Rationale
Toorak Primary School (TPS) believes every member of the TPS 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.

Purpose
- To develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- To provide a curriculum, which is informed by current and relevant evidence, and that will enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- To promote active ‘student participation’ as an avenue for improving student outcomes and providing students with a sense of ownership of their environment.
- To support families to engage in their child’s learning and build their capacity as active learners.
- To establish social, emotional and educational support for vulnerable students and monitor and evaluate progress.
- To implement processes to identify and respond to individual students who require additional assistance and support.
- To build strong links with the local community including professionals and educators who can provide expertise and experience that can assist our school and our teachers to respond to the needs of the students.

School values, philosophy and vision

Our values: T.P.S = Tolerance, Persistence, Success

Our philosophy: A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are taken into account. Parents and community members are encouraged to be actively involved in the nurture and education of students, in an environment that is safe, supportive and inclusive.

Our vision: We provide a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation.

Our mission: We continually improve procedures and practices at Toorak Primary School so that every child has the opportunity to succeed.

Guidelines

1. Engagement strategies
   - School-wide engagement
     - Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
     - Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.
Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings, more formally in events such as assemblies and via communications to parents.

Our students will have the opportunity to provide feedback on decisions about school operations (a) formally through the Student Representative Council, Junior School Council and other leadership roles (e.g. School, House and Class captains), and (b) through other more informal mechanisms.

Our students will be guided by the Restorative Practices dialogue.

Our students will have access to the SaGE networks psychologist and speech therapist.

Our students will have access to extra curriculum activities which will be promoted where possible.

- **Student-specific engagement**

  TPS will implement various strategies to support attendance and engagement of individual students, these may include:
  - using a variety of information and tools to identify students in need of extra support (e.g. personal enrolment information, attendance records, academic performance, behavioural observations)
  - meeting with student and their parent/carer to discuss how best to help the student engage with school
  - establishing a Student Support Group
  - seeking extra resources under the Program for Students with Disabilities for eligible students
  - developing a Behaviour Support Plan and/or Individual Education Plan
  - referring the student to internal support services (e.g. Student Welfare Coordinator or Student Support Services)
  - referring the student to external support services (e.g. Child First, Local Government Youth Services)

2. **Behaviour management**

- **Expected behaviours**

  TPS has high expectations for the behaviour of students, staff and the school community to promote engagement in the classroom and other school activities, attendance and general behaviour.

- **Responses to challenging behaviour**

  TPS will institute a staged response to challenging behavior which may include disciplinary action in combination with other engagement and support strategies with the intent to address the underlying factors that may have contributed to the student's behavior. See attachment 1.

  Disciplinary measures may include the restorative approach (e.g. repairing damage caused), withdrawal from class activities, detention, suspension (in/out of school) or expulsion. Discipline will be applied in a way that is proportionate to the behavior and upholds procedural fairness. Suspension (both internal and external) must be approved by the Principal. Expulsion is a measure of last resort and will only apply when prescribed circumstances have been met. Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in this guidance (refer Engagement and Inclusion Guidance www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx).

  Corporal punishment WILL NOT be used at TPS under any circumstances. Corporal punishment is prohibited in all Victorian schools.

3. **Engaging with families**

  TPS values parent/carer input into its operations and curriculum offerings and regularly seeks feedback through surveys and from parent representatives on School Council. The School Council provides financial
assistance and encouragement to the Events and Fundraising sub-committee in our efforts to build a sense of community. TPS will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

- TPS will create successful partnerships with parents/carers and families by:
  - ensuring all parents/carers are aware of the school’s Student Engagement Policy
  - conducting effective school-to-home and home-to-school communications
  - providing volunteer opportunities to enable parents/carers and students to contribute
  - involving families with homework and other curriculum-related activities
  - involving families as participants in school decision-making
  - coordinating resources and services from the community for families, students and the school

- TPS expects parents/carers to supporting their child’s attendance and engagement. Parents/carers are also expected to act in a respectful and constructive manner when dealing with our school.

4. Student Engagement Evaluation

   *Data collection and analysis*

   - Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data used are:
     - the Attitudes to School Survey data
     - school level report data
     - parent survey data
     - data from case management work with students
     - data extracted from software such as CASES21 or SOCS.

**Resources & Attachments**

Attachment 1: TPS Code of Conduct- Behaviour and Consequences

**Evaluation**

This policy will be reviewed as part of the school’s annual review cycle.

The Policy and Review Sub-committee will lead the review in collaboration with the Assistant Principal. The annual review will consider any emerging issues and take into account new data about a school’s performance. The evaluation will include a report to the community on the effectiveness of this policy in meeting the school community’s expectation and aspirations.

This policy was last ratified by School Council in June 2016.
Toorak Primary School
Code of Conduct
Behaviours and Consequences

We show Tolerance, Persistence, Success

**Step 1 Behaviours**
- Not following instructions
- One-off rudeness or teasing
- Interfering with other children's play/learning, including their own/off task
- Rough play
- One-off bad language

**Step 1 Consequences**
- Reminder of the protocols
- 5 minutes think time
- Move to a different area
- Apology

**Step 2 Behaviours**
- Repeat of a step 1 behaviour
- Ignoring, talking rudely to or ignoring staff or others in charge
- Dangerous play or play fighting
- Swearing (teacher discretion)

**Step 2 Consequences**
- Move to another area in class
- Off the playground for 15 minutes (Inside or time out seat)
- Community service

**Step 3 Behaviours**
- Threatening or harassing others
- Swearing (teacher discretion)
- Refusing to follow a teacher's instructions
- Provoking / 'egging on' fights / trying to pick a fight
- Disrespecting others property

**Step 3 Consequences**
- Action determined by Reflection Room teachers
- Student to fill in a Student Behaviour Reflection Sheet
- After 3 incidents parents are notified

**Step 4 Behaviours**
- Deliberate destruction of property
- Leaving school grounds
- Fighting / assault
- On-going harassment or bullying
- Abusive language or swearing

**Step 4 Consequences**
- Notice to Parent form completed and send to parents
- Sent to the Principal
- Parents notified
- Internal suspension
- Possibility of:-
  - Missing school activity eg. Excursion
  - External suspension