

## 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.

Stratford 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.

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## POLICY

### 1. School profile

Stratford Primary School has a long and proud history of working with families of Stratford to offer an educational experience that develops knowledge, skills, talents and personal qualities. Located between Bairnsdale and Sale on the Princes Highway in Gippsland, Stratford Primary was established in 1860 and attracts families from a range of backgrounds and occupations. All students come from an English speaking background. A small number of Koori students form part of our enrolment.

In addition to the core curriculum areas students participate in a kitchen-garden program, specialist areas of P.E., art, ICT and science as well as having the opportunity to participate in many curriculum enhancement activities such as music lessons, camps, incursions, sporting skills programs and arts performances.

The school reflects the designs of schools throughout time with modern buildings nestled in with structures from the past, surrounded by plenty of places to play and relax. Our school is one of few schools to boast a stand of redgum trees in grounds.

Our aim is to work with families so that our students leave our school being literate and numerate with empathy, compassion, initiative, perseverance, and a strong sense of self worth. We want them to be successful self-managers with a sense of justice and a willingness to give back to their community. We want them to have a sense of pride knowing that they have worked hard to achieve the highest personal results they can. We want them to leave with memories of good times, good friends, and a readiness to take on the world.

## **2. School values, philosophy and vision**

Our school Values are integral to the work that we do and form the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Acceptance, Respect, Commitment and Honesty at every opportunity.

At Stratford Primary School we challenge and support all children through a clear understanding of agreed teaching practices in all learning areas. A growth mindset is at the core of everything we do. It filters into our language, our actions and attitudes. Having a positive school culture cultivates a student who takes responsibility for their own learning, is self-motivated and driven, sets goals and is aware of learning outcomes. Our students feel safe, supported, respected, valued and connected to their community.

Stratford Primary School believes in building strong, positive relationships between students, staff and the community. This gives us the opportunity get to know our students well, placing us in the best position to provide exciting and challenging learning experiences. We use expert advice and strategies to help support students with their social and emotional needs. Overall wellbeing is integral in being able to learn and we aim to minimize any barriers that students may have that hinders their learning. We are able to do this with care, commitment and taking the time to get to know our students.

Student voice is vital to us at Stratford Primary. Empowerment leads to a sense of ownership, belonging and pride, which resonates throughout our school. Opportunities for students to take on leadership roles within their class and the school foster these qualities, as well as building key life skills. Student-directed learning results in an engaging, inspiring and exciting curriculum.

We adopt flexible delivery of our curriculum by using hands-on programs and fluid class groupings to cater for all styles and levels of learning. We collaborate and constantly foster a communicative environment by using creative, consistent and carefully selected approaches such as team teaching in multi-age levels and creative student groups according to the needs and interests of our students across all learning areas. Assessment strategies provide a clear picture of current capabilities as well as provide the 'next step' in learning – enabling educators and students to map the journey ahead.

We use Information and Communications Technology to enhance learning across all curriculum areas, making it a part of daily life. We know that the use of ICT in our learning experiences helps to support and engage students and provide another method for students to demonstrate their understandings. For this to occur, our resources and software are up to date and maintained to a high level.

In order for our students to learn in a safe and risk-free environment we enforce a firm and fair system that encourages students to show acceptance, take responsibility, develop commitment and display honesty. By setting high expectations and consistently raising-the-bar, Stratford Primary fosters independent thinkers, highly motivated in challenging their own learning and supporting each other to achieve excellence in all areas of self-development. Our aim is to develop the whole child – one who shows compassions, empathy, perseverance and a strong sense of self-worth.

## **3. Engagement Strategies**

Stratford Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

### 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 and integrated curriculum
- Teachers at Stratford School use instructional framework that includes an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Teachers at our 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
- The curriculum programs of our school will recognise and respond to the diverse needs of our students by:
  - accommodating different learning profiles and rates of learning;
  - supporting the academic, physical, social and emotional needs of all students;
  - intervening early to identify and respond to individual student needs;
- Our school's ARCH values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations. Students are also encouraged to speak with their teachers, support staff and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through a range of activities such as the morning reading program, the Super heroes program, Buddies, whole school sporting activities, house activities
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Bounce Back
  - School Wide Positive Behaviours
  - Bully Stoppers
- Opportunities for student inclusion (i.e. sports teams, lunchtime activities)
- Buddies

#### Targeted

- Connect all Koorie students with a Koorie Engagement Support Officer, All Koorie students to have an Individual Plan;
- 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 support sessions will be organised on a weekly basis to support students in need;
- Lunches will be provided to those students who are in need;
- Links will be made with Student Services staff to support school initiatives
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

- Individual Learning Plan and Behaviour Support Plan
- Application made to the Program for Students with Disabilities
- Referral to Student Support Services
- Referral to ChildFirst, Headspace
- Work closely with LookOut

Stratford Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive and supportive relationships with all students;
- Knowing our students' backgrounds, circumstances, talents, interests, friendship groups,
- Establishing welcoming and inclusive classroom environments
- Involving students in classroom and school decision making
- Providing a curriculum and learning pathways that provide opportunities for students to be successful and show both personal and academic growth;
- Endeavouring to forge close links with families through varied means of communication;
- Touching base with families in a regular and timely manner;
- Meeting with students 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
- 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

Where necessary the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- Running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

Stratford 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. Stratford 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

## 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.

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;
- Respect the right of teachers to teach.

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 adult.

## 6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's ARCH Values. Student bullying behaviour will be responded to consistently with our school's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Stratford Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Parents/caregivers will be informed about repeated 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.

Our behaviour management traffic light system is to be consistently followed by all staff with a view to prevention rather than being consequential. Each classroom and specialist teacher will be provided will have access to a Student Wellbeing and Engagement Policy folder. The folder will include this policy, the Behaviour management traffic Light system with explanations, a range of preventative and restorative practices, an outline of the School Wide Positive Behaviour ideals and processes and the steps for making a referral to Student Services.

It is important to note that the traffic light system is designed to be a preventative approach to student behaviour management. Staff are expected to identify reoccurring behaviours and work with students to find strategies and next steps to help modify inappropriate behaviour and help students be successful. Should a behaviour support plan be a chosen method of management staff and families will work together to assist the student.

Disciplinary measures may include but are not restricted to:

- 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;
- Restricted yard area;

- 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

Stratford 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 (*Under construction*);
- Encouraging parents to visit classrooms and be part of the classroom learning program;
- Contacting families
- 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 pre-learning and home learning and other curriculum-related activities
- Involving families in school decision making
- Co-ordinating resources and services from the community for families
- Including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Stratford 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
- SOCS

### REVIEW CYCLE

This policy was last updated on November 2018 and is scheduled for review in Term 4 2021