



Student Engagement Policy

Compiled September, 2014

School Vision Statement

Naranga School provides educational programs that are engaging and meaningful in a structured, safe and supportive learning environment so that students develop the knowledge and skills that equip them to be independent and able to make a valuable contribution to society. This is reflected in our school motto: "Learning For Life"

Profile

Naranga is a special school for students who are funded on the Department of Education and Training (DET) Program for Students with Disabilities (PSD) under the criteria of mild intellectual disability.

The school is located in Naranga Crescent, Frankston, where it shares its boundaries with Ballam Park Primary School, McClelland College, and the City of Frankston's Ballam Park Complex.

The school services an area on the Mornington Peninsula, which extends from Edithvale down to Mornington and across to Langwarrin, Pearcedale, Somerville and parts of Tyabb. The DET provides a bus service for students living within the transport zone designated by DET.

In Term 4 2014 the school has an enrolment of 171 students aged from 5-18 years old.

Students come from diverse social and economic situations, and the school's SFO is 0.72.

Approximately 50% of parents are entitled to receive Educational Maintenance Allowance. Six percent of students are in 'out of home care' arrangements, and eight percent of students identify as Aboriginal or Torres Strait Islander.

The staffing profile consists of three Principal Class, 4 Leading Teachers, 20 Expert Teachers, 3 Accomplished Teachers and 2 Graduate Teachers. In addition 18 Educational Support Staff provide classroom support, psychology, speech pathology, office and ICT support, and grounds and vehicle maintenance.

Naranga School provides a stimulating, safe and challenging learning environment where student achievement is acknowledged and celebrated.

The school responds to the needs and aims of parents and the community by providing learning programs that aim to assist students to reach their full potential, extending and supporting them to become effective and productive members of the community.

The curriculum and extra curricula programs offered are extensive, class sizes are small. Individual Learning Programs - devised in consultation with parents and specialists - focus on the achievement of success and personal growth for each student. The school has a strong commitment to student wellbeing. Pathways and transitions are a strong consideration of all school programs.

1. Whole School Prevention Statement

Naranga School acknowledges that:

- Effective schools and classrooms are inclusive and recognise and respond to the diverse learning needs and the wellbeing of their students.
- Positive school cultures are proactive, and influence the social/emotional and learning outcomes for students.
- Effective learning environments must be relationship based – teacher/student, student/student, school/parent & community.
- Pro social behaviour can be taught and reinforced in the school and classroom environment – act before difficulties arise.

Naranga School recognises that we are preparing students for their adult lives in the community. The school motto is *Learning for Life*. The development and learning of social competencies is embedded into the school pedagogy, curriculum, behaviour and management strategies and expectations.

School Strategic Plan Engagement and Wellbeing Goal

- To provide a safe, secure and stimulating learning environment that engages students as active participants in their learning.

School Strategic Plan Engagement and Wellbeing Targets

By 2014:

- Student absence rate will improve from 34.2 days to 25 days (full time equivalence).
- 100% of staff will undertake training in the basics of School-Wide Positive Behaviours.
- 100% of staff will be trained in Team Teach and Restorative Practices.

Actions for school improvement identified in the Annual Implementation Plan (AIP)

AIP 1-year targets:

- Responses of students in the Attitudes to Schools Survey to the ‘*student safety*’ component will improve against baseline data to 15th percentile.
- Student absence rate will decrease to 25 days (FTE).
- Contact will be made with families after three days of absence with no note.
- All staff will be utilising e-Cases to record student absence on a daily basis.

Whole school programs and strategies implemented to promote student engagement, high attendance and positive behaviours include:

- Individual Learning Plans (ILPs) are developed for each student.
- Student Support Group meetings are conducted twice a year, with further meetings available on request.
- Expectations Matrix is embedded in the school language and activities: *Be Safe, Be Respectful, Be Responsible, Be A Learner*.
- School values are embedded in everything we do: *Respect, Responsibility, Care and Compassion, Honesty and Trustworthiness*.
- Ongoing staff professional development on welfare issues, mental health issues and student engagement and support.
- Specialist training provided for all staff in School-Wide Positive Behaviour Supports, Restorative Practices and Team Teach.
- ‘Hands on Learning’ programs for Middle School students to provide practical learning through doing.
- Work experience programs linking with community programs (purposeful learning) e.g. volunteering services at Balnarring and Rosebud Foreshore, Kingston Meals on Wheels, Carrum Downs Indigenous Nursery, Sweetwater Creek, and the Pines Flora and Fauna Reserve.
- Engaging and practical senior school programs including Duke of Edinburgh, Advance and VCAL.
- Positive learning programs, e.g. Five Finger Rule and You Can Do It in the Primary School. Clear classroom and specialist rules and expectations, clear sub-school rules and expectations including alternative lunch programs, sub-school and whole school assemblies.
- High-level Welfare Team – lead by a Leading Teacher and including psychologist, speech pathologist and first aid officer.
- Education Support staff allocation as needed across classrooms and specialist programs.
- Early identification of vulnerable students and those at risk of disengagement through sub-school, leadership and family meetings.
- Access to DEECD specialist services including psychologist, speech pathologist, hearing impairment visiting teacher and occupational therapist.
- Strong working links with support agencies, eg: OzChild, Anglicare, Menzies, Brotherhood of St Laurence, Berry St, Salvation Army.
- Strong links with Government Departments e.g. Frankston Council, DHS, ELHMS, Stepping Stones.
- Links with networks and pathway providers e.g. Early Years Transition, Local LLEN, Youth Connections, Eastworks, and Job Focus.
- Well planned and prepared transition programs.
- Strong liaison with parents and local community to focus on consistent attendance and positive behaviour.
- Student personal needs supports including breakfast program, spare uniforms, self-care programs.

School-Wide Positive Behaviour Supports

School-wide Positive Behaviour Supports (S-WPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

Naranga is committed to implementing the S-WPBS approach to the teaching and management of student behaviour. This means that we use:

DATA to track progress and identify areas for intervention;

Naranga Matrix, which outlines EXPECTATIONS and VALUES in specific settings, to explicitly teach appropriate behaviour;

POSITIVE INCENTIVE programs to encourage appropriate behaviour;

EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

A voluntary S-WPBS team oversees the various S-WPBS activities within classrooms and across the school. Ideas are discussed and shared with all staff in staff meeting and on the intranet on a dedicated page.

There are three tiers of behaviour and support identified in S-WPBS:

- Tier 1: A positive school climate
At tier 1, expected behaviours are taught systematically and explicitly through: developing a safe environment; using positive reinforcement; creating predictable structures and routines; practising skills in functional situations; providing choices and celebrating achievement.
- Tier 2: Minor, persistent infractions of expected behaviours that interfere with learning of self and others
At tier 2, in addition to tier 1 strategies, interventions may include: a “quick” Functional Behaviour Analysis (FBA); systematic and targeted use of a positive reinforcement system; sensory analysis/breaks: more time spent on students’ preferred activities to provide opportunities for success. These interventions are developed by the class staff, supported by the Student Welfare Committee. A Positive Handling Plan (PHP) is developed, or the existing plan is reviewed.
- Tier 3: Persistent challenging behaviours that endanger self and others
At tier 3, interventions are developed and implemented with the support of the Welfare Team, in conjunction with the staff and parents as appropriate. The Safety Plan is reviewed and modified as needed. The Positive Handling Plan (PHP) is reviewed and modified as required. A full Functional Behaviour Analysis (FBA) may be conducted and signed off by the parents/carers, class teacher and Principal/Assistant Principal. In addition to tier 1&2 strategies, an individualised timetable is developed and additional 1:1 support provided.

Students who exhibit tier two and tier three behaviours require a formal Positive Behaviour Plan. This plan is written in consultation with the student’s parent/s, teacher, School Psychologist and relevant therapists through a Student Support Group meeting (SSG).

Functional Behaviour Analysis

A Functional Behaviour Analysis (FBA) must be completed in order to determine the triggers and functions of particular behaviours.

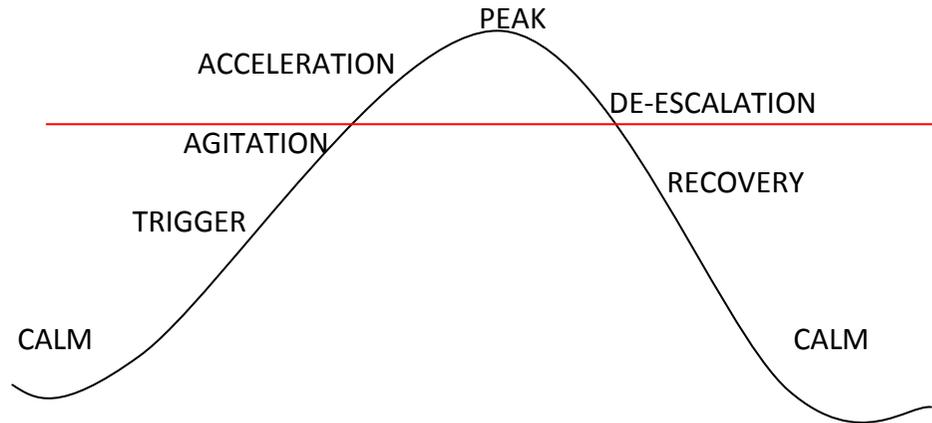
FBA is a systematic, evidence-based process for assessing the relationship between a behaviour and the context in which that behaviour occurs. A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behaviour (e.g., tangible, escape, attention, automatic). Interventions based on an FBA result in significant change in student behaviour. FBA is critical to the design and successful implementation of positive behavioural interventions.

At tier two level, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behavioural issues. At tier three level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behaviour

issues for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviours in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioural principles (e.g., psychologist, speech pathologist).

Cycle of Escalation

Behaviours and actions observed are categorised into the cycle of escalation. This cycle is not always linear and students can cycle through different stages depending on their current state.



Staged Response

Students with challenging behaviours or ongoing absenteeism will be responded to through a staged response.

Some students who are at risk for disengagement from their learning, require evidence based targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environment that understand and recognise their individual needs and provide evidence based support.

Staged response documentation is updated regularly by staff with relevant information, after parent contact and to document current student behaviour.

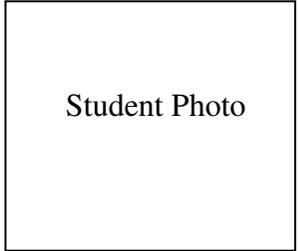
Positive Handling Plans

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the student. The school has developed a Positive Handling Plan, which replaces the previous document, known as a Behaviour Management Plan.

The Welfare Team works closely with staff to develop Positive Handling Plans for students who have been suspended and for those with challenging behaviours. A proforma for this plan covers areas such as the interests of the students, triggers, preferred activities. It also details the cycle of escalating and how to manage each stage of this cycle:



Positive Handling Risk Assessment and Plan



NAME:		Created:		CLASS:		TEACHER:	
TRIGGERS:							
POSITIVE MOTIVATORS	BEHAVIOURS		LIKELY OUTCOME		INTERVENTIONS		
	Level 1						
	Level 2						
	Level 3						
COMMENTS:					REVIEW DATE:		

The Welfare Team may also assist teachers to develop a 'Safety Plan' for those students who have typical escalation cycles, using a form developed by our Positive Behaviour Consultant, Dan Petro (see next page):

STUDENT SAFETY PLAN/ESCALATION CYCLE MANAGEMENT PLAN	
Student:	Date of plan:
TOPOGRAPHY OF STUDENTS BEHAVIOUR	TOPOGRAPHY OF PLANNED RESPONSE
1. Atypical baseline behaviours:	
2. Potential problem behaviour triggering events:	
3. Escalation behaviours:	
4. Problem behaviours:	
5. De-escalation behaviours:	
6. Post-incident behaviours:	

Embedded across the school is the Expectations Matrix. The document was devised through extensive consultation with staff. It is visible throughout the school, and teachers use it to embed the expectations of appropriate behaviours and language with students in their classrooms, the yard, on excursions and on the bus. We work with the bus staff to ensure they also use the language in the matrix and have consistent expectations (see next page):

Naranga Whole School Expectations Matrix

	Whole school	Classroom	Playground	Toilets	Transition/Lining up	Bus/Excursion
Be safe	<ul style="list-style-type: none"> Walk in school buildings Keep hands, feet, body and objects to self Seek help from a teacher if you are feeling unsafe Be where you are meant to be Respect personal space Be Sun Smart 	<ul style="list-style-type: none"> Move safely- walk Keep hands and feet to yourself Seek help from a teacher if you are feeling unsafe Stay in your classroom Use polite language 	<ul style="list-style-type: none"> Use equipment appropriately Seek help from a teacher if you are feeling unsafe Ignore bad choices of others and walk away Stay in the schoolgrounds 	<ul style="list-style-type: none"> Use toilet appropriately, wash hands then return to work/play area Seek help from a teacher if you are feeling unsafe or threatened 	<ul style="list-style-type: none"> Wait your turn Walk at all times Calm bodies Walk to destination 	<ul style="list-style-type: none"> Use a quiet voice Wear a seatbelt where fitted Head and arms inside the bus Stay seated Listen to supervisors and drivers Food and drink not allowed Boys and girls sit separately
Be respectful	<ul style="list-style-type: none"> Use your manners Share and take turns Take care of our school Treat others as you would like to be treated Listen to each other Follow instructions of all staff Use polite language Celebrate the achievements of others Be friendly Wear a uniform 	<ul style="list-style-type: none"> Let other people learn Calm bodies Quiet voices Be a learner One person speaks at a time Respect others right to learn 	<ul style="list-style-type: none"> Be friendly Help each other Share school equipment 	<ul style="list-style-type: none"> Flush the toilet Use the waste bins Respect privacy of others Close the door when in the toilet 	<ul style="list-style-type: none"> Wait quietly in line Respect personal space 	<ul style="list-style-type: none"> Take care of the bus Quiet voices Use headphones if listening to music Represent the school in a positive manner
Be responsible	<ul style="list-style-type: none"> Keep the school clean Take care of your property and the property of others Be on time Try your best Be responsible for your actions Look after school property Be truthful about your actions Be honest 	<ul style="list-style-type: none"> Clean up after yourself Look after your belongings Always ask permission to leave the room Finish your work 	<ul style="list-style-type: none"> Put your rubbish in the bin Play safely Follow instructions Use appropriate area for activity Be a positive role model Put equipment away when finished Play fairly 	<ul style="list-style-type: none"> Turn off the tap Keep area clean and report mess 	<ul style="list-style-type: none"> Be prompt Start making transition when you hear the music 	<ul style="list-style-type: none"> Keep the bus tidy Sit in your designated seat Use a quiet voice when speaking
Be a learner	<ul style="list-style-type: none"> Respect the rights of others to learn Have a go Be tolerant Listen to others Cooperate with others Be at school Actively participate 	<ul style="list-style-type: none"> Everyone is a learner Try your best Ask for help if you need it Persist at activities 	<ul style="list-style-type: none"> Play cooperatively with others Seek help from a teacher if you are feeling unsafe 	<ul style="list-style-type: none"> Be aware of hygiene and health 	<ul style="list-style-type: none"> Co-operate with others Be patient Be respectful 	<ul style="list-style-type: none"> Co-operate with others Use quiet voices Behave in a manner suitable for the setting/venue/environment Stay with the group

The Naranga School Values are:

RESPECT

RESPONSIBILITY

CARE

COMPASSION

HONESTY

TRUSTWORTHINESS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

EMERGENCY CALLS

A whole-school announcement over the phone system may assist with the provision of prompt action in an emergency situation. When making a whole school announcement staff should:

- Pick up phone and dial *18, wait for tone
- Call for assistance and state the location of incident

The term **Code BLACK** refers to a lock-down, during which time students and staff are to go indoors and keep students in their room. During a code black, senior staff that are available will attend the incident. Duties during this time may involve the supervision of the other students, or physical assistance to the staff involved with the incident. In this case please follow the direction of the staff in charge with the particular student/event.

The following language should be used to help identify the current situation:

- “It’s fine, I’ve got it”** – there are too many people present. Leave the area.
- “Stay near”** – stay in the vicinity and watch ready to step in if needed

If supporting staff wish to assist, the Team Teach script should be used to determine the need:

- “Help is available”**
- “Do you require more help?”**
- “Mr A, more help is available”**

Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

3. Rights and Responsibilities

The Charter of human rights and responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms 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 human rights and to consider them when making decisions and delivering services.

All students are treated fairly and with due consideration of their circumstances.

All members of the Naranga School community have the right to:

- Fully participate in an educational environment that is safe, supportive, inclusive and welcoming, free from discriminating behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion.
- Be treated with dignity and respect at all times.
- Feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Naranga Community have a responsibility to:

- Participate and contribute to a learning environment that supports the learning of self and others.
- Ensure their actions and views do not impact on the health and wellbeing of other members of the school community.

Naranga School endorses the findings of the following legislations and at all times adheres to the findings in them:

- **The Equal Opportunity Act of 1995:** grounds of discrimination that are unlawful and aim to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.
- **The Charter of Human Rights and Responsibilities Act, 2006.** The charter demands equality for all, but it also emphasises the value of difference. Further reading at http://www.austlii.edu.au/au/legis/vic/consol_act/coharah2006433/
- **Disability Discrimination Act 1992:** the standards cover enrolment, participation, curriculum development, student support services and harassment and victimization. Copies available at <http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>
- **The Education and Training Reform Act 2006**
- **Disability Standards for Education 2005**

A right is something, which belongs to the individual and should not be taken away by anyone else.

All students have the right to:

- Learn and socialise without interference or intimidation in a safe and secure environment.
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs.

All students have the responsibility to:

- Be prepared to learn.
- Explore their full potential.
- Respect the rights of others.

All staff have the right to:

- Expect to be able to work in an atmosphere of order and cooperation.
- Use discretion in the application of rules and consequences.
- Receive respect and support from their community.

All staff have the responsibility to:

- Build positive relationships with students as a basis for engagement and learning.
- Use and manage the resources of the school to create stimulating, safe and meaningful learning.
- Treat all members of the school community with respect, fairness and dignity.

All parents have the right to:

- Know their children are in a safe, happy learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning.
- Expect communication and participation in their child's education and learning.

All parents have the responsibility to:

- Build positive relationships with members of the school community.
- Ensure students attend school and have appropriate learning materials.
- Promote respectful relationships.

Bullying and Cyber Bullying:

Bullying is a wilful conscious desire to hurt another psychologically or physically and put him/her under stress. The act of bullying is continual negative behaviour (not merely thoughts) by a more powerful person or group of people in a situation where there is an imbalance of power and the weaker person is really hurt. It can take a number of forms: physical, verbal, gesture, extortion, exclusion and indirect.

People who use the Internet, email, intranets, phones or similar technologies to bully others or hold power over others are termed **cyber bullies**.

Bullying in any form is unacceptable.

- Every student has the right to feel safe from bullying at school.
- Bullying behaviour will be addressed as part of the school's duty to provide a safe and supportive environment.
- Naranga schools programs aim to build self-esteem, promote positive student behaviour, prevent anti-social behaviour and encourage respect, compassion and cooperation.

4. Shared Expectations

The priority values of Naranga School, adopted from the Federal Governments Values for Australia Schooling are:

RESPECT

- Treat others with consideration and regard, respect another's point of view.

RESPONSIBILITY

- Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

CARE AND COMPASSION

- Care for self and others

HONESTY AND TRUSTWORTHINESS

- Be honest, sincere and seek the truth

Naranga School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

STATEMENT OF VALUES

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS STAFF MEMBERS, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND TRAINING WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

5. School Actions and Agreed Consequences

Appropriate Behaviour

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship-based whole school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments ensuring student participation in the development of classroom and whole school expectations.
- Providing personalised learning programs.
- Constantly acknowledging all students and their positive achievements.
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.
- Implementing positive behaviour supports.

Inappropriate Behaviours

Inappropriate behaviours, including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus including:

- Understanding the student.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.

Broader support strategies include:

- Involving and supporting the parents/carers.
- Developing and reviewing individualised flexible learning and behaviour plans.
- Counselling involving psychologists and support agencies.
- Providing broad experiential learning.
- Convening student support group meetings.
- Developing individualised, flexible learning behaviour or attendance plans.

Consequences

- Talking to the student and referring them to shared expectations.
- Discussing appropriate behaviours in the classroom.
- Contact with parents.
- Making changes to the learning program to better equip him/her to behave positively.
- Implement restorative practices.
- Appropriate behaviours taught and agreed to.
- Withdraw student temporarily from class.
- Negotiate alternative pathways or settings for the students; or as a last resort, suspension or expulsion

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at Naranga School under any circumstances.

Discipline Procedures – suspension and expulsion

A student will only be excluded from school where all other measures have been implemented without success or where an immediate suspension is the only course of action in response to the student's behaviour. Exclusion is considered when all other options have been exhausted or where the wellbeing or safety of another student is at risk. The school strictly follows the DET guidelines for all suspensions – paperwork is completed on the day of suspension when possible, and work is sent home for the student to complete during the suspension.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>