Student Safety, Engagement and Wellbeing Policy

1   School Profile Statement

Seabrook Primary School is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations for success. Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student's self-esteem is fostered by positive relationships with students, staff and the wider community. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs.

To improve student engagement and wellbeing Seabrook Primary School has focused on and implemented the following initiatives:

- Owing to the large numbers, a split timetable has been operational so that the P-2 has their own
- recess and lunch break and year 3-6 have separate break times. This provides a safe and
- harmonious play environment for all students out in the yard.
- Promoting the 'It's not OK to be away' approach and monitoring student attendance regularly by
- following student absentees through the Assistant Principals.
- Constructing and implementing Essential Agreements and consequences in all areas of the
- school between teachers and students.
- Developing, where appropriate Behaviour Support Plan.
- Developing, where appropriate individual learning plans.
- Existence of a learning community structure to support all year levels
- adhering to the sun smart recommended practices

Curriculum

Seabrook Primary School is a state government school that prides itself on providing a global, relevant, challenging and engaging learning environment for all. We are an authorised Primary Years Programme school within the International Baccalaureate.

We have a "forward thinking" approach to curriculum development and delivery so that our students are engaged in a purposeful curriculum that prepares them for their future. The Primary Years Programme curriculum model is delivered through a concept driven inquiry model and incorporates guidelines on what students should learn, as well as guidelines on teaching methodologies and assessment strategies. The Primary Years Programme is underpinned by the Victorian Curriculum framework and is inclusive of the following capabilities; critical and creative thinking, intercultural, ethical and personal and social, English, Maths, Science, Humanities and Health. Specialist teachers provide programs in the areas of visual arts, performing arts, library, physical education, and Italian.

Seabrook Primary School has a zero tolerance for any form of child abuse

This student centred curriculum model, places a great emphasis on creating a caring environment for students, staff and parents by:

- Developing an internationally minded community.
- Seeking high expectations.
- Differentiating and personalised learning through goal setting.
- Encouraging open communication.
- Building links between home and school.
- Developing a curriculum that is engaging, relevant, challenging and significant.
- Developing a school culture that promotes equity for all members.
- Fostering mutual respect.
- Promoting self-esteem.
- Seeking community opinion.
- Promoting personal qualities of honesty, thoughtfulness, politeness and consideration for others.
- Implementing the Learning to Learn program at the beginning of each year.

Community Involvement

Seabrook Primary continues to build community connections with our families and the wider community. We value parent participation in school activities, support for the home learning environment and individual learning plans, participation in community evenings, school council and participation in classrooms, excursions/incursions, working bees and fundraising initiatives. Parents are also encouraged to share their expertise, knowledge and talents within students' units of inquiry. Seabrook Primary School actively engages with, and gives full consideration to, the diverse views and perspectives of our stakeholders and seeks parental input and feedback to make improvements to our learning environment.

We encourage all visitors and people involved at the school to have working with children checks and be aware of the child safety standards.

Student Involvement

To enrich our school program and improve student engagement, we also provide extra-curricular opportunities for students. These include: inter-school sports, choir, music specialist lessons, singing and performance, chess, and a leadership program for grade 6 children. The grade 6 leadership program consists of peer mediation, environmental group, classroom support, and ICT support as well as a sport leadership team. The students are given responsibility in teams to undertake a range of responsibilities across the school. One significant role is the leading and running of the school assembly on a weekly basis. The grade 6 leadership team is also invited to share thoughts and ideas about the school with the Principal. We continue to encourage and improve student participation in the school and the community and intend to expand authentic student leadership that includes opportunities for school-wide decision making.

2   Whole-school prevention statement

Our aim is to continually improve as a learning community, with positive management and engagement strategies that enable improved student learning outcomes. In terms of safety, engagement and wellbeing, we strive to build a positive and orderly learning environment with clear student routines and high expectations for learning, behaviour and presentation, including uniform. We strive to build positive and professional staff-student relationships and to communicate clear expectations about attendance, participation and positive social behaviours. We also work to maintain effective partnerships with key agencies and student support services. We encourage staff, students and community members to discuss, respond to and report any child safety issues.

Seabrook Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Seabrook Primary School has a zero tolerance for any form of child abuse

Seabrook PS has zero tolerance for child abuse.

Seabrook PS is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Seabrook PS has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Prevention

We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs.

To improve student safety, engagement and wellbeing Seabrook Primary School has focused on and implemented the following initiatives:

- Owing to the large numbers, a split timetable has been operational so that the P-2 have their own recess and lunch break and year 3-6 have separate break times. This provides a safe and harmonious play environment for all students out in the yard.
- Promoting 'It's not OK to be away' and 'Every Day Counts' approaches and monitoring student attendance regularly by following student absentees through the three Assistant Principals
- Constructing and implementing essential agreements and consequences in all areas of the school between teachers and students.
- Developing, where appropriate individual behaviour support plans.
- Developing, where appropriate individual learning plans.
- Existence of a learning community structures to provide care and information to all year levels.
- Staff, students and community members are encouraged to discuss, respond to and report any child safety issues

Teacher Efficacy

At Seabrook Primary school, a variety of forums are available for staff for open communication and consultation. These include:

- Leaders meetings (professional Learning teams)
- Learning community meetings (professional Learning teams)
- Principal class meeting (professional Learning teams)
- Whole staff meeting/Professional Development (professional learning community)
- Year level planning meeting (professional Learning teams)
- Consultative meeting (professional Learning teams)

Each of these forums provides teachers with the opportunity to discuss, question, collaborate and learn about different aspects of school, share teaching and learning strategies and child safety concerns.

Professional Development is used to support the learning needs of individuals and teams to align with the Strategic Plan and Annual Implementation Plans. Areas for Professional Development are identified through data collection and analysis, individual teacher needs, departmental directives, and community expectations. All staff members are provided with individual job descriptions and expectations. At the learning community level, teachers are allocated responsibilities and roles to assist in the running of the learning community and to enhance their skills in various areas. This process promotes accountability, team work and leadership opportunities to benefit staff and students. A budget is available for each community to support the school's vision and goals.

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3   Rights and Responsibilities

The collaborative nature of the whole school community has resulted in a caring environment where each student is working towards goals within the International Baccalaureate and Seabrook Primary School mission statements.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Seabrook Primary School Mission Statement

Seabrook Primary School aims to deliver best learning and teaching practice which supports and develops learners who are knowledgeable and seek to display an international perspective. Teachers, students and the wider community assist in the development of life-long learners who contribute responsibly to the global community. Our teaching and learning mission is to provide challenging, rigorous and significant programs incorporating an international perspective.

Our community nurtures the individual talents of children so that they become critical and compassionate thinkers, and life-long learners, individuals who are open to the differences that exist in our global community.

Seabrook Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Seabrook Primary School has zero tolerance for child abuse.

Seabrook Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Seabrook has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Our school takes account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable. All members of our school community is responsible to discuss, respond to and report any child safety issues.

These statements are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005.

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3.1   Guiding principles

Every member of the Seabrook 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.

3.2   Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

3.3   The Charter of Human Rights and Responsibilities Act 2006

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

3.4   Students with disabilities

The Disability Standards for education cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5   Bullying and harassment

Seabrook Primary School seeks to provide a safe and friendly environment for students and staff and 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.

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

On-Line safety
Being involved in online spaces – either at home or at school - requires students to behave responsibly. Behaving safely online means protecting your own privacy and personal information and protecting the privacy of others (this can be sharing personal information or images).

Cyberbullying
Cyberbullying is a form of bullying which is carried out through an internet service 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).

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Examples of cyber bullying behaviour are:

- teasing and making fun of others
- spreading of rumours online
- sending unwanted messages
- ongoing aggressive language
- defamation.

People can also be bullied online by groups of people such as class groups or collective members of an online community.

Responding to Harassment, Bullying and Cyberbullying

If you are being harassed or bullied you should tell the person you don't like what they are doing and you want them to stop.

If any member of the school community sees or is aware of another person being harassed, bullied or cyber bullied they should take appropriate action. This involves being proactive in letting a trusted adult such as teacher/coordinator/parent or Principal and the Assistant Principal know about the situation. It is not acceptable for bystanders to do nothing about bullying and harassment. All concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community. Seabrook Primary School has a zero tolerance to child abuse.

Actively teaching students at Seabrook Primary School about safety, engagement, attendance and behavioural expectations creating a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other, including reporting any child safety issues to a trusted adult.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • rich and rigorous teaching and learning experiences in an engaging environment which foster life-long learners • feel safe and secure without experiencing any level of intimidation, bullying (including cyber-bullying) or harassment • fully develop their talents and interests with confidence • a differentiated curriculum that meets every individual student's needs • become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect	Students have a responsibility to: • take charge of their own learning (with support) using goal setting processes • do their best • take action • be lifelong learners • attend School on a regular basis • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • demonstrate respect for the rights of others, including the right to learn 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 To report if they or anyone else feels unsafe to a trusted adult

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Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for those students • a respectful, safe environment in which to teach	Teachers have a responsibility to: • fairly, reasonably and consistently, implement all school policies including the engagement policy • know how students learn and how to teach them effectively • know the content they teach • know their students • plan and assess for effective learning • create and maintain safe and challenging learning environments • use a range of teaching strategies and resources to engage students in effective learning • work co-operatively with parents to support student learning • Organising connections for students with appropriate professional/student services • to be aware of child safety and take action where necessary

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
• parents/carers have a right to expect that their children will be educated in a safe, secure environment in which care, courtesy and respect for the rights of others are promoted	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning • support the school in maintaining a safe and respectful learning environment for all students • interact with staff and other parents in a constructive, respectful manner • work co-operatively with teachers to support student learning • take student related issues to staff members • have the responsibility to report any incidents where child safety is compromised • support all school policies and procedures

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4   *Shared Expectations*

As a school community, 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 and dispositions to life through our behaviours and interactions with each other. We display and model our school values through:

- Having high expectations of ourselves as individuals and as a community of learners
- Attending school on time and ready to learn at the start of each session.(5)
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards
- Moving safely through the school environment
- Participating fully in all learning activities
- Attentively listening to and following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive learning and teaching practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability
- Making appropriate choices at all times

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
- Modelling, teaching and encouraging the school-wide values, rights and responsibilities and shared expectations
- Having high expectations of ourselves and others
- Teaching and encouraging positive social skills such as listening to others, asking for help, taking turns and sharing resources
- Acknowledging positive behaviours and celebrating effort and achievement through verbal encouragement, merit awards, special responsibilities or assignments, positive phone calls to parents or carers, displays of student work, class celebrations, whole school celebrations of learning and Principal awards etc.
- Discouraging inappropriate behaviours
- Empowering students to be involved in school decision-making and leadership activities
- Applying professional judgement 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 manner
- Implementing evidence-based early intervention processes and programs 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 learningand behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, education support officers, principal class officers, welfare coordinator, counsellors, psychologists, etc.
- Connecting to external student support services, as appropriate

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- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship, for example by apologising, reflecting and reviewing the behaviour and demonstrating understanding of alternative positive behaviours, catching up on missed work etc.
- 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

Please note: Corporal Punishment is not permitted under any circumstances

IB attitudes

- *Appreciation* - Appreciating the wonder and beauty of the world and its people

- *Commitment* - Being committed to their learning, persevering and showing self – discipline and responsibility

- *Confidence* - Cooperating, collaborating and leading or following as the situation demand

- *Creativity*- Being creative and imaginative in their thinking and in their approach to problems and dilemmas

- *Curiosity* - Being curious about the nature of learning and of the world, its people and cultures

- *Empathy* - Imaginatively projecting themselves into another's situation, in order to understand his or her thoughts, reasoning and emotions

- *Enthusiasm* - Enjoying learning

- *Independence* - Thinking and acting independently, making judgements based on reasoned principles and being able to defend your judgements

- *Integrity* - Having integrity and a firm sense of fairness and honesty

- *Respect* - Respecting themselves, others and the world around them

- *Tolerance* - Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

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IB learner profile

- *Inquirers-* They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- *Knowledgeable-* They explore concepts, ideas and issues that have local and global significance. In so doing they acquire in – depth knowledge and develop understanding across a broad and balanced range of disciplines.

- *Thinkers-* They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

- *Communicators-* They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- *Principled-* They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them.

- *Open – Minded-* They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

- *Caring-* They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.

- *Risk – takers-* They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- *Balanced-* They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

- *Reflective-* They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Schools – principals, teachers and school staff

Schools have a responsibility to provide a safe educational environment that ensures that all students are valued and cared for, feel they are part of the school, can engage effectively in their learning and experience success.

Diversity in the school community

Seabrook Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.

In implementing our school values, which are the core of our shared expectations, students, staff and our school community will employ the following expectations:

Shared expectations

Engagement	Principal, Assistant Principal teachers and staff	Students	Parents/Carers
	Principal, teachers and staff will be encouraged and supported to: • Comply with their duty of care obligations to each student • Act professionally • Deliver teaching and learning, drawing on flexible teaching styles, to respond to individual student needs • Endeavour to teach in ways that engage students' different learning styles • Work as part of a team • Provide an environment that ensures all students are valued and cared for • Provide an environment where all students feel part of a team • Deliver the curriculum in ways that engage students and support on-going regular attendance • Support the on-going learning of students by encouraging them and valuing their home and cultural contexts • Communicate school events clearly and promptly to all within the community • Plan school and community events with accessibility for families in mind	Students will be encouraged and supported to:- • Take responsibility for their own learning across time, including developing and managing their own learning through goal setting • Fully engage in the school's curriculum, displaying the attributes of the learner profile and attitudes • Explore units of inquiry and take action as a result of their learning • Respect themselves and others, as well as their own personal belongings and those of the community • Respect the rights of all students in a safe learning environment and acknowledge their responsibilities in contributing to this environment • Give their best efforts	Support the community by: Supporting their child/ren in the following ways:- • Preparedness for school, e.g. maintaining appropriate bedtimes, clothing, personal, hygiene, healthy diet and exercise along with providing a safe and secure home environment • Remain informed about school events and are supportive of them, e.g. by reading newsletters and other notices, attending information forums and parent teacher interview • Offer their services and skills where possible, e.g. membership on the school council, assisting in classrooms, supporting children with their homework • Modelling and supporting positive behaviours

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Attendance	Principals, teachers and staff	Students	Parents/Carers
	In accordance with DET procedures the school is expected to: • Promote a culture of attendance and punctuality through the establishment of high and clear shared community expectations • Accurately mark rolls twice daily • Maximise the accuracy and effectiveness of student absence data to support strategic approaches and the early identification of 'at risk' students • Report the attendance data in the Annual Report to the school community • Report regular non-attendance to Assistant Principal • Maintain records of late arrivals and non-attendance • Adopt a strategic approach to improving student attendance • Provide professional learning opportunities for all staff • Prevent student absence through the development of engaging, purposeful and safe learning environments • Provide effective support for students at risk of non attendance and their parents • Maximise student attendance through the development of links and partnerships with key stakeholders and community groups	All students are expected to: • Come to school every day that the school is open to students • Arrive at school on time and be ready to learn • Bring a note from their parents/carers to provide an explanation for any absences	Parent/s carers are expected to: • Ensure that enrolment details for their children are kept up-to-date • Ensure their children attend school regularly • Advise the school as soon as possible when a child is absent- via phone, note or verbal communication • Account for all student absences • Limit student absences due to extended holidays during school time

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Behaviour	Principals, teachers and staff	Students	Parents/Carers
	Principal, staff and teachers are expected to: • Commit to providing a safe, caring and supportive learning environment with a vision to cultivating a love of lifelong learning in a collaborative, diverse community through provision of a safe, stable and stimulating learning environment • Actively support and promote the Values, Policies and Practices • Follow the required process for the implementation of the Student Engagement Policy through employing practices of: Shared collegiate understanding, Day to Day modelling and dialogue, Specific Curriculum Content • Ensure behaviour management will consistently reflect the Values and Behaviours outlined in the Policy • Commit to maximizing student engagement and exclude students if behaviours are extreme, as a last resort • Support community members in their growing understandings of the school's expectations regarding student behaviour	Students are expected to demonstrate: • The school's values in their learning and behaviours • Kindness, tolerance, respect and safety in their social interactions with teachers, fellow students, family members and other members of the community and when working towards their personal best • Develop and/or maintain high expectations of themselves • Support and encouragement of fellow students and the diverse range of learning styles • Responsibility for the impact of their behaviour on other people and the environment	Parent/s carers are expected to: • Support the school's values • Understand the school's behavioural expectations. • Encourage their child/ren to exhibit these values • Model appropriate behaviours

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5   School Actions and Consequences

All students have the right to feel safe, secure and included. The school seeks to ensure that all students are expected to take responsibility for their own actions and the resulting consequences. To achieve this, student behaviour is managed through a consistent and fair approach both in the classroom and out in the playground. The management of everyday student behaviour is based on a documented plan – Student Engagement and Well Being- Essential Agreements This procedural document outlines clear steps for students, parents and teachers to follow everyday and also support the PYP learner profile and attitudes.

Through this whole school approach to student behaviour management, the school provides an environment whereby students:

- Have strong influence and input into their learning experiences
- Behave appropriately when learning and playing
- Possess positive self – esteem
- Demonstrate self – discipline
- Understand the consequences for both good and poor behavior

Support offered across the school for all grade levels includes:

- Support staff P-2, 3-4 and teacher aides where necessary
- DET Support Services and other agencies:
  o Psychologist
  o Social worker
  o Network Community workers
  o Speech therapist
  o Visiting Teacher services – hearing, vision, physical, health
  o Western language school
  o School nursing service
  o On psych services
  o Kids Hope
  o Ed Connect
  o Time Help

Essential Agreement

To help protect our rights and to encourage responsibility, the school has essential agreements for all of its members for the school community to embrace and adhere to.

Consequences

There are consequences which we follow when our essential agreements are broken and the rights of others are affected by poor behavior.

This is reflected in the implementation of the Seabrook Values and Operational Statements.

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Self discipline and responsibility

At Seabrook Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:

- Encouraging understanding and awareness of the Essential Agreements and school's Mission Statement.
- Celebrating success and rewarding positive achievements to improve self esteem e.g. assembly, school newsletter, notes home, portfolios, 3 way conferences.
- Encouraging interpersonal social skills between children driven by promoting the school motto *'Seabrook Kids are Friendly Kids'.*
- Encouraging friendships and positive relationships between all students driven by the learner profile and attitudes.
- Encouraging children to accept responsibility for their actions through a range of strategies such as implementing the 'Stop, Think, Do' program with the vision to implement the program.
- Providing a curriculum that is personalised and engaging.
- Providing a year 6 Leadership Program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school.
- Training for year 6 students in the art of conflict resolution by providing them with training and support within the Peer Mediation Program.
- Providing a differentiated curriculum across the school using goal setting.
- Providing children with the skills needed to solve problems.
- Providing programs which cater for the 'Thinking Skills' of students in the Middle Years such as De Bono's Six Hats of Thinking and Direct Attention Thinking Tools and Philosophy for Children.
- Providing Individual Improvement Plans that are supported by parents for students who are experiencing difficulties at a class level.
- Providing students who are experiencing significant difficulties with outside agency support.

Consequences

Breaches of school rules will incur consequences. Those actions will be a practical consequence of the misbehaviour.

Classroom

There are a range of sanctions according to the severity of the behaviour.	Restate the rule. Redirect to task or expectation
	Exclusion from the activity (within the classroom)giving child time to reflect on the behaviour, prior to re-entry
	Exclusion from the classroom (within unit arrangement) allowing time for reflection prior to re-entry
	Excluded from play time activities to complete class work and/or restorative justice practiced, incident documented.
	Meeting with co-coordinator, teacher and student
	OR
	Meeting with co-coordinator, teacher, student and parent/s
	OR

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	Meeting with principal, co-coordinator, teacher, student and parent/s
Re-entry	Outside support agencies contacted
	Support group established to monitor child's progress.
	Suspension/expulsion as per DET guidelines

Outdoor

There are a range of sanctions according to the severity of the behaviour.	Restate the rule/safety issues discussed.
	Restorative justice principles applied.
	Accompany the teacher on duty during recess or lunch break to reflect on and discuss the incident.
	Withdrawn from playground and incident documented giving the child an opportunity to reflect and discuss incident and plan future strategies, (counselling) prior to re-entry to the yard.
	Alternative play structures investigated.
	Outside play times reduced, indoor activities enlisted.
	Restorative Justice Principles practiced.
	Meeting with, teacher, student and parent.
	OR
	Meeting with co-coordinator, teacher, student and parent/s
	OR
	Meeting with principal, co-coordinator, teacher, student and parent/s
Re-entry	Outside support agencies contacted
	Support group established to monitor and support child's progress.
	Suspension/expulsion as per DET guidelines

➢ Children who abuse/swear abusively or their behaviour is dangerous to themselves or other, parent/s will be contacted immediately- children will be excluded from school until they can re-enter complying with the school rules.
➢ Although these are **general guidelines, flexibility within the discipline procedures for individual students across the school may be necessary** in order to cater for children's emotional and social needs.

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Student Welfare

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills.

Aims
The school enables a positive learning environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure and a sense of belonging and well-being are strengthened.

Children develop positive social behaviours and problem solving skills.

Staff are confident, skilled and proactive in the management of student learning and welfare issues. Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

Implementation
Student Welfare is a shared responsibility between school, home and the community. A staff member will be responsible for the coordination of student welfare across the school.
The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

The school will endeavour to implement and maintain programs such as:
- Student Awards
- Peer mediation
- Drug Education
- Transition programs
- Programs across the school to develop resilience, social skills, conflict resolution and problem solving

The school will provide the following support structures:
- Monitoring of, and responding to, protracted student absences
- Trauma Management plan
- Protocol for Mandatory Reporting
- Student Support Groups for children in need

The school will also where needed access outside services to provide support for students and staff which include:

Mentors – providing support for 'at risk' children
- Local parent support groups
- Relevant DET student support services staff
- Psychologist for psychological and academic assessment
- Social Workers to provide services such as counselling, social skills and anger management programs
- School Nurse program

The school will endeavour to cater for children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

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Responsibility

The principal has the responsibility to ensure that a shared responsibility between school and home exists in relation to student welfare.

Staff Responsibilities

All staff have responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and well-being are strengthened.

Staff are expected to have a clear understanding of the communication processes and protocols within the school to ensure the effectiveness of student welfare support.

Staff are required to be proactive in the identification and management or referral of student welfare issues.

Welfare Staff Responsibilities

The Student Welfare Coordinator has responsibility to support and address the personal development needs of all students at the school. This includes:

- Assisting and supporting teachers with individual children experiencing social, emotional and/or behaviour problems.
- Providing collegiate support for staff in student behaviour management and social skills program planning.
- Establishing and fostering close liaisons with the families of our pupils and attempt to break down any barriers that exist between home and school.
- Providing counselling to those students who have been identified as "at risk" socially and emotionally and in greatest need of assistance.
- Monitoring the implementation of the Student Engagement and Wellbeing Policy.
- Providing a school based contact for parents in the area of pupil welfare and behaviour

Management

- Liaising with Principal to co-ordinate the referral of students to SSSO staff within DET regional protocols and/or to outside agencies.

Service Provision

The school has access to the following services:

- Department of Human Services case managers and support workers including Family First
- DET Guidance Officer & Social Worker.
- Visiting teacher service (Physical and Hearing Impaired)
- Local Police
- Youth agencies
- DET – WMR Student Support Services staff

Date Implemented	May 2014
Author	Maureen Murphy
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	August 2016
Responsible for Review	Assistant Principal
Review Date	August 2017

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