

# Tyers Primary School

## Student Wellbeing and Engagement Policy

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### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Tyers Primary School on 03 5191 8260 or [tyers.ps@education.vic.gov.au](mailto:tyers.ps@education.vic.gov.au)

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## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

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

Tyers 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, where student participation is encouraged and valued, 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. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Tyers Primary School is nestled in the delightful township of Tyers, just a short drive from the CBD of Traralgon. The school is surrounded by beautiful rolling hills and paddocks, offering a calm, tranquil, rural setting.

The school has high expectations of students with a strong focus on personal and academic learning growth. Our school prioritises an academic focus alongside student wellbeing, since the one is most definitely intertwined with the other. Both of these priorities are guided by the most effective teaching methods which align with evidence-based practise.

Tyers Primary School values a strong partnership with our families and the local community providing many opportunities for parent involvement, such as regular working bees, parent teacher conversations, school council and Parents Association events.

Currently, our school team consists of the Principal and 6 experienced teachers who share the responsibilities of school management and curriculum delivery. This includes four caring classroom teachers and skilled part time specialist teachers for Art, Music, Performing Arts, Digitech and AUSLAN. An Administration Officer, three fantastic Education Support Staff and our fabulous before and after school care co-ordinator complete our staffing profile.

Staff are committed to building positive relationships with students and are dedicated to supporting those with learning differences, providing an inclusive environment for all. Our school uses the Berry Street Education Model and the Zones of Regulation which are proactive approaches to teaching emotional regulation. These approaches are being explicitly taught in all grade levels and are becoming embedded into all aspects of life at Tyers Primary School.

Our school uses an Explicit Direct Instruction approach to teaching. We explicitly plan and teach to the 5 core components of Literacy: Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension, based on the soundest research guided by the science of reading.

Our school has an engaging specialist program with AUSLAN taught from Prep-6. Our students learn music, visual arts, performing arts, digital technologies and PE through external coaching programs, with opportunities to be involved in our kitchen garden and caring for the school's chickens.

Extracurricular activities are important for students to pursue their interests. They also help to foster a sense of belonging, school connectedness and school pride. Students have the opportunity to compete in a wide range of sports including, athletics, basketball, swimming, AFL, soccer and cross-country running. We also annually enter student Art work in our local Tyers Art Show Festival.

## 2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

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

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at: <https://www.tyersps.vic.edu.au/>

## 3. Wellbeing and engagement strategies

Tyers 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.

### Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

### Engagement strategies

To realise our vision, Tyers Primary School has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Tyers Primary School works collaboratively with students and parents/guardians to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

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

#### ***Universal (whole-school) strategies:***

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations. Read more about this in our Curriculum Framework Policy
- teachers at Tyers Primary School use an Explicit Direct instructional framework 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 Tyers 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 and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including class meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Wellbeing co-ordinator, all staff and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

- all students are welcome to self-refer to the Wellbeing Coordinator, classroom teacher and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Digi Social
  - Berry Street Education Model
  - Zones Of Regulation
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### ***Targeted (group-specific) strategies:***

- each class has a teacher who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Indigenous Education Calendar and Resources and our Aboriginal Learning Wellbeing and Safety Plan for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students will be supported to feel safe and included in our school
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy
- 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) and being referred to Student Support Services for an Educational Needs Assessment
- 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 required, student support groups and individual education plans
- wellbeing 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***

Tyers 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
- 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 Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- 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.

## IDENTIFYING STUDENTS IN NEED OF SUPPORT

Tyers 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. Tyers 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, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

## STUDENTS 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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

## STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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 this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Tyers 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.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
- referral to the Year Level Coordinator
- restorative practices
- detentions
- 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 Tyers 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.

## ENGAGING WITH FAMILIES

Tyers 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.

## EVALUATION

Tyers 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
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Tyers 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.

## 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 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](#)

## 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](#)
- [LGBTIQ 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Consultation	SRC and staff, 2022
Approved by	Principal
Next scheduled review date	March 2026



## Appendix 1: Statement of Values

### STATEMENT OF VALUES

#### *PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES*

Tyers Primary 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.

#### 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 TEACHERS AND ALL NON-TEACHING STAFF, 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 STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

### 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 EARLY CHILDHOOD DEVELOPMENT 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.

## Appendix 2: Staged response checklist for student behavioural issues.

### Stage 1: Promoting positive behaviour and preventing behavioural issues.

#### School actions:

- Define and teach school-wide expectations for all.
- Establish whole school positive behaviour programs.
- Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

### Stage 2: responding to individual students exhibiting challenging behaviour

- Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
- Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or guardian).
- Consider if any environmental changes need to be made.
- Teach replacement behaviors.
- Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support
- Establish a student support group.
- Implement appropriate disciplinary measures that are proportionate to problem behaviours.
- Consider out-of-school behaviour management options such as Student Development Centres, such as Hazelwood Estate.

## Appendix 3: Shared behaviour expectations.

	Students	Parents/Guardians	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program,</li> <li>• <b>effort</b> to do their very best,</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values,</li> <li>• <b>team work.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment.</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary.</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Tyers Primary School will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li>• Tyers Primary School will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> </ul>
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all sessions every day that the school is open to students,</li> <li>• be prepared to participate fully in lessons,</li> <li>• bring a note from their parents/guardians explaining an absence/lateness.</li> </ul>	<p>Parents/Guardians are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct,</li> <li>• ensure their child attends regularly,</li> <li>• advise the school as soon as possible when a child is absent,</li> <li>• account for all student absences,</li> <li>• keep family holidays within scheduled school holidays, and</li> <li>• support their child's learning during absences and work with the school to reintegrate students after prolonged absences,</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance,</li> <li>• mark rolls accurately each lesson,</li> <li>• follow up on any unexplained absences promptly and consistently,</li> <li>• identify trends via data analysis,</li> <li>• report attendance data in the school's Annual Report,</li> <li>• support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</li> </ul>

<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• model Tyers Primary School's core values of <i>respect, compassion, integrity, empathy, advocacy and courage,</i></li> <li>• always treat others with respect,</li> <li>• never physically or verbally abuse others,</li> <li>• take responsibility for their behaviour and its impact on others,</li> <li>• obey all reasonable requests of staff,</li> <li>• respect the rights of others to learn (no student has the right to impact on the learning of others),</li> <li>• respect the property of others,</li> <li>• bring correct equipment to all classes,</li> <li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes.</li> </ul>	<p>Parents/Guardians are expected to :</p> <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations,</li> <li>• communicate with the school regarding their child's circumstances,</li> <li>• cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.</li> </ul>	<p>Tyers Primary School will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>Tyers Primary School will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>Tyers Primary School will consistently apply its Student Engagement and Inclusion Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>Tyers Primary School recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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## Appendix 4: Process for responding to breaches of behaviour expectations

Rules	Classroom Teacher Responsibility	Principal
<p><b>Overall behaviour:</b></p> <ul style="list-style-type: none"> <li>• The Tyers Primary School <i>'Student Promise'</i> should form the framework for student behaviour.</li> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> </ul>	<p><b>Follow the '5 Steps to Classroom Control':</b></p> <ol style="list-style-type: none"> <li>1. Remain calm</li> <li>2. Warn with rights based warning <i>"Your behaviour is disturbing others, please stop"</i>. Refer to the Student Promise (refer School Philosophy Policy).</li> <li>3. Reassert <i>"I understand and we can discuss this later. Not right now"</i>.</li> <li>4. Give choice <i>"You have a choice. If you will not comply you will have to meet with me/Principal at recess, lunchtime, after school"</i>.</li> <li>5. Follow through with graded consequences:               <ol style="list-style-type: none"> <li>a. Move student to another seat/isolated area of the classroom.</li> <li>b. Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after session (restorative chat)(under supervision).</li> <li>c. Remove to another classroom for time out.</li> <li>d. Organise conference/restorative chat to include Principal.</li> <li>e. If student fails to comply, request the Principal attend and remove group from the immediate area.</li> </ol> </li> </ol> <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> <li>a. to Principal.</li> <li>b. Contact with parent after consultation with Principal.</li> </ol> <p>Severe behaviour requiring immediate action:</p> <ol style="list-style-type: none"> <li>a. Send to Principal's office</li> </ol>	<p><b>Implement a staged response:</b></p> <ul style="list-style-type: none"> <li>• Speak with the student prior to actioning</li> <li>• Behaviour sheet</li> <li>• Attendance sheet</li> <li>• Restorative chat with affected parties</li> <li>• Behaviour Plans</li> <li>• Student Contract</li> <li>• Parent contact</li> <li>• Student support conference</li> <li>• Friday afternoon detention</li> <li>• In school suspension</li> <li>• Recommendation to externally suspend.</li> </ul>

<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all sessions.</li> <li>• Students who are late at the commencement of the school day must report to the general office to sign the late arrivals book.</li> <li>• Students who leave school early be collected from the school office (or classroom if the office is unattended) and signed out.</li> <li>• Notification from home (i.e. signed note, medical certificate, sms, email or notification through uEducateUs) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>	<p>Report to Principal if arriving late regularly.</p>	<p>Speak to student about lateness issues.</p> <p>On-going lateness: organise for parent/guardian conference to resolve issue.</p> <p>Follow through with student and/or parent/guardian.</p> <p>After three days unexplained absence, organise for attendance conference with student, parent/guardian and Principal.</p>
<p><b>Uniform &amp; Personal Presentation</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> <li>• Jewelry other than studs or sleepers and watches are not allowed.</li> <li>• Makeup, including, nail polish, spray on hair colour, temporary tattoos are not allowed unless for a specified activity.</li> </ul>	<p>Speak with students about uniform expectations.</p> <p>Report extremes in appearance to Principal.</p> <p>Instruct student to remove jewellery and/or makeup.</p>	<p>Speak with students and contact parent/guardian if repeated occurrence.</p> <p>Provide replacement uniform from second hand stock.</p>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyber-bullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>	<p>Report to Principal.</p>	<p>Contact parent/guardian.</p> <p>Refer to Tyers Primary School Acceptable Use of Digital Technologies and Internet Agreement for Students &amp; Bullying and Harassment Policy.</p> <p>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</p> <p>Consequences may include apology, anti-bullying contract, student task related to anti-bullying/cyber-</p>

		<p>bullying, presentation of task to peer group, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Student removed from classroom and parent/guardian contacted to collect students, following procedure in Student Engagement and Inclusion Policy re. suspension.</p>
<p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must bin all rubbish.</li> <li>• Students must not have the following at school: Liquid paper &amp; chewing gum.</li> <li>• Students must return borrowed school material on time.</li> <li>• Students must keep lockers tidy at all times. School will not be responsible for loss of property.</li> <li>• Students must leave school bags in designated areas.</li> <li>• Electronic devices must not be used without permission.</li> <li>• Classrooms must be left neat and tidy.</li> <li>• Graffiti of any kind will not be tolerated.</li> </ul>	<p>Challenge behaviours around rights and responsibilities and school values and impose consequence e.g. clean up duties in classroom or school grounds.</p> <p>For repeated offences, refer to Principal.</p> <p>Confiscate electronic devices or mobile phone and take to school office.</p> <p>Organise for students to remain behind and tidy the room or area.</p> <p>Retain any evidence of graffiti and report to Principal.</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in classroom or school grounds.</p> <p>For repeat offenders, after school detention.</p> <p>Parent/guardian notified. Student required to rectify/repair damage. Parent/guardian may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent/guardian meeting to review behaviour and discuss supports and next steps.</p>