacy of others
- being proactive in letting someone know if there is something not quite right

Athol Road Primary School community believes in the following principles:

- everyone in the school community has the right to feel safe and secure and to be able to learn or teach, grow, socialise and improve their self-esteem in a happy, healthy environment
- all members of the school community will seek to stop bullying by indicating to bullies that certain behaviour is unacceptable
- individuals who bully or harass other people will be made to accept the appropriate consequences of that undesirable or unwanted behaviour.
- parents, students and staff will work together to eliminate bullying within the school.

Athol Road Primary School adopts a four-phase approach to all forms of bullying.

Primary Prevention:

- Professional Development relating to bullying including cyber bullying, harassment and counter measures
- the school community educated about the seriousness of the impact of bullying, community awareness and input to bullying, its characteristics and the school's programs and response
- programs that promote resilience, life/social skills, assertiveness and conflict resolution
- yard duty statistics analysed on a weekly basis and acted upon, as appropriate
- each teacher to clarify with students the school policy on bullying at the start of each year
- students provided with confidential computer/network log ins and passwords with processes to track student activity on the school's computer equipment and network.
- a vigilant and accountable approach to monitoring computer use, especially the use of online communities
- a vigilant and accountable yard duty roster for teachers
- mobile phones not to be brought to school unless with special permission
- curriculum to include anti-bullying messages and strategies
- student leaders, staff and students to promote the philosophy of 'No Put Downs'
- electives and structured activities available to students at recess and lunch breaks

Early Intervention:

- encourage children and staff to report bullying incidents involving themselves or others
- regular reminders to students and staff to report incidents of bullying
- students will be taught appropriate behaviours and assisted to recognise those which are not acceptable, and be encouraged to identify 'bullies'
- students will be made aware of various strategies when dealing with bullies either directly or indirectly
- a Peer Mediation Program, featuring conflict resolution and mediation skills will be provided for students
- regular monitoring of student traffic on school's computer networks
- parents encouraged to contact the school if they become aware of a problem
- public recognition and reward for positive behaviour and resolution of problems

Intervention:

- each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully

- investigated and documented.
- parents to be contacted.
- students and staff identified by others as bullies will be informed of allegations.
- both bullies and victims will be offered counselling and support.
- removal of cyber-bullies from access to the school's network and computers
- if bullying persists, parents will be contacted and consequences implemented consistent with the school's Behaviour Management and Internet Protocol

Post Violation:

- consequences will be individually based and may include exclusion from class or the yard, withdrawal of privileges,
- ongoing counselling
- reinforcement of positive behaviours
- support structures and rewards for positive behaviour
- ongoing monitoring of identified bullies

7. Engaging with Families

Athol Road Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community. In cooperation with parents and the community, staff establish high expectations for all students as the standard and provide a safe, supportive environment where students have the opportunity to become productive, knowledgeable and responsible citizens. Multicultural aides and interpreters are used extensively to maximise participation. An enthusiastic School Council and wider parent network are encouraged to participate in the decision-making process and facilitate effective communication throughout the community.

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

- Ensuring that all parents/carers have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff
- Providing interpreting services for families to facilitate effective communication between educators, support staff and families
- Hosting family fun events and inviting families to participate in activities with their children that promote the value of wellbeing and learning together in a supportive environment
- Holding information sessions and sharing resources with families about how to support their child or young person's transition between settings, such as from early learning services to primary school
- Including families in Student Support Group meetings when developing individual plans for students

8. Evaluation

Athol Road Primary 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:

- Attitudes to School Survey which is used to:
 - monitor levels of student engagement and wellbeing
 - compare school level data on engagement with statewide benchmarks
 - stimulate discussion within the school community about how to improve engagement
 - identify areas for improvement and professional development needs

- Parent Opinion Survey
- Staff Opinion Survey
- Behaviour Management Data
- Attendance Data
- CASES21, including attendance and absence data

Athol Road Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

POLICY REVIEW PROCESS

The Student Engagement and Wellbeing Policy is reviewed biennially by representatives from all areas of the school community, including:

- school leaders and staff, as they have the primary responsibility to communicate, implement and monitor the policy
- school council, which has a key role in ensuring the policy reflects the shared expectations of the whole school community and that the policy is well communicated and monitored, and its effectiveness evaluated
- students, whose voice can assist in building relationships, shared expectations and supporting policy implementation.

The review process helps to build an inclusive and respectful school culture, where all members of the school community feel empowered to contribute and work together to maximise student engagement and learning outcomes. The review process responds to the needs of the community by using various forms of data such as:

- Attitudes to School Survey which is used to:
 - monitor levels of student engagement and wellbeing
 - compare school level data on engagement with statewide benchmarks
 - stimulate discussion within the school community about how to improve engagement
 - identify areas for improvement and professional development needs
- Parent Opinion Survey
- Staff Opinion Survey
- Student Voice, feedback survey
- Behaviour Management Data
- Bullying Data
- Attendance Data

The Student Engagement and Wellbeing Policy is reviewed and updated in response to DET guidelines and the needs of the school context.

To ensure the school community is familiar with and committed to the Student Engagement and Wellbeing Policy it is promoted by:

- giving copies to parents when they enrol their children
- highlighting excerpts on posters to remind people of their shared commitment to a safe and supportive school
- making reference to excerpts in the school newsletter
- making it available on the school website

COMMUNICATION

This policy will be communicated to our school community in the following ways:

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

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

9. FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Supporting Trans and Gender Diverse Students Policy](#)
- [Statement of Values and School Philosophy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Consultation	Staff , Students, Parents – School Council
Approved by	Principal/School Council
Next scheduled review date	May 2027

Appendix 1: Attendance and Behaviour Management Protocols

ATTENDANCE PROTOCOL

Athol Road Primary school understands that regular attendance at school maximises a student's ability to learn and a teacher's ability to teach effectively. All absences should have an accompanying reason. While unnecessary absence hinders a student's learning, unwell students should not attend school. Parents are required to contact the school by telephone or via Sentral when their child is absent from school. The school strongly promotes the Department of Education and Early Childhood Development's 'Every day Counts' guidelines and actively implements 'It's not OK to be away' strategies. It's Not OK to Be Away promotes two key messages:

- Student attendance is the responsibility of everyone in the community
- Effective Schools monitor, communicate and implement strategies to improve regular school attendance, as this is a prerequisite for improving educational outcomes.

The school monitors student attendance with a particular emphasis on eliminating unexplained absences. If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Athol Road Primary School will notify parents by SMS. Athol Road Primary School will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond. If contact cannot be made with the parent, the staff member will record this attempted contact on Sentral. In extreme cases support is sought from regional office.

Students are expected to:

- arrive at school on time and be ready to learn every day that the school is open to students
- where students are unable to attend school, parents are required to phone school on the day of absence or record their child's absence via Sentral

Parents are expected to:

- ensure that all enrolment information is current
- that their child's attendance at school is regular
- the school is informed of the reason for any absence

Teachers are expected to:

- maintain accurate attendance records
- monitor student attendance
- follow up all absences in excess of one day
- advise the office of regular extended absences

WHOLE SCHOOL POSITIVE BEHAVIOUR MANAGEMENT PROTOCOL

Staff use the restorative practices approach to encourage engagement and build respect and responsibility. The Berry Street Education Model morning circle is a regular practice in each learning space and forms the basis for respectful communication and relationship building. This is supported by the ARPS student Behaviour Support Manual based on fairness and self-responsibility. Students who exhibit appropriate behaviours are rewarded with *immediate, medium and long term* rewards, which are outlined below.

All staff members at Athol Road Primary School are responsible for all students and are expected to exhibit a caring attitude and accept an active role in the guidance of all students at the school as they are important role models. All staff members at Athol Road Primary School are part of a team and, as such, rely on the help and support of other members of staff. The Principal and Assistant Principal/s are always accessible and available to discuss any problems or matters of concern at any time, particularly areas relating to:

- serious signs of physical neglect
- lack of medical attention or obvious physical deficiencies
- inexplicable learning problems
- suspected physical, mental, emotional and sexual abuse

It is important that staff are consistent in order that students are clear about what is expected of them. Staff are required to adhere to the Student Engagement and Wellbeing policy.

Athol Road Primary School has five basic school rules:

1. Be in the right place at the right time
2. Treat everyone with courtesy

3. Work and play in a safe cooperative manner
4. Listen to and follow all reasonable instructions
5. Treat the property of the school and others with respect

EXPECTED BEHAVIOUR IN RELATION TO SCHOOL RULES

1. *BE IN THE RIGHT PLACE AT THE RIGHT TIME*

Students:

- are to remain in the school grounds at all times unless approval is given by the Principal
- are allowed inside the school building whilst under teacher supervision
- will play in their own designated area of the school ground unless directly supervised by a teacher
- are to keep away from the designated out of bounds areas
- can only play on the adventure playgrounds before/after school unless under parent supervision

2. *TREAT EVERYONE WITH COURTESY*

Students:

- use manners when speaking to peers and adults
- share school resources and be friendly and caring to others
- demonstrate respect and kindness in all interactions

3. *WORK AND PLAY IN A SAFE AND COOPERATIVE MANNER*

Students:

- walk whilst moving around corners of buildings, breezeways and the canteen area
- enter and exit school grounds and buildings appropriately
- cross Athol Road, Corrigan Road and Springvale Road at the supervised children's crossing or lights

Students:

- in Year 3 - 6 are permitted to bring their bicycles to school
- must wear a helmet when riding their bicycles to school
- will walk their bicycle when entering and exiting the school grounds

Students must:

- wear school uniform as outlined in the school policy
- wear closed toe shoes to school

Students must not:

- throw stones, sticks, sand or dirt or anything else of potential danger
- climb trees, fences or any part of the school building
- bring potentially dangerous items to school, including glass containers/bottles

4. *LISTEN TO AND FOLLOW ALL REASONABLE INSTRUCTIONS*

Students:

- will listen and follow instructions from staff members and may ask for clarification if unsure
- use common sense when asked to do something by a peer and may ask for adult clarification if unsure

5. *TREAT THE PROPERTY OF THE SCHOOL AND OTHERS WITH CARE AND RESPECT*

- Students will dispose of their litter in the appropriate bins, rubbish, compost, recycling
- Students will play ball games away from window areas, other than bat tennis and four square

The school rules are basic expectations that any parent would expect. At the beginning of each year teachers and students in each learning space, collaboratively develop rules specific to their learning space that are consistent with the whole school rules in order to build common understandings regarding interaction with each other and staff. These rules are displayed in classrooms, published in the newsletter and discussed with students on a regular basis.

WHOLE SCHOOL: REWARDS

Students who exhibit appropriate behaviours should be rewarded:

1. IMMEDIATE rewards may include stickers, stamps, house points
2. MEDIUM term rewards include RICH certificates and other assembly certificates/acknowledgments
3. LONG term rewards include Reward Time participation: 1 per term

WHOLE SCHOOL: MINOR AND MAJOR MISDEMEANOURS

A MINOR misdemeanour is any breach of a school rule which does not constitute either -

- SERIOUS DANGER to a child or WILFUL DAMAGE to property

A MAJOR misdemeanour is either -

- SERIOUS DANGER to a child or WILFUL DAMAGE to property
- Repetition of minor misdemeanours (four consecutive breaches in one week)

YARD DUTY PROCESS

The Yard Duty Folder will be carried by yard duty teachers at recess and lunchtimes. Teacher's initials, date and details of the incident are entered next to the student's name in the Yard Duty Folder.

This is recorded on a one week cycle with a new cycle commencing each week. All incidents are discussed using the restorative practices approach, initially between yard duty teacher and the student/s, and then with the time out duty teacher in the learning space. It's vital the yard duty teacher communicates any time outs given at recess or lunch to the team leader/student's teacher.

First Minor Misdemeanour: The student is warned about the behaviour, ensuring they understand the school rule which has been breached. ***The incident is recorded as a WARNING in the yard duty folder.***

Second Minor Misdemeanour on the same day/in the same week: The student is placed in time out for 15 minutes at lunch time from 1.15pm – 1.30pm where they will receive counseling using the restorative practices approach. ***The incident is recorded as a TIMEOUT in the yard duty folder and Sentral.***

Note: Students who misbehave in TIME OUT will be given an ISD - In School Detention

Third Minor Misdemeanour on the same day/in the same week: Student is given an ISD for 30 minutes at lunch time from 1.15pm – 1.45pm where they will receive further counseling using the restorative practices approach. ***The incident is recorded as an ISD in the yard duty folder and Sentral.***

Fourth Minor Misdemeanour = 1st Major Misdemeanour because of repetition: Refer to the Principal

LEARNING SPACE PROCESS

It is important to establish a code of behaviour at the beginning of the year and establish a set of Learning Space rules in collaboration with your students. One copy is to be forwarded to the Principal while the other is kept on display so that students can become familiar with the rules and develop a clear understanding of why these rules must be observed, and the process implemented if they are not.

First Minor Misdemeanour: The student is warned about the behaviour, ensuring they understand the rule which has been breached. ***The incident is clearly communicated as a WARNING to the student.***

Second Minor Misdemeanour: The student is placed on a FINAL WARNING – once again, clearly communicated.

Third Minor Misdemeanour: The student is given a time out for 15 minutes at lunch time from 1.15pm – 1.30pm where they will receive counseling using the restorative practices approach. ***The incident is recorded as a TIMEOUT on Sentral.***

Note: students who continue to misbehave in the learning space during learning time will be sent to a quiet area in the learning space. If the student continues to misbehave in the quiet area, they will be sent to the Principal/AP office with independent work to complete. ***This incident is recorded as an ISD on Sentral. Students who continue to repeat the behaviour of concern after an ISD, will be referred to the Principal as a major misdemeanour.***

WHOLE SCHOOL: PROCESS FOR MAJOR MISDEMEANOURS

First Major Misdemeanour:

A major misdemeanour constitutes the committing of either a fourth minor misdemeanour or serious danger to a child or wilful damage to property. All major misdemeanours are to be referred to the Principal.

The Principal will seek the assistance of the Allied Health Team or external services where deemed necessary and the relevant teachers will be consulted during the process.

Official documentation process commences which may lead to outside intervention support.

Second Major Misdemeanour:

Student reports to the Principal.

Principal, and other relevant staff members, communicates with parents/carers.

The student is placed on in-school detention, at the conclusion of which the student is placed on a behaviour support program/communication book.

Third Major Misdemeanour:

Student reports to the Principal.

Parents/carers are required to attend a meeting with Principal and/or other relevant staff members.

Where required, student is referred to Allied Health Team or external services.

A cumulative record of all inappropriate behaviours will be recorded on Sentral.

Sentral data will be used to develop statistical analysis which will inform behaviour support plans and necessary interventions.

AGGRESSIVE The incident is always recorded as a Time Out or In School Detention if it involves physical aggression. A warning is not given for physically aggressive behaviour.

School Rule: Work and play in a safe, cooperative manner

Fighting, hitting, kicking, punching, shoving, spitting, throwing sticks and trying to hurt others, physical and verbal aggression

BULLYING **School Rule: Treat everyone with courtesy**

Teasing, name calling, excluding, spreading rumours, humiliating, online bullying

HARASSMENT RACIST A racist incident is always recorded as a Time Out or In School Detention.

A warning is not given for racist behaviour.

School Rule: Treat everyone with courtesy

Racist language, racial discrimination

HARASSMENT SEXIST **School Rule: Treat everyone with courtesy**

Sexist language, sexual discrimination, pulling down pants: self and others

INSOLENCE **School Rule: Be in the right place at the right time**

Listen to and follow all reasonable instructions

Treat the property of the school and others with respect

Work and play in a safe and cooperative manner

1. STRATEGIES TO PROMOTE APPROPRIATE BEHAVIOUR

- Provide students with structure and predictability
- Make students' days structured and predictable and limit excessive free time
- Transition schedules help students understand where to go and what comes next
- Make sure there are consistent and predictable routines throughout the day
- Break difficult school routines down into smaller steps. By identifying each step of the routine, teachers can pinpoint tasks with which the student has difficulty for further instruction
- Provide frequent reinforcement for appropriate behaviour and responses
- Notice positive behaviour when it occurs and provide genuine praise. For example, if the student has difficulty sitting in a chair during circle time, observe the student and reinforce appropriate sitting behaviour frequently when the student sits in a chair without an adult directive
- Set up and modify the classroom to prevent problems in advance. Locations for each activity should be clearly defined for the students with visuals and obvious boundaries
- Develop transition schedules that correspond with each area of the room, so the student can locate that area when asked to transition
- Areas for direct instruction should provide distraction-free environments for students who have difficulty attending
- Use simple language and pair it with a visual, if needed
- Tell students 'what to do' rather than 'what not to do'
- Provide appropriate learning opportunities at the student's developmental level
- Students engage in appropriate behaviour when they're provided with meaningful tasks and activities
- Assess each student's ability level to be sure the student has the prerequisite skills to meet expectations
- Develop materials that are appropriate for each student's level
- Allow the student to make choices of specific activities they would like to do and enable them to make choices during the activities as well
- Offer choices during the activities that might include their preference for rewards, materials, time, and setting
- Break difficult assignments or activities into smaller steps
- When students are engaging in a challenging activity, start by making it short and fun. Over time, slowly increase the activity's length of time
- Use visuals to support appropriate student behaviour
- Employ visuals that tell the student "what to do" in advance of the activity or expected behaviour
- When providing reinforcement for appropriate behaviour, show the student the visual of the expected behaviour again
- Schedule activities that the student enjoys immediately following less enjoyable activities
- Plan a daily schedule in which less enjoyable activities are initially conducted for short periods of time, followed by more enjoyable activities
- Plan to end a direct instruction session on positive behaviour
- If the student is engaged in a less preferable activity in which inappropriate behaviour usually occurs, try ending the activity when the student is exhibiting appropriate behaviour. Over time, extend the length of the session and the amount of appropriate behaviour the student needs to exhibit before the session ends
- Teach students skills that directly compete with inappropriate behaviour
- Provide reinforcement for skills the student engages in that are incompatible with their inappropriate behaviour. By consistently reinforcing behaviors that are incompatible with the undesired behavior, you create a positive environment that supports the development of more appropriate and adaptive skills. For example, reinforcing skills that are incompatible with calling out and disruptive behavior, such as practicing active listening and taking turns.

2. STRATEGIES TO MINIMISE INAPPROPRIATE BEHAVIOUR

- Change the environment, setting or activity
- Arrange the classroom environment/activities to decrease inappropriate behaviour and increase independence. For example: If the rolling chair in your classroom invites the student to climb on the chair and roll around the room, remove the chair from the room until he or she has learned to sit in a chair appropriately. These techniques reduce the need of continually needing to tell the student “no” and, instead, focuses instructional time on teaching the student new skills
- Vary the difficulty of tasks, presenting an easy task prior to a more difficult task and interspersing easy tasks throughout the academic time period
- Stay calm
- Reduce talking
- Remove items that might be thrown
- Redirect (“back to work” first — then “check your schedule” etc)
- Attend to the appropriate behaviour by creating opportunities for small, positive steps towards desired behaviours
- Reinforce movement towards the desired behaviour
- Teach the student alternate behaviours
- Focus on teaching replacement behaviours and reinforcing desired behaviours
- Ask yourself, “What do I want this student to do instead of this?”
- How can I positively reinforce the replacement behaviour?” Make sure that behaviours of concern do not result in reinforcement
- Make sure rewards/attention for desired behaviours far exceed any attention/reinforcement the student may receive for behaviours of concern
- Be prepared to deal with escalating behaviour
- Ask for support from your team, Allied Health team and/or Leadership team.
- Having others observe and provide suggestions can be helpful

Useful resources to deal with escalating behaviour

- Learn how to [respond to challenging behaviour](#) if an intervention is needed
- Learn how to [respond to behaviour incidents and emergencies](#) if a student poses a risk of harm to themselves or others
- If restraint or seclusion of a student is needed, you must follow the [Restraint and Seclusion policy and guidance](#), including reporting the incident to the Incident Support and Operations Centre (ISOC)

Corporal punishment is not permitted at Athol Road Primary School. The [Education and Training Reform Act 2006 \(Vic\)](#) prohibits the use of corporal punishment in any Victorian government school.

Physical restraint and seclusion are only permitted in exceptional circumstances where it is immediately required and reasonably necessary to protect the safety of a student or another person as outlined in the DET [Restraint and Seclusion Policy](#). Physical restraint and seclusion are not permitted at any other time.

SUSPENSION AND EXPULSION

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled.

Suspension and expulsion procedures are a last resort for the school as they are the most extreme action that the school can take. Excluding a student from school is only to be considered when:

- all other avenues have been exhausted

- the student behaviour poses a threat to the safety and well-being of others

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching. When considering suspension or expulsion schools are required to follow the procedures listed in the DET Student Engagement and Inclusion Guidelines 2014, developed in response to Ministerial Order No. 6.25.

Suspension and expulsion are serious disciplinary measures and are reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

CONSEQUENCES PRIOR TO SUSPENSION AND/OR EXPULSION

Where students exhibit on-going behaviour patterns a range of strategies are used including:

- Withdrawal of privileges
- Withdrawal from the learning space if the behaviour interferes with the rights of others to learn
- Behaviour Support Plan agreed to by teacher and student and implemented over an agreed period of time
- Explicit teaching of appropriate behaviours
- Counselling to modify inappropriate behaviour
- Meeting with Principal: parent informed
- Meeting with Principal and parent
- Student Support Group Meeting involving parent and or relevant support staff, Outside Agencies to assist in modifying behaviour