

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.

Bacchus Marsh Primary 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.

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

Bacchus Marsh Primary School continues to be very proud of its history and status as Victoria's oldest operating Government Primary School. It is the largest primary school in the Moorabool Shire with current total enrolment of 900 students and 90 staff comprising 5 principal class, 56 full and part time teachers, including two learning specialists and 27 education support staff who worked across administration, student support and maintenance.

2. School values, philosophy and vision

Our motto is *Consider Others* and our values, *Kindness, Respect, Learning, Teamwork and Integrity*, are the fabric that bind our school culture. We are extremely proud of our high quality specialist programs, inclusive education practices (Positive Education Curriculum) and local and international relationships. Specialist programs

include Visual Art, Music, Physical Education and Sport, Kitchen, Garden, Science, History and Mandarin Chinese.

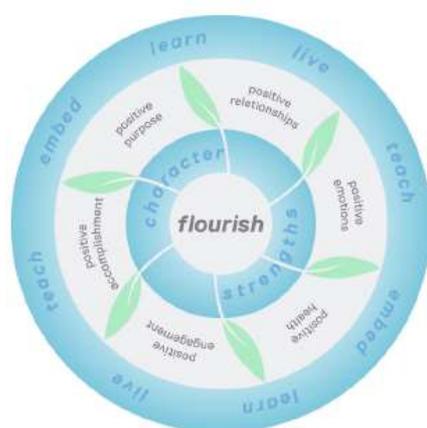
Community engagement in learning and strong partnerships between school and home is an important aspect of Bacchus Marsh Primary School along with Positive Education through the Geelong Grammar School Model. We remain committed to the provision of a rich and fulfilling curriculum that supports our students to appreciate and give back to the community they live in while also developing as global citizens.

Our school vision is to develop self-sustaining, lifelong learners in a recognised centre of educational excellence.

3. Engagement strategies

Bacchus Marsh Primary 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.

Positive Education is a strengths based approach to Wellbeing and underpins the whole school approach to Wellbeing for community, staff and students and follows the Geelong Grammar Model.



Universal

A summary of the universal (specific) and individual school is included below:

- *high and students and*
- *prioritise positive*
- *creating a culture that is 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*
- *teachers at Bacchus Marsh Primary School use an instructional framework (The Workshop Model) to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Bacchus Marsh Primary 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*

(whole of school), targeted (year group engagement strategies used by our

consistent expectations of all staff, parents and carers

relationships between staff and

- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including Specialist Captains and Positive Education Captains. Students are also encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs, the breakfast program and house groups*
- *All students are welcome to self-refer to the Student Wellbeing Team, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes the Positive Education Program through the Geelong Grammar Model.*
- *programs, incursions and excursions developed to address issue specific behaviour (eg. Life Education Van & School visiting performers)*
- *opportunities for student inclusion (i.e. recess and lunchtime activities and passive play areas)*

Targeted

- *Koorie students are provided with an Individual Learning Plan and representatives of the school community provide guidance and decision making for the programs and supports for the students*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *Students will be referred to specialist programs such as to the Van Gough Van, Bravehearts and Family life at an as needs basis*
- *Wellbeing assistant principals support students where required*

Individual

- *Student Support Groups*
- *Individual Learning Plan and Behaviour Support Plans*
- *School Nursing program*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, CAFS (Child and family services, CAMS)*
- *Navigator*
- *Lookout*

Bacchus Marsh Primary 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 an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*

- *Appropriate external supports such as council based youth and family services, other allied health professionals, child and adolescent mental health services or ChildFirst*
- *Re-engagement programs such as Navigator*

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:*
 - *with a disability*
 - *in Out of Home Care*
 - *and with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Bacchus Marsh Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Bacchus Marsh Primary 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, behavioural and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

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:

- 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 or a member of the school leadership team.

6. Student behavioural expectations

The text below is included as a sample only:

Student bullying behaviour will be responded to consistently with Bacchus Marsh Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Bacchus Marsh Primary School acts in accordance with the Department of Education's 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 Bacchus Marsh Primary School's discipline policy to respond 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. 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 Wellbeing Team or Leadership*
- *restorative practices*
- *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

Bacchus Marsh 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.

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 with homework and other curriculum-related 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

Bacchus Marsh 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:

- *student survey data*
- *incidents data (Compass)*
- *school reports*
- *parent survey*

- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

For further information, please refer to:

School Values

Bullying Prevention policy

Child Safe Standards

REVIEW CYCLE

This policy was last updated April 2019 and is scheduled for review in 2021