

# WEMBLEY PRIMARY SCHOOL

## STUDENT ENGAGEMENT, WELLBEING AND ATTENDANCE POLICY

### PURPOSE

The purpose of our policy is to ensure that we create and maintain a safe, supportive and inclusive school environment, consistent with our school's values and that all members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) our expectations for positive student behaviour
- (c) the support available to students and families
- (d) our school's policies and procedures for responding to student behaviours
- (e) the rights and responsibilities of all community members

Wembley Primary is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students grow and thrive when they are healthy, safe and well supported, and that a positive school culture helps to engage students in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

### SCOPE

This policy applies to all school activities, including camps and excursions.

## POLICY

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## 1. School profile

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Wembley Primary School is in the City of Maribyrnong and in 2019 had an enrolment of 710 students.

As a Professional Learning Community (PLC), we focus on the following three big ideas:

- our fundamental purpose is to ensure that all students learn at high levels.
- to ensure that all students learn at high levels we work collaboratively to meet their needs
- to know if students are learning and to respond to their needs; there is a strong focus on data and evidence of student learning growth and achievement.

The school provides a curriculum with a strong emphasis on English and Mathematics, integrated with a Concept (other curriculum areas, ie: science, geography and humanities). We focus on all students learning at high levels and to this end the school has a strong commitment to Response To Intervention (RTI - extra time and support provided to all students for targeted teaching based on their differentiated learning goals). English and Mathematics is supported by Specialist programs in Physical Education, Performing and Visual Arts and French complement the core curriculum. The school also provides enrichment programs in Instrumental Music and Drama.

Teaching practices across the school are informed by evidence-based strategies, which are known to have high impact on student learning. This includes the research of Marzano and the DuFours (researchers from McRel). Professional Learning is an integral part of the operation of the school, and Collaborative Teams are the focal point for planning, development and implementation of teaching and learning and collective inquiry to improve teacher practice.

We provide a quality learning culture that is orderly, safe, secure and inclusive. This culture is strongly influenced by the school's values, which focus on the rights and responsibilities of students, staff and parents. The school's motto is 'Striving for Success' and the school's mission is 'to empower all students to learn at high levels to become successful, independent lifelong learners'.

## 2. School values, philosophy and vision

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Wembley Primary aims to build a school culture that demonstrates a strong belief in - and a commitment to - providing a rich and rigorous curriculum within a safe, secure and enriched learning environment for our children. We have a clear focus on catering for the diverse range of students at their point of need. We strive to provide a supportive, nurturing and challenging learning environment, with high expectations for student success.

### VISION

Wembley Primary's vision is to provide excellence in learning and teaching, achievement, innovation and self-improvement within a supportive, healthy, safe and secure environment that is inclusive of all. We believe that we have a shared responsibility to know our students, track their learning journey and maximise their learning path, hence our motto: *Know Thy Impact! to ensure that **no child is left behind.***

### MISSION

It is the mission of Wembley Primary School **to empower all students to learn at high levels to become successful, independent lifelong learners.** We provide excellence in education through a caring and diverse



environment that encourages the holistic development of each student. We aim to provide students with the support required so that all can reach their full potential. Our aim is to develop engaged, compassionate students with the personal qualities and attributes that will enable them to face their future with confidence.

## VALUES

In order to achieve our vision and mission, we as a community of learners at Wembley Primary, live by our school values (**Respect, Co-operation, Responsibility, Persistence, Integrity and Resilience**). We focus on students' rights and responsibilities which support the school's successful academic achievements. The positive and friendly tone of the school is one that enables students and teachers to focus on learning rather than dealing with behaviours that inhibit learning.

All of our staff encourage and support our students to strive to embrace these values, which are introduced within our 'Learning at Wembley' program and their daily school life. They are also integrated into our School Values and Classroom Procedures.

## 3. Rights and responsibilities

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All members of our school community have a right to experience a safe and supportive school environment. Rules are in place to protect our rights and to highlight the responsibilities inherent in that right. 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. At Wembley, our aim is to develop a robust learning community with positive management and engagement strategies that enable the highest level student learning outcomes. In terms of student engagement and wellbeing, we strive to:

- build a positive and orderly learning environment with clear student routines and high expectations for behaviour (including school uniform)
- build positive and professional staff-student relationships
- communicate clear expectations about attendance, participation and positive social behaviours
- maintain effective partnerships with key agencies and student support services.

## Rights and Responsibilities of the Students

Students have the right to:

- participate fully in their education
- feel safe and secure at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.
- make complaint or raise concern about something that has happened at school are encouraged to speak to their parents or carers and approach a teacher or a member of the school executive leadership team.

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.



## Shared Expectations and Responsibilities

As a school community (teachers, parents, carers and students), we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education.

We bring our school values, rights and responsibilities to life through our behaviours and interactions with each other. We will display and model our school values through behaviours such as the following:

- Developing, maintaining and observing Professional Learning Community (PLC) and Collaborative Team Norms (shared definition of desirable behavior)
- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards
- Moving safely around the school environment
- Participating fully in learning activities
- Attentively following teacher and support staff instructions
- Actively listening with the intent to understand each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive teaching and learning practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability

## School Responsibilities

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment
- Developing, modeling, teaching and encouraging a set of core school-wide values, rights and responsibilities and shared expectations about behaviour and relationships
- Acknowledging positive behaviours and celebrating effort and achievement
- Addressing inappropriate behaviours
- Empowering students to be involved in school decision-making and leadership activities
- Applying professional judgment to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- Identifying students at risk of disengagement from learning in a timely manner
- Monitoring, measuring and communicating progress with students and parents in a timely manner
- Rigorously monitoring, recording and following up student absence in a timely and rigorous manner
- Documenting all behavioural incidents on Sentral (our school communication portal)
- Implementing evidence-based early intervention processes and programs for students and regularly reviewing their effectiveness to ensure continued relevance.
- Using out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal class officers, counsellors, psychologists and social workers.



- Connecting to external student support services as appropriate
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship – for example by apologising, completing a reflection form and catching up on missed work.
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school

#### 4. Engagement strategies

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Wembley Primary 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 require extra social, emotional or educational support at school and we enable this through our strong focus on our motto: *Know Thy Impact! to ensure that **no child is left behind.***

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below (as categorised by DET [Interim map of key student wellbeing interventions and supports](#))

##### Universal

- prioritising 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
- incorporating our values into our curriculum and promoted to students, staff and parent/carers so that they are shared and celebrated as the foundation of our school community
- analysing and being responsive to a range of school data such as: Attendance, Attitudes to School Survey, Parent Survey, Student Management and School Level Assessment data
- monitoring of student attendance and implement attendance improvement strategies at a whole-school, sector, cohort and individual level
- using the New Art & Science of Teaching Instructional Framework to ensure an explicit, common and shared model of instruction, ensuring evidenced-based teaching practices are incorporated into all lessons
- adopting 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
- carefully planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, formally in school assemblies and in communication to parents
- providing the opportunity for students to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with their teachers, Sector Leaders, Assistant Principal and Principal, and classroom meetings whenever they have any questions or concerns
- providing opportunities for student inclusion (in activities such as: sports teams, Maths Olympiad, International Competition and Assessment for Schools [ICAS] and lunchtime clubs)
- engaging in a school wide delivery of a Social Emotional Learning program, framed through the lens of Positive Education and the Four R's Respectful Relationships Program
- organising buddy programs and a peer support program through the mediator program

##### Targeted



The school operates under a sector leadership model with the P, 1-2, 3-4 & 5-6 sectors. A Leading Teacher or Learning Specialist is responsible for each sector of the school, monitoring the progress, health and wellbeing of students in their sector. The Sector Leader also acts as a point of contact for students who may need additional support.

- each sector is also overseen by the Assistant Principal
- the school has an appointed Student Wellbeing Assistant Principal to support students and families within the school and also assists them in gaining access to available services in the department
- connect all Koorie students with a Koorie Engagement Support Officer (as required)
- 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 (as required)
- staff will apply a trauma-informed approach to working with students who have experienced trauma

## Individual

Wembley will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- Student Support Groups
- Individual Learning Plan, Behaviour Management Plan or Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst (Child and Family Information Referral and Support Team)

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom lay out
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services (SSS)
  - appropriate external supports such as council based youth and family services, other allied health professionals and external organisations
  - promoting re-engagement through daily check ins with teaching and support staff

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating (where appropriate and with the support of the student and their family) with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care



- o and with other complex needs that require ongoing support and monitoring.

## 5. Identifying students in need of support/Students with Disabilities

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Wembley is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership Team, in collaboration with the Student Wellbeing Assistant Principal, plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected.

We 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 frequently updated throughout the duration of their school life
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance data
- suspension data (if applicable)
- engagement with families

## 6. Positive behaviour expectations

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Positive behaviour expectations of students, staff and families are grounded in our school’s Statement of Values.

### GENERAL EXPECTATIONS, ROUTINES & PROCEDURES

All times	→ Students are expected to demonstrate the Wembley values
Moving around the school	<ul style="list-style-type: none"> <li>→ Students arranged in two lines</li> <li>→ Roll order</li> <li>→ Respectful of their environment</li> <li>→ Walking sensibly</li> </ul>
Morning Routines	<ul style="list-style-type: none"> <li>→ Students are expected to arrive at school no earlier than 8:30am (the school yard is supervised from 8:45am)</li> <li>→ Students who arrive earlier must be enrolled in OSHC*</li> <li>→ Students only enter their classrooms if the teacher is present and gives permission</li> <li>→ Students are free to use the school grounds and play areas, within the usual expectations of playtimes</li> <li>→ Students must be at school by 8:55am at the first bell</li> </ul>



	<p>*Extenuating circumstances: if on the odd occasion a student arrives at school before 8:30am, they must report to the school office</p>
Learning Time	<p>Students are required to adhere to the expectations and consequences outlined in each individual grade classroom. However, general expectations include, but are not limited to:</p> <ul style="list-style-type: none"> <li>→ Students demonstrating safe behaviour at all times</li> <li>→ Safe and responsible use of all technologies, as outlined in the Digital Technologies Acceptable Use Agreement</li> <li>→ Students following reasonable requests and instructions of teachers and support staff</li> <li>→ Students demonstrating respectful speaking and listening</li> <li>→ Students are respectful of the classroom environment, including the property of all members of the community</li> <li>→ Students come to school ready to learn</li> <li>→ Students demonstrating an inclusive attitude towards all members of their class and school community</li> </ul>
End of Day Routine	<ul style="list-style-type: none"> <li>→ Students assist their peers and teacher in preparing their classroom for the next day's learning</li> <li>→ School finishes at 3:15pm</li> <li>→ Student's leave their classroom in an orderly fashion, once dismissed by their teacher</li> <li>→ Those students not enrolled in OSCH or participating in an organised practice, are expected to leave the school grounds by 3:30pm, including those supervised by their parents</li> </ul>
Classroom time during extreme weather	<ul style="list-style-type: none"> <li>→ Students are expected to follow reasonable requests and instructions</li> <li>→ Safe and responsible use of all technologies, as outlined in the Digital Technologies Acceptable Use Agreement</li> </ul>
<p>Playtimes</p> <p>*Please see <a href="#">Appendix 2</a> for Yard Duty Management Plan</p>	<ul style="list-style-type: none"> <li>→ Students are expected to demonstrate the Wembley Values</li> <li>→ Students adhere to the playground allocations</li> <li>→ Students are expected to demonstrate safe playtime behaviours. They must not engage in any game that involves physical contact, tackling or high speed chasing.</li> <li>→ Students move safely around the yard (must walk around corners)</li> <li>→ Students must consume any food in the eating area</li> <li>→ Hats are required during Term 1 and Term 4, those students without hats must play in the eating area, under the shade</li> <li>→ Students access the help and support of peer mediators for minor incidents</li> <li>→ Students access the help and support of Yard Duty teachers at any time</li> <li>→ Nature play area to be observed as 'quiet area'.</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>→ Monday assembly begins at 9:00am, and students should be at their line, ready to listen respectfully.</li> <li>→ Friday assembly begins at 3:00pm. All students should be lined up, listening respectfully when assembly is ready to begin.</li> </ul>





When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and school staff. A Behaviour Management Plan will be developed and applied.

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. All behavioural incidents are to be recorded on Sentral.

All staff are to follow the Wembley Positive Approach to Managing Student Behaviour

## **WEMBLEY Positive Approach to Managing Student Behaviour**



# Wembley Primary School Behaviour Management Procedure

## At Wembley we strive to:

- Have a growth mindset
- Demonstrate effort
- Honour our class agreements
- Follow playground and yard agreements
- Respect yard allocations
- Move safely around the school
- Respect the rights of the learner

## At Wembley our values are:

- Co-operation
- Integrity
- Persistence
- Resilience
- Respect
- Responsibility

## Acknowledgement and Celebrations

- Encouragement (Verbal & non-verbal)
- Affirmation for effort and responsibility
- Weekly Student Learning and Achievement award
- House system introduced
- Positive Reporting on Sentral
- Feedback to parents/guardians (verbal, email)
- Specialist Points System and Weekly Star Award

Tier 1 Behaviours	STAFF ACTION	STUDENT ACTION
<ul style="list-style-type: none"> <li>Wearing incorrect uniform</li> <li>Lateness</li> <li>Not wearing a hat in terms 1 &amp; 4</li> <li>Running in the class, hallway, toilets &amp; passive areas</li> <li>Not following instructions</li> <li>Unacceptable effort shown towards classroom &amp; homework tasks</li> <li>Disrupting other's learning</li> <li>Leaving the classroom without permission</li> <li>Unsafe behaviours: chair use, sports play equipment/learning equipment</li> <li>Minor insolence/defiance/language</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies such as: hinting, eye contact/non-verbal, praising positive behaviour, re-focusing</li> <li>Acknowledge/state the behaviour and redirect towards expected behaviour</li> <li>Refer to classroom expectations &amp; reminder of expected behaviour</li> <li>Give final reminder &amp; state consequence if behaviour continues</li> </ul> <p><b>Possible other strategies:</b> Use of a class sensory box</p>	<ul style="list-style-type: none"> <li>Directing the student to move away from others</li> <li>Recess - time out</li> <li>Withdrawal of privileges</li> </ul>
↓	<p><b>Always follow with Restorative Actions</b></p> <ul style="list-style-type: none"> <li>Restorative Conversation &amp; Responsible thinking: What are you doing? What should you be doing? What could/should happen? How will you do it differently next time? What happens/ought to happen now? Connection to Wembley Values.</li> <li>Complete unfinished work</li> <li>Positive acknowledgments when desired behaviours are observed</li> <li>Restore/Reverse/Fix the unexpected behaviour &amp; its consequences</li> </ul>	
Tier 2 Behaviours	STAFF ACTION	STUDENT ACTION
<ul style="list-style-type: none"> <li>Continuation/escalation of Tier 1 behaviours</li> <li>Persistence in not participating in classroom activities</li> <li>Refusal to follow reasonable, necessary and fair instructions</li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, re-visit Tier 1 reminders or preliminary actions</li> <li>Removal from classroom to neighbouring /cohort classroom (&amp; follow up arrangement for returning to class)</li> </ul>	<ul style="list-style-type: none"> <li>Time provided on an alternative task in order to reset</li> <li>Continue with class work in an alternative classroom</li> <li>Where possible, contribute to the development of the behaviour management plan</li> </ul>
<ul style="list-style-type: none"> <li>Leaving school grounds</li> <li>Misuse of devices</li> <li>Harassment</li> <li>Major defiance or insolence</li> <li>Minor vandalism or damage to school property</li> <li>Swearing at staff /students</li> </ul>	<ul style="list-style-type: none"> <li>Incident documented on Sentral</li> <li>Leadership Support/Involvement of sector leader</li> <li>Parental Contact (verbal or email)</li> <li>Behaviour Management Plan if required</li> <li>Referral to SSSO staff as necessary</li> </ul> <p><b>Possible other strategies:</b> Detention during lunchtime or recess with class teacher, sector leader or AP, Lunchtime social skills club</p>	
↓	<p><b>Always follow with Restorative Actions</b></p> <ul style="list-style-type: none"> <li>Restorative Conversation &amp; Responsible thinking: What are you doing? What should you be doing? What could/should happen? How will you do it differently next time? What happens/ought to happen now? Connection to Wembley Values.</li> <li>Apology Letter</li> <li>Restore/Reverse/Fix the unexpected behaviour &amp; its consequences</li> <li>Behaviour Management Plan</li> <li>Interview involving leadership, parent/guardian, teacher and student (organised by Welbeing leader)</li> </ul>	
Tier 3 Behaviours	STAFF ACTION	STUDENT ACTION
<ul style="list-style-type: none"> <li>Continuation/escalation of Tier 2 behaviours</li> <li>Elevated verbal abuse towards staff/ students</li> <li>Dangerous, unsafe behaviour</li> <li>Vandalism to school property</li> <li>Vandalism to students or staff property</li> <li>Bullying of any kind, including cyberbullying</li> <li>Physical/ aggressive behaviour</li> <li>Bringing inappropriate items to school (e.g. weapons)</li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, re-visit Tier 1 &amp; 2 reminders or preliminary actions</li> <li>Leadership Support/Involvement by sector leader and Assistant Principal/Principal</li> <li>Student is escorted from classroom, or class is moved to another location (Welbeing leader)</li> <li>Internal detention (session, recess or day at school on same day or following day)</li> <li>Suspension from school if recurring (away from school)</li> <li>Incident documented on Sentral by initial staff member</li> <li>Parental Contact (meeting with parent &amp; stakeholders)</li> <li>Behaviour Management Plan created or reviewed</li> <li>Referral to SSS staff as necessary</li> </ul>	<p><b>Always follow with Restorative Actions</b></p> <ul style="list-style-type: none"> <li>Restorative Conversation &amp; Responsible thinking: What are you doing? What should you be doing? What could/should happen? How will you do it differently next time? What happens/ought to happen now? Connection to Wembley Values.</li> <li>Apology Letter</li> <li>Restore/Reverse/Fix the unexpected behaviour &amp; its consequences</li> <li>Behaviour Management Plan created or reviewed</li> <li>Interview involving leadership, parent/guardian, teacher and student</li> </ul>



Please note: **Suspension** is a measure 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 under Australian law, and will not be used in any circumstance.**

### **Discipline procedures – suspension and expulsion**

We will only exclude a student from school in situations where all other measures have been implemented without success (meaningful change in student's behaviour or lack of parental support) or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges (recess, lunch break, excursion or other activity)
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals.
- Detention: a student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work. Students will be fully supervised during detentions. Parents or carers will be informed at least the day before school detention and where family circumstances are such that the completion of after-school work would create undue hardship, we will endeavour to negotiate alternative disciplinary measures with parents or carers.

### **Suspensions – Guiding principles**

When the principal determines that a suspension is justified, a Student Support Group meeting or the Wembley Student Welfare Assistant Principal will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post-suspension Student Support Group meeting may be scheduled.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.



## Expulsions – Guiding Principles

The principal may expel a student if:

while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available outcome.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student.

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>

## 7. Engaging with families

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Wembley Primary 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 and offer information sessions to educate our parents about our practices.

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 open, respectful communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making where appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing Individual Learning and Behaviour Plans for students (as required)

## 8. Attendance

Schooling is compulsory for children and young people aged from 6-17 years unless an exemption from attendance or enrolment has been granted by the government.

Daily school attendance is important for all children and young people to succeed in education and to contribute to their social and academic development. It is important that families support children to develop habits of regular attendance at an early age.

Students are expected to attend during normal school hours every day of each term, unless there is an approved exemption from school attendance for the student, or the student is registered for home schooling .



## Whole school strategies to promote and maintain high levels of student attendance and participation

We articulate high expectations to all members of the school community by:

- regularly communicating with parents about expectations for attendance
- promoting awareness that absence results in quantifiable lost learning time and opportunities

We create a safe, supportive learning environment where all students experience success through active participation and engagement in purposeful learning by:

- developing collaborative and empowering relationships between teachers, students and parents
- implementing effective and supportive transition programs, including student transitions between different learning areas and levels within the school
- encouraging parents to get involved in the life of the school
- immediately following-up any problems identified by students and parents in a transparent manner.

We monitor and record student absence by:

- following-up individual student absences
- delegating responsibilities to all staff, with a key member of staff leading attendance improvement initiatives (student welfare A.P.)

We implement data-driven attendance improvement strategies by:

- monitoring and analysing school attendance records regularly, using Sentral for early identification of students at risk of poor attendance
- regularly discussing student attendance records in 'Welfare' meetings

Issues impacting on student attendance will be looked at on an individual basis before action is recommended. Each student's personal circumstances will be considered. Parents of students with excessive absences throughout each term, will be contacted via a telephone call or letter. When a letter explaining absences is returned, it would be updated on Cases 21 by the office staff.

## 9. Evaluation

Wembley Primary 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 (system used by government schools to support student administration, financial management and reporting).
- SOCS (Student Online Case System -used by Student Support Services)

### Review cycle

This policy was developed in August 2019 and will be reviewed as part of the school's three-year review cycle or if guidelines change. This policy was ratified by School Council .....

**References:**

[www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/policydev.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/policydev.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/supportergroups.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportergroups.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/expulsion.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsion.aspx)

**Child Safe References:**

Creating a Child Safe Organisation Guide p.16  
An Overview of the Victorian Child Safe Standards State of Victoria, DHHS November 2015  
And Protect – Identifying All Forms of Child Abuse in Victorian Schools 2016

## Appendices:

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**Appendix 1: Student Plans****Behaviour Support Plan (BSP)**

A behaviour support plan (BSP) is a document that addresses and outlines strategies to improve student behaviour. A BSP should be developed in collaboration with students, parents and allied health professionals and is a school-based plan for students who require additional supports and interventions.

**Individual Education Plan (IEP)**

An Individual Education Plan is a tool to assist in developing strategies to address the particular educational needs of students. Schools must develop an individual education plan for every student in out-of-home care. Schools may also develop their own individual education plan template to use for other students that would benefit from structured planning and strategies to support their learning.

**Appendix 2:****Yard Duty Supervision Times & Zones**

Students are permitted on school grounds after 8:30am. Students arriving prior to this should be enrolled in OHSC.

Students are not permitted on school grounds after 3:30pm, unless supervised by an adult, or enrolled in OHSC or an approved club.

The school yard is actively supervised by teachers during the following times:

**Before School:** 8:50am - 9:00am

**Recess:** 10:40am - 11:00am

**Lunch Eating Time:** 12:40pm - 12:50pm (within classrooms)

**Lunch Play:** 12:50pm - 1:35pm

**After School:** 3:15pm - 3:30pm

**Zones:**



- Area 1:** Front of School –Playground area and equipment
- Area 2.** Front of School-sandpit,
- Area 3:** Prep Playground & Basketball Court
- Area 4.** Eating area, soccer pitch, toilets, sandpit
- Area 5:** Oval area, breezeways adjacent to hall area
- Area 6:** Oval, Gaga pit, Adventure Playground. Behind Portables


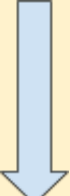
**Yard Duty Responsibilities**

The yard duty teachers:

- Collect the Yard Duty First Aid Bag and a fluoro vest from the staffroom (or the teacher that you are replacing in the yard).
- Wear a sun smart hat in Terms 1 & 4 at all times while on duty
- Consult with the teacher you are replacing regarding any incidents or problems during the period of duty
- Note any incidents/behavioural problems in Sentral, and notify teachers/parents/leaders, as necessary.
- Administer low level first aid to injured or upset children
- Acquaint themselves with “Medical Alert Students” (photos and information on these students can be found in the back, zippered section of the YD First Aid bag)
- Decide if a child needs to visit the Sick Bay for additional attention and provide the child with a “Sick Bay Pass”
- Be proactive on yard duty
- Survey all parts of the designated area of supervision thoroughly
- Ensure that all equipment is being used responsibly and packed up for storage at the end of recess and lunchtime. This includes chess pieces at the front of school.
- Teachers assigned to duty at either sandpit please ensure that all equipment is packed away in the cupboards at the end of lunchtime.
- Return the first aid bag and fluoro vest to the staff room at the end of the duty period.


Tier 1 Behaviours	STAFF ACTION	STUDENT ACTION
<ul style="list-style-type: none"> <li>● Not wearing a hat in terms 1 &amp; 4</li> <li>● Running around the buildings</li> <li>● Not following instructions</li> <li>● Disrupting other’s games</li> <li>● Unsafe behaviours: sports equipment</li> <li>● Minor insolence/defiance/language</li> </ul>	Use strategies such as: hinting, eye contact/non-verbal, praising positive behaviour, re-focusing	Redirect the student Repositioning in the playground in isolated space Recess - time out Withdrawal of privileges
	Acknowledge/state the behaviour and <b>redirect</b> towards expected behaviour	
	Refer to expectations & reminder of expected behaviour x 2	
	Give final reminder & state consequence if behaviour continues	
	<b>Possible other strategies:</b> Use of a Sensory Box	



	<p><b><u>Always follow with Restorative Actions</u></b></p> <ul style="list-style-type: none"> <li>Restorative Conversation &amp; Responsible thinking: What are you doing? What should you be doing? What should/could happen now? How will you do it differently next time? Connections to Wembley Values.</li> <li>Complete unfinished work</li> <li>Positive acknowledgments when desired behaviours are observed</li> <li>Restore/Reverse/Fix the unexpected behaviour &amp; its consequences</li> </ul>	
<p style="text-align: center;"><b><u>Tier 2 Behaviours</u></b></p> <ul style="list-style-type: none"> <li>Continuation/escalation of Tier 1 behaviours</li> <li>Persistence in not participating in safe activities</li> <li>Refusal to follow reasonable instructions</li> <li>Leaving school grounds</li> <li>Use of devices (IT, phone)</li> <li>Harassment</li> <li>Major defiance or insolence</li> <li>Minor Vandalism of damage to school property</li> <li>Swearing at staff /students</li> </ul>	<p><b>STAFF ACTION</b></p>	<p><b>STUDENT ACTION</b></p>
	<p>If appropriate, re-visit Tier 1 reminders or preliminary actions</p> <p>Student redirected from play area</p> <p>Incident documented on Sentral</p> <p>Leadership Support/Involvement sector leader</p> <p>Parental Contact (verbal or email)</p> <p>Behaviour Management Plan if required</p> <p>Referral to SSSO staff as necessary</p> <p><b>Possible other strategies:</b> Detention during lunchtime or recess with class teacher, sector leader or AP, Lunchtime social skills club ,</p>	<p>Time provided on an alternative task in order to reset</p> <p>Where possible, contribute to the development of the behaviour management plan</p>
	<p><b><u>Always follow with Restorative Actions</u></b></p> <p>Restorative Conversation &amp; Responsible thinking: What are you doing? What should you be doing? What should/could happen now? How will you do it differently next time?</p> <ul style="list-style-type: none"> <li>Apology Letter</li> <li>Restore/Reverse/Fix the unexpected behaviour &amp; its consequences</li> <li>Behaviour Management Plan</li> <li>Interview involving leadership, parent/guardian, teacher and student</li> </ul>	





<u>Tier 3 Behaviours</u>	STAFF ACTION	STUDENT ACTION
<ul style="list-style-type: none"> <li>● Continuation/escalation of Tier 2 behaviours</li> <li>● Elevated verbal abuse towards staff/ students</li> <li>● Dangerous unsafe behaviour</li> <li>● Vandalism to school property</li> <li>● Vandalism to students or staff property</li> <li>● Cyberbullying/Bullying</li> <li>● Physical/ aggressive behaviour</li> <li>● Bringing inappropriate items to school (e.g. weapons)</li> </ul> 	<p>If appropriate, re-visit Tier 1 &amp; 2 reminders or preliminary actions</p> <p>Leadership Support/Involvement by sector leader and Assistant Principal/Principal</p> <p>Remove from play area and isolate to safe location</p> <p>Internal suspension (day at school)</p> <p>Suspension from school (away from school)</p> <p>Incident documented on Sentral</p> <p>Parental Contact (meeting with parent &amp; stakeholders)</p> <p>Behaviour Management Support Plan reviewed</p> <p>Referral to SSS staff as necessary</p>	<p><b><u>Always follow with Restorative Actions</u></b></p> <p>Restorative Conversation &amp; Responsible thinking: What are you doing? What should/could you be doing? What could happen? How will you do it differently next time?</p> <ul style="list-style-type: none"> <li>● Apology Letter</li> <li>● Restore/Reverse/Resolve the unexpected behaviour &amp; its consequences</li> <li>● Behaviour Management Plan</li> <li>● Interview involving leadership, parent/guardian, teacher and student</li> </ul>