

**Bright P12 College**  
**STUDENT ENGAGEMENT**  
**&**  
**INCLUSION POLICY**



**This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community**

**December 2016**

**Principal:**

**Jean Olley**

**School Council President:**

**Gerard Gray**

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## 1. School Profile:

Bright P-12 College is set in 10 hectares of landscaped grounds in the popular tourist township of Bright, in the Ovens Valley about 300 kilometers north east of Melbourne. Students from Prep to Year 12 share the same campus, which includes the original renovated school building, built in 1876. Sharing the campus and combining the old with the new provides a unique atmosphere for students and staff, further enhancing the qualities of the College. The College also operates a Primary and a Secondary annex at Dinner Plain during the ski season, catering for students from Prep to Year 12. In 2016 there were 100 students at the Dinner Plain Campus. The College has a major asset in its committed and vibrant staff. There are 40.7 equivalent full time staff, made up of 2 Principal Class Officers, 46 teaching staff and 9.2 Education Support staff.

The College enrolment in 2016 was 436, with 216 students in years prep to 6 and 240 students in years 7 to 12. The gender mix was 236 boys and 200 girls. Enrolments are expected to remain steady over the next few years. Approximately 30% of students travel by bus from the surrounding district. The majority of students have an English speaking background, with a small number of students speaking a Language Other Than English at home. Two students received funding from the Program for Students with Disabilities.

The school motto of “To the Highest” encapsulates the College’s philosophy towards all aspects of life within the Bright P-12 community with a clear emphasis on high expectations and striving to achieve the best outcomes possible. New College values of excellence, respect, pride, curiosity, awareness and compassion were formulated in 2015 after consultation with students, staff and parents and are nurtured and promoted through the formal curriculum and other programs. Practices and decisions at the College are guided by the principle, ‘the child at the center of all decision making’.

Bright P-12 College is committed to building a culture where learning is seen as a lifelong process and where excellence is promoted in academic, creative, social, citizenship and sporting pursuits. The College offers a wide range of VCE and VCAL studies enabling students to pursue pathways to tertiary studies or to proceed into employment and training. VCE & VCAL studies are enhanced with Vocational Educational Training (VET) programs such as Engineering, Beauty Services, Outdoor Recreation, Individual Support (Disability) and others. School Based Apprenticeships & Traineeships (SBATs) provides further breadth to the opportunities offered to students.

The College has a strong Languages Other Than English (LOTE) program with Japanese offered from Foundation and German from year 7. Indigenous Studies is taught from year 9, but will be introduced into the Year 8 curriculum in 2017. The College promotes intercultural awareness by welcoming International students and offering exchange opportunities. Close links to Japan and Germany exist as a result of the Language programs and a trip to the Wadeye community in the Northern Territory is available to selected students annually.

The College has updated technology to assist in providing 21<sup>st</sup> Century learning programs. In 2014 a Bring Your Own Device program was rolled out across the College from Year’s 7 to 12. Bright P12 College continues to resource the Primary area of the school with the ideal

1:2 devices across the Grade 5 and 6 area of the school and banks of laptops for the P-4 area. To support the new technology wireless infrastructure has been upgraded. Planning has begun to extend the Bring Your Own Device rollout to years 5 and 6 in 2017 and beyond. The College continues to be recognized as an eSmart school, which involves building a school community where smart, safe and responsible use of technology is the expectation of staff, students and families.

Bright P-12 College has positioned itself within the Bright community in order to meet the educational needs of students from 0 - 24 years. Bright P-12 College, in partnership with the Alpine Shire, secured Federal Government funding to build an Early Learning Centre. This facility encompasses, Pre-school, childcare, toy library, Maternal and Child Health. The Early Learning Centre has been open for operation since 2013 and continues to operate a Kindergarten on this site. The Trade Training Centre at Bright P-12 College has been in operation since the start of the 2012 school year and facilitates tradition trade training.

The College enjoys a number of cultural events, which showcases our students' musical and artistic talents. An annual P-12 Art Exhibition is held at the local Art Gallery, with student work being displayed, celebrates students achievements in the Arts/Technology area of the curriculum. Musical soirees are held throughout the year to provide opportunities for students to perform publicly and a primary concert is also held annually.

Bright P-12 College has a strong sporting tradition. Many students have experienced success in a broad range of sporting pursuits. Snow sports are particularly strong with students participating at state, national and international levels. Various other sporting opportunities are also offered. The College has extensive outdoor sporting and attractive passive recreation facilities. A sports stadium on College grounds and large ovals provide excellent venues for students to engage formally and informally in sporting opportunities.

Student leadership and participation in citizenship activities, within the College and the Bright community are strongly encouraged. An active Student Representative Council also operates within the College, contributing to a range of initiatives and projects. Students are actively involved in the Alpine Shire Junior Council. Our Secondary School Nurse continues to facilitate a citizenship program with our Year 9 students in partnership with Hawthorne Village (a local aged care facility).

The College works hard to build positive relationships with families and the community and is appreciative of the significant contributions made by both to the character of the school. Strong parent and community support is evident in classrooms and through involvement in fundraising activities and membership of Council subcommittees. The annual Parent Opinion Survey provides an important source of feedback regarding perceived strengths and areas for development. In 2016, The Attitude to Schools survey (students in the 5/6 area) and the Parent Opinion Survey across the Prep to 12 of the College identified the area of 'classroom behaviour' and 'connectedness to peers' as areas of concern. The Secondary students identified 'stimulating learning' and 'teacher effectiveness' as areas of concern. The Strategic Plan and Annual Implementation Plan reflect a range of strategies to address these issues.

In summary, Bright P-12 College is focused on providing quality education for all students and sees learning and wellbeing as inextricably linked. Promotion of a caring learning environment is paramount. The College recognises that the best outcomes are achieved through partnership and therefore places high priority on building nurturing, positive relationships between students, staff, families and the community.

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

Bright P-12 College is committed to providing a culture of inspiration, wellbeing and achievement for students and staff in their academic, creative, social, citizenship and sporting pursuits.

To cultivate and nurture this environment the College has embraced a code of values that each student and staff member is expected to demonstrate through their everyday behaviour.

We are proud to share the Bright P-12 College Values and corresponding guiding behaviours as follows:

**3. Guiding behaviours**

Value	Guiding Behaviours
<b>Excellence</b>	Acting courageously
	Maximising effort
	Being persistent
	Demonstrating leadership
	Building independence and resilience
<b>Respect</b>	Listening to and seeking to understand the viewpoints of others
	Being honest and truthful
	Acting ethically
	Acknowledging team members efforts
<b>Pride</b>	Displaying pride in ourselves, our peers and school

Value	Guiding Behaviours
	Building self-confidence
	Making positive contributions to the school and community
	Encouraging others to demonstrate pride
	Celebrating the successes and achievements of others
<b>Curiosity</b>	Seeking to inspire
	Exploring new interests, experiences and challenges
	Pursuing our passions
	Expressing ourselves creatively
<b>Awareness</b>	Exhibiting self-control and patience
	Being mindful of our thoughts and actions
	Seeking ways to positively connect with others
	Living in harmony with our environment
<b>Compassion</b>	Being kind and caring
	Seeking to understand others
	Demonstrating empathy
	Nurturing and helping
	Striving to improve our wellbeing and the wellbeing of others

Our school is committed to providing a safe, secure and stimulating learning environment for all students. 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. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

### **3. Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Bright P12 College works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices. These are based on the school's values, expected social competencies and positive relationships across the College. There are also intervention strategies in place to address inappropriate behaviours, which can negatively impact on the learning environment.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

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

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- School Entry Health Questionnaire
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- SafeMinds Mapping Tool
- Engagement with student families

### **5. Behavioural expectations**

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

### **6. School actions**

#### **Responding to challenging behaviour**

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

### **Discipline**

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and external)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

The principal can only approve suspension and expulsion and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### **7. Engaging with families**

The School welcomes parent/carer input into its day-to-day operations and curriculum offerings, and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to further enhance a sense of community.



The school will support families to engage in their child's learning. Bright P12 College provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school 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
- Involving families in Student Support Groups

Parent's responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Value **Appendix 6** and the Parents Complaint Policy.

## **8. Evaluation**

### **Data collection and analysis**

Data will be collected regarding frequency and nature of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of the 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

### **Review of this policy**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## **9. Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

**Related policies:**

- *Behaviour and Classroom Management Policy*
- *Identifying Students at Risk Policy*
- *Bullying and Harassment Policy*
- *Anaphylaxis Policy*
- *Nut Minimisation Policy*
- *Acceptable Use Agreement Policy*
- *Student Driver Policy*
- *Student Attendance Policy*
- *Parent Complaints Policy*

**STATEMENT OF RIGHTS AND RESPONSIBILITIES**

It is the right of all members of Bright P12 College to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to 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, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement and Inclusion Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum including VET programs, VCE and VCAL.</li> <li>• 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.</li> <li>• 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.</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program                         <ul style="list-style-type: none"> <li>• Mental health and wellbeing (students Yr. 5 to 12).</li> <li>• Weekly breakfast program (students from Foundation to Year 12).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All students from Years 9 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan.</li> <li>• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment.</li> <li>• School nurse and wellbeing staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatised Children</a>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:                         <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school.</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students.</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services e.g. Student Wellbeing Leader, Secondary School Nurse or Student Support Services Officer.</li> <li>○ Refer to external support services including Child First, NESAY, NECAHMS, Alpine Youth Psychologist, Mental Health check through GP, CHIPs through Gateway Health, Speech Pathology, Occupational Therapy, and Physiotherapy.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Youth Blood Bank (students Yr. 10 to 12).</li> <li>• Aged Care facility visits (Year 9).</li> <li>• Stranger Danger presentation to Primary aged students through peer teaching model.</li> <li>• Core of Life Program for Year 11 students.</li> <li>• Teen Mental Health First Aid (students in Year 10).</li> <li>• L2P program for Year 11 students.</li> <li>• Prevention Alcohol and Risk-Related Trauma in Youth Program for Year 11 students.</li> <li>• Alpine Shire Youth Council.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.</li> </ul>		
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	<b>Students</b>	<b>Parents/Carers</b>	<b>Principals/Teachers &amp; Staff</b>
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>Preparedness</b> to engage in and take full advantage of the school program.</li> <li>• <b>Effort</b> to do their very best.</li> <li>• <b>Self-discipline</b> to ensure a cooperative learning environment and to model the school values.</li> <li>• <b>Team work.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment.</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary.</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• Attend and be punctual for all timetabled classes every day that the school is open to students.</li> <li>• Be prepared to participate fully in lessons.</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• Ensure that their child's enrolment details are correct.</li> <li>• Ensure their child attends regularly.</li> <li>• Advise the school as soon as possible when a child is absent.</li> <li>• Account for all student absences.</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance.</li> <li>• Mark rolls accurately each lesson.</li> <li>• Follow up on any unexplained absences promptly and consistently.</li> </ul>

	<ul style="list-style-type: none"> <li>Bring a note from their parents/carers explaining an absence/lateness.</li> </ul>	<ul style="list-style-type: none"> <li>Keep family holidays within scheduled school holidays.</li> <li>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify trends via data analysis.</li> <li>Report attendance data in the school's Annual Report.</li> <li>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies, may require working with families through the NAVIGATOR program.</li> </ul>
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Model the schools core values of excellence, respect, pride, curiosity, awareness and compassion.</li> <li>Always treat others with respect.</li> <li>Never physically or verbally abuse others.</li> <li>Take responsibility for their behaviour and its impact on others.</li> <li>Obey all reasonable requests of staff.</li> <li>Respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>Respect the property of others.</li> <li>Bring correct equipment to all classes.</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations.</li> <li>Communicate with the school regarding their child's circumstances.</li> <li>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school will deliver an inclusive and comprehensive curriculum, which promotes positive behaviours and emphasises the wellbeing of every child.</li> <li>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</li> <li>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only</li> </ul>

	<ul style="list-style-type: none"><li>• Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes.</li></ul>		<p>exclude students in extreme circumstances.</p> <ul style="list-style-type: none"><li>• The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</li></ul>
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## Staged response checklist for student behaviour issues

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Define and teach school-wide expectations for all.	Values and Beliefs are displayed in ALL classrooms. Values and beliefs are taught explicitly through classroom curriculum.
Establish whole school positive behaviour programs.	Implement Positive Education from Prep to 12. Engage a Positive Education working party.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	Implement the "Identifying Students at Risk Policy". Use the SafeMinds safety map for early identification of students at risk. Train all Year Level Coordinators and Unit Leaders in the use of the safety map.

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Implement the behaviour/classroom management policy for Prep to 4 and 5 to 12.
Develop a Behaviour Support Plan and/or Individual Education Plan (involve parent or carer).	Teacher develops IEP or Behaviour Support Plan with parents/carers in partnership.
Consider if any environmental changes need to be made.	Conduct SSG's in partnerships with students and parents/carers.
Teach replacement behaviours.	Discuss behaviours with Paraprofessional and strategies to implement with student.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	Wellbeing team and/or Assistant Principal to engage services.

Establish a Student Support Group.	Classroom teacher, with support of Year Level Coordinator or Unit Leader.
Implement appropriate disciplinary measures that are proportionate to problem behaviours.	Consistently implement the behaviour/classroom management policy for Prep to 4 and 5 to 12.
Consider out-of-school behaviour management options such as Student Development Centres (if available)	Assistant Principal would investigate if these options are suitable

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Year Level Coordinators/ Unit Leaders</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to negatively impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> </ul>	<p><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> <li>1. <i>Remain calm</i></li> <li>2. <i>Warn with rights based warning, “Your behaviour is disturbing others, please stop”.</i></li> <li>3. <i>Reassert “I understand and we can discuss this later. Right now please...”</i></li> <li>4. <i>Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc.”</i></li> <li>5. <i>Follow through with Behaviour Chart/ Yellow-Slip issued and then hand onto to Year Level Coordinator.</i> <ol style="list-style-type: none"> <li>a. <i>Contact with parent after consultation with Year Level Coordinator</i></li> <li>b. <i>Organise conference/restorative chat to include Year Level Coordinator if required</i></li> </ol> </li> </ol>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> <li>• <i>Speak with the student prior to actioning.</i></li> <li>• <i>Teacher to ring and inform parent of misbehaviour. Year Level Coordinator will support if needed.</i></li> <li>• <i>Behaviour Chart/Yellow-Slip.</i></li> <li>• <i>Attendance sheet/Conduct Card if required.</i></li> <li>• <i>Placement into VCE class.</i></li> <li>• <i>Restorative chat with affected parties.</i></li> <li>• <i>Behaviour Plans.</i></li> <li>• <i>Student Contract.</i></li> <li>• <i>Parent contact.</i></li> <li>• <i>Student support conference.</i></li> <li>• <i>Lunch yard duty detention or after school detention on Tuesday, Wednesday or Thursday.</i></li> <li>• <i>In-School or external suspension.</i></li> <li>• <i>Recommendation to externally suspend and referral to PCO.</i></li> </ul>
<p><b>Attendance and punctuality</b></p>		

<ul style="list-style-type: none"> <li>• Students must be on time to all classes.</li> <li>• Students who are late to period one must report to the general office to get a late pass. Attendance Officer will notify Classroom Teacher or Year Level Coordinator of unexplained lateness.</li> <li>• Students who leave school early must have a note from home signed by their Year Level Coordinator prior to signing out at the office.</li> <li>• Parents/carers of students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (i.e.: signed note or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>	<p><i>Check late pass. Adjust entry on COMPASS to Late.</i></p> <p><i>Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Year Level Coordinator if on-going.</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>On going lateness: afterschool detention and/ or organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer.</i></p> <p><i>After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Wellbeing Coordinator. Inform the Principal Class via distribution list.</i></p>
<p><b>Uniform</b></p>		

<ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<p><i>Check uniform pass. If no pass, inform student their name will be given to the Assistant Principal for central recording and Year Level Coordinator. Report concerns in appearance and presentation to Principal Class.</i></p>	<p><i>Check uniform pass. If no pass, place students name in central book with Assistant Principal. If student is out of uniform without a note three times impose an afternoon detention.</i></p>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>	<p><i>Report to Year Level Coordinator</i></p>	<p><i>Contact parents and Assistant Principal/ Wellbeing team.</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p> <p><i>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</i></p> <p><i>Refer to our school’s Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. The Principal must make this decision.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following</i></p>

		<i>procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i>
<p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must not enter staff room and offices unless supervised.</li> <li>• Students must bin all rubbish.</li> <li>• Students must not have the following at school: Liquid paper or chewing gum.</li> <li>• Students must return borrowed school material on time.</li> <li>• Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</li> <li>• Students must leave school bags in lockers.</li> <li>• Mobile Phones and Mp4 must not be used.</li> <li>• Classrooms must be left neat and tidy.</li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>For repeated offences, refer to Year Level Coordinator.</i></p> <p><i>Confiscate the bag.</i></p> <p><i>Confiscate mobile phone and take to General Office.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Year Level Coordinator.</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>For repeat offenders, place in the after school detention class inform Assistant Principal.</i></p> <p><i>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>

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| <ul style="list-style-type: none"><li>• Graffiti of any kind will not be tolerated.</li></ul> |  |  |
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See Behaviour/Classroom Management Policy and supporting documents Behaviour Chart/Yellow-Slip and the process document.

## STATEMENT OF VALUES

### BRIGHT P12 COLLEGE

Bright P12 College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully, as a community working together.

### RESPONSIBILITIES

#### AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.

- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any non-student who is acting in an offensive or disorderly way to leave the school grounds.

### **AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:**

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

### **AS PARENTS, WE WILL:**

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

### **AS STUDENTS, WE WILL:**

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.





### **AS COMMUNITY MEMBERS, WE WILL:**

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

### **THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:**

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

## **CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES**

### **UNREASONABLE BEHAVIOURS**

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- Is rude, aggressive or harasses others.
- Sends rude, confronting or threatening letters, emails or text messages.
- Is manipulative or threatening.
- Speaks in an aggressive tone, either in person or over the telephone.
- Makes sexist, racist or derogatory comments.
- Inappropriately uses social media as a forum to raise concerns/make complaints against the school.
- Is physically intimidating, e.g. standing very close.

### **CONSEQUENCES**

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- Utilising mediation and counselling services
- Alternative communication strategies being applied
- Formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- An intervention order being sought
- Informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.