Policy

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.

Kororoit Creek 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.

Contents

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families

1. School Profile Statement

Kororoit Creek Primary School is a PPP (Public Private Partnership) School in Victoria and is part of a community hub comprising a YMCA long and short day care facility, aquatic centre, Melton City Council offices including a Maternal and Child Health Centre and a Kindergarten which is managed by the School Council and operated by the Principal as the provider. As a fully authorised International Baccalaureate School and Kindergarten (IBO), we offer students a rich inquiry based program, underpinned by the Victorian Curriculum. There is a focus on establishing positive and respectful relationships between students and staff, and establishing a learning community that provides multiple and diverse opportunities for each student to experience success. Our parents, as partners in their child's education, are valued and appreciated as their child's first teacher.

2. School values, philosophy and vision
Mission Statement

Kororoit Creek Primary School facilitates the development of compassionate, autonomous and self-motivated learners who are highly literate and equipped to critically challenge, reflect on and appraise the world in which they live.

Kororoit Creek Primary School has a zero tolerance for any form of child abuse

We will provide a high-quality, comprehensive, meaningful education for all members of our learning community to prepare them to live in, and contribute to, the immediate and broader community.

Whole-school prevention statement
Our aim is to continually improve as a learning community, with positive management and engagement strategies that enable improved student learning outcomes. In terms of engagement and wellbeing, we strive to build a positive and orderly learning environment with clear student routines and high expectations for learning, behaviour and presentation, including uniform. We strive to build positive and professional staff-student relationships and to communicate clear expectations about attendance, participation and positive social behaviours. We also work to maintain effective partnerships with key agencies and student support services.

3. Engagement strategies
KCPS 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.

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 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 through our Programme of Inquiry (POI) to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers across the school use the KCPS instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yield teaching practices are incorporated into all lessons*
- *teachers at KCPS 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*
- *The IB Learner Profile is 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 and the Student Empowerment Group. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Assistant Principals 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 support with our staff and students, which includes programs such as:*
    - *Respectful Relationships*
    - *Bully Stoppers*

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- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

Targeted
- *each year group has an Assistant Principal, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *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*
- *wellbeing and health 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
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

KCPS 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
- providing group support through programs such as Zones of Regulation and Go Zen
- providing social skills development through targeted groups
- 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 setup
- 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, headspace, 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 Plan in collaboration with the student and their family

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- running regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

KCPS 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 to help identify students in need of support and enhance student wellbeing. KCPS 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
- self-referrals or referrals from peers
- referral to SSS as needed
- referral to Childfirst as needed
- referral to Kids Helpline and Parentline as needed

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 and School Philosophy* 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

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values and School Philosophy*. Student bullying behaviour will be responded to consistently with the school's *Bullying-prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, KCPS will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines.

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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. 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
- removal from the yard during lunch or recess
- referral to the Year Level Assistant Principal
- restorative practices
- detentions
- 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
KCPS 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
- 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 where appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Review cycle and evaluation
This policy was last updated on 23 June 2020. KCPS 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

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Further information and resources

- Statement of Values and School Philosophy
- Bullying Prevention Policy

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