

## **EASTBOURNE PRIMARY SCHOOL Student Wellbeing and Engagement Policy**

### Overview

This Student Wellbeing and Engagement Policy articulates the Eastbourne Primary School community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.

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. Student wellbeing and student learning outcomes are inextricably linked, and we aim to promote an understanding of this link in both the school environment and in the classroom. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students.

### Profile

Eastbourne Primary School enhances children's progress by providing an engaging personalised learning approach through promoting a positive and safe environment, building respectful relationships and collaboration to achieve growth for all members of our school community.

Our core values are learning, respect, collaboration and community. We have a strong emphasis on fairness, equality, inclusiveness and accepting diversity. These characteristics are further emphasised in our Program for Students with Disabilities and those children who can sometimes present with different traits.

We are achieving continual improvement across all levels and in all curriculum areas through a dedicated caring staff, many innovative engaging programs that cater for a diversity of student needs and a strong emphasis on a personalised approach to teaching and learning.

Our move from the You Can Do It Program in 2020 to the Resilience Project has had a great impact on students and staff in a time when mental health, anxiety and depression and overall wellbeing is to the fore.

Sustainability, through recycling, our move to a 'rubbish free' school, energy and water conservation and biodiversity is an important part of our everyday school life.

Eastbourne Primary School prides itself on the extra support we offer students and families. Our Speech Pathology Program using Speech Pathology Assistance and the philanthropic 'No Limits' initiative provides our students with language support. Our Reading Recovery Tutoring-support programs also assist students with their learning. The Occupational Therapist we engage works closely with staff and enhances our local paediatric program. Our Chaplaincy Program compliments the strong social skills emphasis. Our move from the You Can Do It Program in 2020 to the Resilience Project has had a great impact on students and staff in a time when mental health and overall wellbeing is to the fore.

We have a strong commitment to student wellbeing and parent support, with Expressive Therapies, a Zones room (an area students can reset for learning), sound connections with local agencies and an active onsite Parent Engagement Officer (Anglicare).

Initiatives such as Puberty Education (year5/6), Protective Behaviours, Life Education, Dementia Café, Restorative Practices, Circle Time and Brainstorm Productions are some of the initiatives we use to reinforce inclusive, tolerance and working through some of the issues that present to our students on a daily basis.

Eastbourne Primary School's Performing Arts program offers students the opportunity to be part of the Orchestra, Rock Band or Choir. This program also offers a variety of musical experiences including student tuition in most musical instrument, musicals and concerts. Housed in our music room is our radio station EPS 95.3FM. The radio provides students with an opportunity to script perform and present for both live and pre-recorded radio shows. Our Digital Technology program provides strong skills-based emphasis and is supported throughout the school with our many computers in all classrooms and our interactive whiteboards.

The canteen supports the strong emphasis we have on healthy eating, physical fitness and recess and lunchtime physical activities through the Healthy Eating initiative that students used to inform the school about better food choices.

The Junior School Council is having a huge impact on the school, with many ideas enacted on and implemented based on student voice. Their representation at School Council meetings adds an extra dimension to these meetings. The School Council and its sub-committees, along with the Parents and Friends Group, work harmoniously with staff to continually improve our students' quality of education and the associated resources.

The excellent facilities we have include the library, multi-purpose room, the Science and Conference Room (a Mod 5 the school purchased), community kitchen and spacious well-maintained grounds. These facilities are complimented by our integrated garden art, fitness track, and our magnificent vegetable garden. Our recreation centre caters for skills-based physical education, the Perceptual Motor Program, our many musical performances and many diverse community groups.

Play is an important part of our educational philosophy, and the school grounds are set up to support all year levels in this endeavour. All year levels have challenging play structures. A bike and scooter track (F-2) is well used as is the sand pit and the many toys on offer. Both play pods are continually in use as are the Ga Ga and Kaboom pits. Sports equipment is on offer for all students from before school to the end of lunch play.

Our Before, After and Vacation Care Programs are of high-quality catering for many family needs while providing a varied interesting program for all our students. The School Council and its sub-committees, along with the Parents and Friends Group, work harmoniously with staff to continually improve our students' quality of education and the associated resources.

We continue to have a strong partnership with the Seawinds Hub and the Preschool within this facility. Reading activities and use of each other's facilities is a highlight for the many students involved. The large Community Centre adjacent to Eastbourne Primary School has provided many supports for both parent and students. This community facility houses a preschool, maternity and health, consultation rooms and is available for use by Capel Sound, Rosebud and surrounding community groups in many activities and programs.

Eastbourne Primary School is a well-resourced school and continues to play an important part in the community while providing an excellent education in preparing our students for the future.

## Whole School Prevention Statement

The Eastbourne Primary School community of students, teachers and parents have developed a set of core values that underpin the way in which we work and interact.

These values are:

- Respect
- Learning
- Community
- Collaboration

The values support the school community to work collaboratively and respectfully together for the common good and are used to reflect on the way we interact with each other. The values are also taught explicitly through regular wellbeing programs. These values also provide the whole school community with a common language around community 'norms'. The school supports the development of these values within students through a range of programs including:

- The Resilience Project
- "Hands Off" School
- Restorative Practices
- Respectful Relationships
- Buddy Program
- Parents as Helpers Program
- Student Leadership
- Puberty Education (year5/6)
- Protective Behaviours
- Life Education
- Dementia Café
- Circle Time
- Brainstorm Productions
- Zones of Regulation
- Tutoring and Homework Club

### **Diversity in the school community**

Eastbourne Primary School is a learning community that embraces the diverse and supportive needs of our community. The students, families and staff of the school operate in an atmosphere of acceptance, mutual understanding and respect.

The school aims to address diversity and wellbeing by:

- Attracting highly skilled and diverse staff.
- Creating more effective work teams
- Celebrating the diversity of our community through the curriculum whenever possible.

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

### *Behavioural Engagement*

At Eastbourne Primary School, students are provided with an opportunity to participate in various academic, social and extra-curricular activities. The curriculum is run inclusively and is structured in a manner that enables all students to have access to knowledge in an engaging, creative and relevant manner. The various learning styles, abilities and where possible, interests are used to create a school culture in which the students learning, and personal development and wellbeing are central. There is an expectation of sound academic endeavour and rigor, and the staff and parents within the community are encouraged to work co-operatively to provide students with opportunities of a high standard.

### *Emotional Engagement*

A feeling of connectedness with one's peers and teachers are fundamental elements to ensure that students are engaged with their school. At Eastbourne Primary School the opinions, ideas and aspirations of students are encouraged, respected and where possible implemented. Students are encouraged to help organise the structure of their classroom and foster a positive school environment through Infusion at the beginning of each term, the use of class meetings, student focus groups, membership of outside groups (Dolphin Ambassadors), House Competitions and the Junior School Council. Teachers listen to and respect student ideas, actively seeking to develop positive working relationships. Students are encouraged to develop positive relationships with their peers through small group activities and school wellbeing programs.

### *Cognitive Engagement*

For students to succeed in their learning it is crucial that they develop a love of learning and a sense of intrinsic value in the attainment of knowledge. Students are, where possible, encouraged to pursue areas of academic interest. They are encouraged to use learning styles and presentation methods of their choice. Students' effort and achievement is highly valued at Eastbourne Primary School, where students are supported to achieve at their cognitive level.

## **Engagement Strategies**

Eastbourne 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 (year group specific) and individual engagement strategies used by our school is included below:

### **Whole School**

- High and consistent expectations of all staff, students and parents and carers
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Deliver a broad curriculum to ensure that students are able to meet their interests, strengths and aspirations
- Teachers at Eastbourne Primary School use the Framework for Improving Student Outcomes (FISO) 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 Eastbourne 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 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 year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Wellbeing Coordinator, Assistant Principal, Mentors, Chaplain and Principal whenever they have any questions or concerns.
- Create opportunities for peer connections amongst students through whole school multi-age days, sporting events, music programs, peer support programs and community-based organisations
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.
- We engage in school wide positive behaviour support with our staff and students and engage many services to assist with wellbeing issues. These include:
  - Paediatrician (onsite)
  - Occupational Therapist (onsite)
  - Speech Therapist / Speech Therapist Assistance (STA) (onsite)
  - Parent Engagement (Anglicare onsite)
  - Expressive Therapies (onsite)
  - Programs, incursions and excursions promote the development of social skills
  - Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

### **Targeted**

- Each year group has a class teacher and others responsible for their year, 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
- All students will be assisted in transition to the next year level
- Connect all Koorie students with a Koorie Engagement Support Officer to develop a cultural plan
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan as will those Autism, and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

### **Individual**

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Eastbourne 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, for example changing the classroom set up, Yard Care needs and tools, not assist students with learning (sensory objects, wobble boards, furniture modifications)

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 will be introduced based on individual needs

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
  - those who are indigenous
  - are Autistic
  - and with other complex needs that require ongoing support and monitoring.

## Rights and Responsibilities

### ***Guiding principles***

Every member of the Eastbourne Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

All students and adults also have the responsibility to contribute to creating both a safe and supportive environment.

We all have a **right** to:

- be an individual at school and be treated fairly whatever our appearance, beliefs or abilities
- be respected and treated with kindness and courtesy at school
- express feelings and opinions in appropriate ways
- work and play and feel safe in a supportive and cooperative environment
- expect that rules and expectations are fair, consistently implemented and that everyone's rights are supported.

We all have a **responsibility** to:

- be courteous, kind and respectful to others
- listen to others with mutual respect
- maintain a safe and secure school environment
- support school rules
- develop responsibility for our own actions
- value others for their individual differences
- work to achieve our personal best whilst allowing others to do the same.

## **Bullying and Harassment**

### **Definitions:**

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**Bullying** is repeated oppression, physical or psychological, towards an individual by a person or group.

**Cyberbullying** is a form of bullying which is carried out through electronic media such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Eastbourne Primary School will provide a safe and friendly environment for students and staff to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects in the longer term

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment can include but is not limited to comments directed to a person because of their appearance, gender, race, creed or abilities. It can be subtle or explicit.

### **Subtle: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

### **Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

### **Bullying can involve such things as**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

### **Cyberbullying**

Being involved in online spaces, either at home or at school, requires students to behave responsibly. This includes:

- the language used and the things said
- how students treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places

Behaving safely online means:

- protecting privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something 'not right'. At home this would be a parent or carer, at school a teacher

If someone is being harassed or bullied they should:

- tell the person what they are doing and that they should stop
- discuss the matter with a suitable student leader or teacher/co-ordinator



All concerns will be taken seriously

### Shared Expectations

The behavioural and emotional engagement of students is a crucial component to the smooth operation of the educational program at Eastwood Primary School. It is the school community's responsibility (including students, teachers, other staff, the principal and parents), to provide a curriculum that will support the sense of connectedness that provides the foundation for a student's well-being at school. Without this support, significant behavioural and emotional problems may be encountered, influencing not only the student involved but his/her fellow students and other members of the school community as well.

### Students

Students have the right to learn in a safe and supportive environment in which their academic and social needs are recognised and where possible met. Students have the responsibility to support the development of a positive school environment by acting in an appropriate manner, respecting teachers and other school staff and not disrupting the learning of other students.

### Rights and responsibilities of students

<b>Rights and Responsibilities of Students Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"><li>• work in a secure environment, without intimidation or bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li><li>• participate fully in the school's educational program</li></ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"><li>* participate fully in the school's educational program regularly.</li></ul> <p>Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</p> <ul style="list-style-type: none"><li>• Demonstrate respect for the rights of others, including the right to learn, and will contribute to an engaging educational experience for themselves and other students.</li><li>• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li><li>• Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that</li></ul>

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### **Parents**

Parents have the right to expect their child will be treated with respect and courtesy. They have the right to expect their child will be provided an education that is inclusive and supportive of their child's needs. They have a responsibility to treat school staff respectfully and provide a supportive learning environment for their child outside of school hours.

#### Rights and responsibilities of parents

<b>Rights and Responsibilities of Parents/Carers</b>	<b>Responsibilities</b>
Parents/carers have a right to expect: <ul style="list-style-type: none"> <li>• That their children will be educated in a secure environment in which care, courtesy and respect for the rights of others is encouraged.</li> <li>• The school will engage in constructive communication with them regarding their child's wellbeing.</li> </ul>	Parents/carers have a responsibility to: <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

### **Principal, Teachers and School Staff**

Teachers have the right to carry out their duties in an environment in which their professionalism, property and personal safety are respected. Teachers have the responsibility to be fair and equitable to all students. They should be professional, organised and display a commitment to life-long learning. Teachers have a responsibility to provide an engaging and inclusive curriculum that incorporates the academic, emotional and social interests of all students in their care.

## Rights and responsibilities of Principal, teachers and school staff

<b>Rights and Responsibilities of the Principal, Teachers and School Staff Rights</b>	<b>Responsibilities</b>
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the engagement policy</li> <li>• Know how students learn and how to teach them effectively</li> <li>• Know the content they teach</li> <li>• Know their students</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments</li> <li>• Differentiate the curriculum through inclusive teaching practices</li> <li>• use a range of teaching strategies and resources to engage students in effective learning</li> <li>• Model school values</li> <li>• Provide support programs and student services that meet the needs of individuals</li> </ul>

### School actions and consequences

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

All students at Eastbourne Primary School have the right to engage the curriculum in a safe and positive learning environment. Students will be encouraged to demonstrate positive classroom behaviours and the school values through various programs and rewards. These include the use of positive reinforcement by teachers E.g. Student of the Week awards, class or table points, raffle tickets, award boxes etc...

At times, students may be prevented from learning by the behaviours and actions of some students.

If a student is in breach of class rules through the use of inappropriate behaviours the following processes will be implemented by the teacher:

1. A verbal warning for the student to get back on task
2. If a student remains disruptive then they will be sent to a buddy classroom, with work to complete, for a period of time not exceeding 15minutes
5. Ongoing behaviour will result in a Time Out or Inschool Suspension, these processes are administered by the Principal and Assistant Principal and involve conversations with the parents and teacher of the student.

In the case of serious behavioural breaches, or as a result of continued poor behaviour, the Principal or Assistant Principal may consider a more significant consequence. Serious behavioural breaches may include the use of abusive language, violent actions against another student, staff member or a visitor. These potential consequences include internal suspensions for a day or various days. In some extreme situations of continued poor behaviour students may be excluded from school.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing co-ordinator
- tutoring/peer support
- mentoring and/or counselling
- convening student support group meetings. The SSG is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour and attendance plans
- involving community support agencies

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

When considering suspension or expulsion, schools are required to follow the procedures listed in Section 4.3 of the DET guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- 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, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers will be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would

create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

### **Attendance**

The school provides a safe and supportive learning environment which aims to develop student connectedness to school. For students to be engaged in their learning, regular consistent attendance is necessary. Eastbourne Primary School will promote the DET strategy of 'It's Not Okay To Be Away'. Student absences are recorded in CASES and closely monitored. If irregular attendance is evident it will be addressed by:

- taking into account the individual student's background and needs
- ensuring clear expectations are understood by the student, teacher and the parent/carer
- providing consistent school and classroom environments
- scaffolding the students learning
- involving the parents/carers
- providing counselling for the student and their family if required
- convening a student support group if required
- developing a Student Attendance Improvement Plan
- involving community agencies if required.

### **FURTHER INFORMATION AND RESOURCES**

*Statement of Values and School Philosophy*

*Bullying Prevention Policy*

*Child Safe Standards Policies and Procedures*

### **References:**

EPS	OHS Policy
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>

School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>

#### REVIEW CYCLE

This policy was last updated November 2023 and is scheduled for review in November 2024.