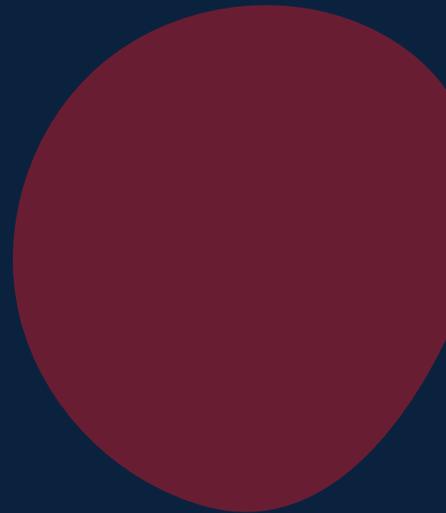


**DAVIS CREEK
PRIMARY SCHOOL**

**Student Engagement,
Safe Behaviour and
Wellbeing Policy**





Help for non-English speakers

If you need help to understand the information in this policy please contact the principal on 94798000

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Davis Creek Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them to achieve excellence in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely connected.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values of C.A.R.E: Curious, Agency, Respect and Excellence. We believe that as a community that we are stronger together.

SCOPE

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

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POLICY

1. School Profile

Davis Creek Primary School is a new co-educational Foundation to Year 6 school that opened its doors in 2020. It is located approximately 30 km west of the Melbourne CBD in the growth corridor of Tarneit, in the Wyndham area of Melbourne.

The school is a modern facility with flexible learning spaces so that we can promote collaborative, engaged and curious learners who can achieve excellence by contributing positively as local and global citizens.

We operate in four Learning Communities (Foundation, 1/2, 3/4, 5/6) with a team of teachers in each. Our Assistant Principals, Leading Teachers and PLC Leaders work together to guide each learning community. This collaborative approach ensures the consistent monitoring of progress of all students across the school and that teaching and learning practices are research based and responsive to the needs of our learners. All students are provided with a program to meet their needs; supporting students to achieve their full potential.

Specialist Programs are provided in Visual and Performing Arts as well as Physical Education. Our Language Other than English (LOTE) is Japanese.

Davis Creek Primary School is a diverse and culturally rich community with approximately 80 % of children coming from a non-English speaking background. We are proud of our diversity and inclusive school community.

There are students at the school who are at emotional, social and educational risk. To address these issues the school is focussing on the provision of educational programs that are targeted to individual students' learning needs, particularly in English and Mathematics. We strive for all students to experience success so that they develop into resilient, happy and confident learners.

We strive to provide a nurturing and challenging environment that empowers, engages and energises students to be reach their personal best, both academically and socially.

2. School Values, Philosophy and Vision

At Davis Creek Primary School, we believe:

- Strong relationships matter. Every child must feel they have an advocate in their school and children learn best from teachers they value and respect. They know that these teachers do care about them.
- Teachers make a difference and need to be supported to do what they do with passion and purpose.
- Teaching should focus on academic content and social and emotional development. How children learn is of equal importance to what they learn.
- Children are best prepared for learning when they are in a safe, orderly, engaging and supportive environment.
- A culture of inclusiveness strengthens children's sense of connection. A sense of wellbeing and dignity emerges for children when they feel they have agency and are partners in their learning.
- Consistent school-wide, positive and supportive behaviour management procedures can contribute to great learning for all.

At Davis Creek Primary School, we believe learning cannot be separated from wellbeing. They are inextricably connected. Success of our school is built on this understanding.

School values, philosophy and vision

Davis Creek Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values C.A.R.E- Curiosity, Agency, Respect and Excellence. The overarching acronym of C.A.R.E refers to care for ourselves, others and the environment through becoming active citizens. As a community we believe that we are stronger together.



Mission

Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong learners who strive to achieve their personal best.

Vision

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide excellence in teaching and learning in a safe and supportive education environment
- flourish as **caring and respectful** individuals who display compassion and empathy and develop **authentic** relationships
- embrace challenges and take principled action, both locally and globally developing international-mindedness
- engaged, empowered and energised learners who demonstrate a high level of agency
- develop positive and genuine partnerships with the community.

Our School Values

Curious, Agency, Respect and Excellence

We are **curious and collaborative** learners who develop the skills to question and wonder so that we pursue original thought and expression. We relate, participate and value diversity.

We demonstrate **agency** through developing life-long skills so that we are autonomous, resilient and motivated learners. We apply our learning in different contexts so that we can master skills to support us to be effective learners.

We demonstrate **respect** for ourselves, each other and our school environment, and understand that our attitudes and behaviours have an impact on people and the environment around us.

We strive for **excellence**, which means taking risks as learners and learning from our mistakes, putting in our best effort and striving to achieve beyond our personal goals. Learning must be visible so that we know what we are striving for.

C.A.R.E



CURIOSITY



AGENCY



RESPECT



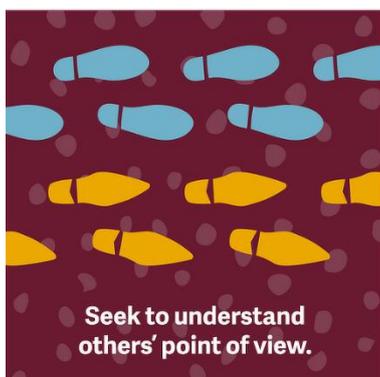
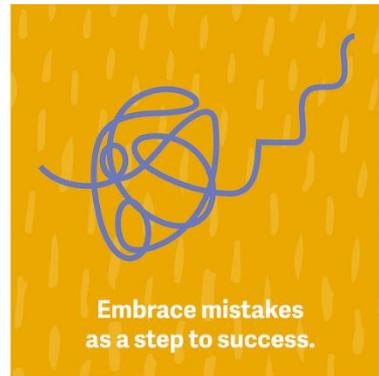
EXCELLENCE

Our TOP 10 Essential Habits to Live our Values

To support our students at Davis Creek Primary School to live our values the teachers developed collaboratively, a top ten list of essential habits. These top ten habits will support our students to live the values (C.A.R.E) of our school. These habits will also support our students to be successful today and in the future.



At Davis Creek Primary School, we will live and breathe the habits throughout our day. The habits identified below are critical for effective thinkers, self-directed learners and good citizens – in school, in the workplace, and throughout life. The understanding and application of each of them to work through real-life situations and serve to provide our students with important skills to support a successful and happy life.



The school has in place the following programs and policies which address child wellbeing and engagement at Davis Creek Primary School:

Curriculum	Extra-Curricular Programs	Policies
P.Y.P Curriculum Framework	Sports Clinics	Child Safe Policies
Berry Street Education Model	Lunch time clubs	Child Safety Code of Conduct
	Classroom Helpers' Program	Bullying and Harassment
	Special Weeks, Days and Events Reconciliation and NAIDOC Week, Grandparents Day, Sports Day, Harmony Day, Special Cultural Days, World Environment Day.	Raising Concerns and Complaints
	Before/After School Care	Dress Code Policy

Davis Creek Primary School will develop strong partnerships with the following organisations which can provide us with additional support and advice in relationship to promoting positive wellbeing for all children:

- Western Autistic School
- Western Language School
- All local feeder Kindergartens
- MacKillop Family Services
- Royal Children's Hospital Mental Health Services
- Department of Health and Human Services
- Department of Education and Training- Student Support Services, Out of Home Care and Visiting Teacher service.

3. Wellbeing and Engagement Strategies

Davis Creek Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal (Whole School Strategies)

- High and consistent expectations of all staff, students and parents and carers
- A balanced curriculum design that is challenging and engaging so that students have voice, choice and ownership for their learning (student agency)
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Create a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcome all parents/carers and being responsive to them as partners in learning
- Analyse and be responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, student management data and school level assessment data
- Teachers at Davis Creek Primary School use research and evidence based instructional practices to embed in the instructional framework to ensure an explicit, common and shared model of instruction is incorporated into all lessons
- Use individual and group work based on differentiated learning in literacy and numeracy to add to the depth and challenge of learning experienced. This includes supporting students to set learning goals and monitor and track these goals
- Teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching



- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Careful planned transition programs to support students moving into different stages of their schooling.
- Positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, PLC leaders, Assistant Principal and Principal whenever they have any questions or concerns
- Create opportunities for cross-age connections amongst students through a buddy program
- All students are welcome to self-refer to the Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- Engage in school wide positive behaviour support with our staff and students, which includes resources from programs such as Zones of Regulation, Respectful Relationships and Berry Street Education Model
- Berry Street Education Model: All staff will be trained and together we will implement Consistent and Predictable Routines (CPR) across the school
- Incursions, excursions and programs are developed to address issue specific needs or behaviour (i.e. Positive Relationships and Bullying and use of technologies)
- Explicitly teaching social skills that build both confidence and independence to enable students to maximise their relationships with family, friends and members of the school community
- Implement a whole school approach to restorative practices that build relationships and encourage respect and student agency (Davis Creek Primary School Staged Response Plan)
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- Each learning community has a PLC Leader, responsible for their year, who monitors the health and wellbeing of students in their learning community, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our ***** for further information.
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through *****
- We support learning and wellbeing outcomes of students from refugee background through *****
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ+ Student Support *****
- All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.



- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- 'Hero units' of inquiry are set up to support the building of identity of each of the learning communities (Foundation, Year 1-2, Year 3-4 and Year 5-6).

Individual

Davis Creek Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Case management process to support the Student Support Group. This will involve the Principal, Assistant Principals, Leading Teacher and Allied Health professionals who meet regularly to support the development of either Individual Education Plans or Behaviour Support Plans. These are focused on inclusion and support of students to participate successfully in the mainstream classroom. There will be a follow up meeting with parents and students (age appropriate) during the Student Support Group. A follow up meeting with parent / carer to discuss how best to help the student engage with school.
- Termly SSG Meetings and Individual Education Plans for all PSD students and other identified students as appropriate.
- Collaboration with Student Support Services.
- Referral to the Program for Students with Disabilities and subsequent application.
- Referral to Child First.
- Student Support Space and Gross Motor activities operating where experienced teachers and Education Support staff support students with developmental play opportunities to build social skills or simply a quiet space for them at lunch or recess times. These structured activities enable staff to build constructive relationships with students at risk, whilst also supporting students with complex needs to develop social and emotional skills in order to facilitate positive relationships.
- The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:
 - o psychologist for psychological and academic assessment
 - o mentors – providing support for 'at risk' children
 - o Department of Human Services case managers and support workers
 - o social workers to provide services such as counselling, social skills and anger management programs
 - o youth agencies
 - o local parent support groups
 - o relevant DET support staff
 - o C.A.S.A. [Centre Against Sexual Assault]
 - o School Focused Youth Service (SFYS)

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

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family.
- Engaging with our regional Koorie Engagement Support Officers
- Running regular Student Support Group meetings for all students:
 - o With a disability
 - o In Out of Home Care
 - o With other complex needs that require ongoing support and monitoring.



4. Identifying students in need of support

Davis Creek Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Davis Creek Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled.
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers.

5. Rights and responsibilities of all Stakeholders

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values and Philosophy policy highlights the rights and responsibilities of members of our community.

At Davis Creek Primary School our aim is to develop a robust learning community with positive management and engagement strategies that enable the highest level student learning outcomes. In terms of student engagement and wellbeing, we strive to:

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

Equal Opportunity

We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

The Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a concomitant responsibility to respect the human rights of others.

Students with Disabilities

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

Bullying and Harassment

See our separate Bullying Prevention Policy.

Rights and Responsibilities of all Stakeholders: We are Stronger Together.



Our school rules, values, rights and responsibilities are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.

Rights of Students	Responsibilities of Students
<p>Students have a right to:</p> <ul style="list-style-type: none"> - learn in a safe and secure environment where they can fully develop their knowledge and skills free from bullying, harassment, violence, racism, discrimination, intimidation or cyber-bullying. - to have access to quality teaching and learning - participate fully in the school's educational program - receive reasonable assistance to resolve school-related problems - receive ongoing communication and feedback about their progress - express their ideas, feelings and concerns respectfully 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> - participate fully in their educational program - make others feel safe and secure - respect the rights of others to learn - keep our school clean and tidy - attend school regularly and be punctual - display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community - use manners; saying 'thankyou', 'please', wait their turn, hold the door for others - put in best effort to achieve their goals - ask for help - demonstrate our school values at all times.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.



Rights of Teachers	Responsibilities of Teachers
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> - be valued, appreciated and respected - work and learn in a happy, safe, secure and satisfying environment - be shown courtesy, kindness and cooperation - know their property is safe - work in a clean and tidy school - be supported to love what they do - be provided with quality opportunities to learn and grow. 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> - fairly and consistently implement the engagement and wellbeing guidelines. - assess and plan for effective learning together. - create and maintain safe, collaborative and engaging learning environments - know the curriculum to be taught and create an engaging environment with intentional teaching. - be warm demanders - communicate positively with children, colleagues and families, respecting their diverse backgrounds - ensure every child is provided with the support and resources for future learning - demonstrate our school values and DET Values at all times - engage enthusiastically and collaboratively in professional learning opportunities including PLCs - be there for one another to support with consistent planning.

Rights of Education Support Staff	Responsibilities of Education Support Staff
<p>Education Support staff have the right to:</p> <ul style="list-style-type: none"> - be valued and respected - work in a happy, safe and secure environment that is satisfying - be shown courtesy, kindness and cooperation - know their property is safe - be supported to love what they do - be provided with opportunities for professional learning. 	<p>Education Support staff have the responsibility to:</p> <ul style="list-style-type: none"> - provide support during the day as the need arises to staff, children and families - investigate avenues of assistance or support outside the school when required/ appropriate - maintain trust and confidentiality - display understanding, caring and non-judgmental attitudes - work closely with parents/caregivers to support children's needs - contribute to maintaining an inclusive school - display our school and DET values - engage enthusiastically and collaboratively in professional learning opportunities. - demonstrate our school values and DET values



Rights of Principal Class	Responsibilities of Principal Class
<ul style="list-style-type: none"> - to be valued and respected - to work in a happy, safe, secure and satisfying environment - to be shown courtesy, kindness and cooperation - to know their property is safe - to work in a clean and tidy school - to be supported to love what they do. 	<ul style="list-style-type: none"> - provide leadership to school staff and children - ensure staff, children and the wider school community understand their responsibilities - ensure staff and children have the resources, equipment and materials to assist them in the process of teaching and learning - provide ongoing opportunities for staff to engage in professional learning such as mentoring, coaching, classroom observations and quality pl. - ensure the school curriculum, which takes into account the varying needs of specific children, such as children with disabilities and non-English speaking backgrounds - develop community partnerships - be up to date with current pedagogy and innovations

Rights of Parents	Responsibilities of Parents
<ul style="list-style-type: none"> - to be shown courtesy and cooperation and to be made to feel welcome - to feel valued and respected - to participate in a happy, safe, secure and satisfying environment - to be involved and informed about their child's learning. 	<ul style="list-style-type: none"> - value and respect the staff of the school and other members of the community - ensure regular attendance at school and promote positive behaviour at all times - work positively with the school to address matters of concern such as learning, wellbeing or behaviour - follow through with recommendations that will improve the educational or wellbeing opportunities of children - reinforce and display school values with children - assist with maintaining a safe and respectful environment for all children by acting as a responsible role model - participate in opportunities to support student learning for example attend parent teacher interviews, celebrations of learning and student-led conferences - contribute to achieving an inclusive school culture.

6. Student Behavioural Expectations and Management

Shared Expectations of Davis Creek Primary School

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. Our



values of C.A.R.E (Curious, Agency, Respect and Excellence) will be brought to life through our interactions with each other as well as the individual actions we take as a member of our school community.

We will display and model our school values through behaviours such as the following:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards
- Moving safely through the school environment
- Participating fully in learning activities
- Attentively following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive teaching and learning practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability and striving to be our personal best
- Making appropriate choices, even without supervision.

Davis Creek Primary School has clear expectations for all community members. All school community members (staff, children, parents/carers) are expected to follow our school values and clear codes of conduct when interacting with one another.

Staff at Davis Creek Primary School are expected to follow the Victorian Institute of Teaching professional Code of Conduct. A teacher's professional conduct is characterised by the quality of the relationships they have with their students, their student's families, communities and their colleagues.

Our school must always aim high and do as much as possible to have high expectations of all students; to scaffold the best behaviour that a student is capable of. The adults within the community are powerful role models of setting high standards for ourselves.

As a school we must consistently apply logical consequences to students' actions. If a student does not follow the school's expectations and no response follows, the student is encouraged to assume that the school does not mind. The behaviour we walk past is the behaviour we accept. Behavioural expectations are grounded in our school's Statement of Values / Student Code of Conduct.

At all times, the school should scaffold ways towards better behaviour for students as far as they are capable. It is unacceptable to accept misbehaviour from any student who is capable of modifying their actions. As a school community we look for ways to equip students with better skills, habits and qualities. The curriculum framework provides a strong base to work from to support students to learn the important behaviours to help them build positive relationships with one another.

All students have the right to learn. This means that if a student is making it difficult for a teacher to teach or students to learn, and in class strategies have been attempted, students will be removed from the lesson temporarily until the situation can be resolved. This is a school wide process and is referred to the Davis Creek Primary School Ladder of Learning.



The Ladder of Learning

Excellence	<p>I can consistently achieve excellence.</p> <ul style="list-style-type: none"> - I demonstrate the school values (C.A.R.E – Curiosity, Agency, Respect and Excellence). - I put in my best effort. - I respect the learning and rights of others. - I monitor and track my learning goals.
Role Model	<p>I am a role model for others in my actions</p> <ul style="list-style-type: none"> - I am responsible for my learning and helps others. - I show commitment to achieving my personal best through tracking and thinking about my learning goals. - I encourage others to make positive choices
Trying my Best	<p>I always try to achieve my personal best.</p> <ul style="list-style-type: none"> - I am a risk taker and have a go. - I listen to, follow instructions and ask thoughtful questions. - I take pride in my work. - I keep my learning goals visible on my table, so I keep stay focused on them.
Ready to Learn	<p>I am well prepared and ready to learn.</p> <ul style="list-style-type: none"> - I understand our school values and think about what I need to do to live them. - I am ready to follow our classroom essential agreement. - I am organised and prepared for every lesson.
Reminder	<p>I need a reminder.</p> <ul style="list-style-type: none"> - At the moment I am not following the classroom essential agreement. - My teacher or peers remind me to make good choices. - I will change my behaviour so I am ready to learn.
Time to Move	<p>I need time out in my classroom.</p> <ul style="list-style-type: none"> - If I chose to make inappropriate choices, I will be exited to another grade to reflect on my behaviour. - I will reflect on my choices and be ready to talk to my teacher about them when I return to class. - When I have thought about my actions and choices I can identify strategies to support me re-joining the class. - My teacher and class will welcome me back when I am ready to learn.
Time Out/In	<p>I have been given time out in my classroom to reflect on my choices. I need to be exited to another grade to reflect on my behaviour.</p> <ul style="list-style-type: none"> - I will reflect on my choices. I may need to stay in over recess/lunch to complete the work I have missed out on. - I will talk to my teacher at a suitable time about my choices. - When I am ready to learn I will return to my classroom.
Time to Leave	<p>I have been given time out to reflect on my choices but have continued making inappropriate choices and need to leave.</p> <ul style="list-style-type: none"> - If I am asked by a teacher to leave the classroom, and go the assistant principal/principal. - I will follow these instructions. I will talk to my teacher at a suitable time about my choices. - I understand there are consequences for my actions and I understand my parents will be contacted. - When I am ready to learn I will return to my classroom.

6. Establishing the climate for learning at Davis Creek Primary School

Berry Street Education Strategies

The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. We at Davis Creek Primary school, employ a range of specialist strategies to support students to self-regulate and be in an optimal state for learning. This means providing students with strategies to regulate one's sensory needs, emotions, and impulses to meet the demands of the environment, reach one's goals, and behave in a socially appropriate way.

Creating the environment for learning

To establish an effective and positive learning environment, the Davis Creek Primary school values and Top 10 habits are modelled, explicitly taught and acknowledged. Other important factors attributing to creating an environment for learning include;



- Establishing a supportive learning environment
- Understanding the individual needs of the learner
- Motivating students through encouragement and praise
- Providing feedback that will enable learners to track their progress and set goals
- Celebrating the learner's success
- Creating a safe learning environment where learners feel supported, welcomed, and respected.

Consistent Predictable Routines (CPR)

Provide a predictable environment where students know and understand the routines of school. CPR alleviates stress behaviours triggered by times of transition or when the schooling day is unfamiliar to the student. CPR provides both students and teachers with consistent responses and results. CPR should not be seen as something that only occurs in the morning circle time, but as a tool to support students throughout the whole day E.g. transitioning from lesson to lesson, from home room classes to Specialist classes or providing structure for packing up/setting a routine. As CPR removes some of the stress from the student's emotional cycle it allows students to focus on the learning tasks, be ready to learn and remain focused for longer periods of time throughout the day.

Circle Time

Circle time will be a major focus of the engagement and inclusion approach. It is a teaching strategy which allows the teacher to explore issues of concern. Also, it allows children to explore and address issues which concern them. During term one, begin the day with circle time, as a way of marking the roll and developing a sense of community within the grade. Circle time can also be used during the 15 minutes of eating time over lunch. Circle time should feature as a regular part of the teaching program.

Brain breaks that involve patterned, repetitive movement p56

By providing Brain Breaks it is an opportunity to gauge and implement the right type of breaks in learning time to place students in the **optimal state to learn**. Students may need to be **Energise or re-focus** (students may have been sitting for too long or are feeling sluggish) or **De-escalate energy** levels (coming in from play time or when students are displaying hyperactivity) Brain Break activities can be interwoven into the classroom at any time, they should be short (no more than 5 mins) and often need little equipment.

Mindfulness

- **Conscious breathing** is one of the fastest ways to stimulate the relaxation response. A script for conscious breathing may be read to the class whilst practicing the breathing techniques.
- **Mindfulness grounding** is aimed at times when students are experiencing distress or dysregulation; it can be used to orientate themselves to the present moment. Practicing grounding techniques during times of calm and emotional balance helps students to prepare to use them when they are in a state of distress or dysregulation.
- **Rhythm to regulate** self, to refocus and create a sense of calm, use any rhythm at 60-80 beats per minute in background music. This helps students to regulate their resting heart rates. Rhythmic motor activities such as drumming, dancing, rocking, EFT face tapping and body percussion can be used as grounding techniques when students are experiencing distress or dysregulation.
- **Kindness meditation** is used to cultivate a sense of calm and compassion for self and others. Kindness meditation builds on the concept of unconditional positive regard students will develop a sense of peace and stability.
- Mindful breaks, conversations, music, colouring in or art activities or walks with a teacher can also be used to create a state of Mindfulness.

Asking students to notice their bodies in hourly ways

Emotional intelligence is the ability to understand, use, and manage your own **emotions** in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Students at DCPS are encouraged to notice the physical changes their bodies experience when moving through different emotions.

Ready to Learn Scale



The Zones of Regulation is a cognitive behavioural approach designed to help students to identify their emotions and feelings, and recognize when they are in different states called “zones”

The Ready to Learn scale supports students to rate their readiness to learn. The Ready to Learn Scale can be used throughout the day to track how students are feeling about learning and what emotional state they are in. The Ready to Learn Scale should be easy for students to access, in student friendly wording and have visuals to support each section. The scale is broken into 4 areas, Blue zone, Green zone, Yellow zone and the Red zone.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Calming and De-escalation strategies

Student’s behaviour is a form of communication. At DCPS we explicitly teach and employ a range of de-escalation strategies to enable our students to reset and re-engage with their learning. De-escalation techniques can include verbal, non-verbal and written strategies.

Teacher:

- Employ a calm demeanour
- Give students time to regain their calm
- See the situation from the child’s perspective
- Ensure the student feels heard
- Repeat statements the student says and ask for clarification
- Redirect behaviour through providing reasonable choices/options for alternative activities

Student:

- Retreat to an allocated ‘calming space’ within the learning community
- Take a walk and/or get a drink
- Channel attention through the use of fidget toys, playdough, stress ball, bubbles or puzzles
- Breathing techniques

Students may also use one of the strategies outlined in their Ready to learn plan.

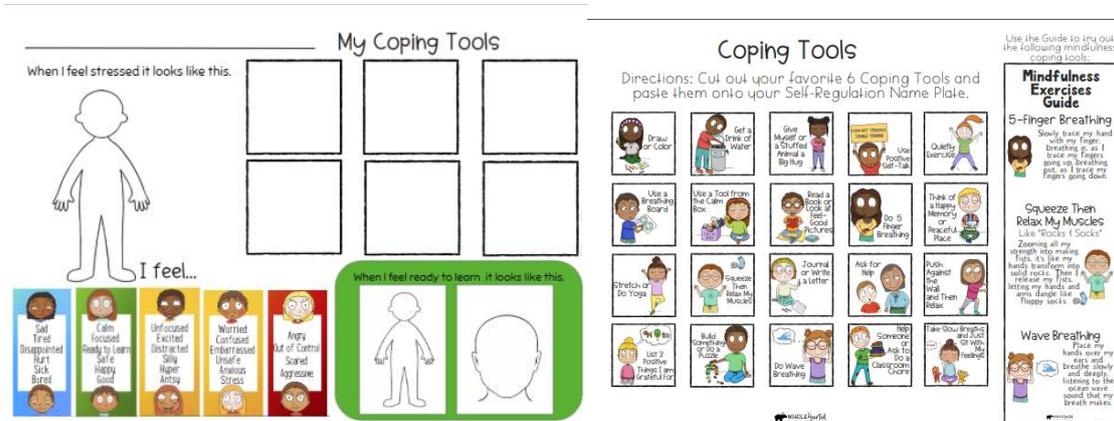
Ready to Learn Plan

Is a pre-arranged deal between the student and teacher to provide a student with de-escalating and self-regulation strategies. It is very difficult for a student to think rationally or feel trusted when they are highly stressed or anxious. While the student is calm, help them to identify Ready to Learn Plan strategies they can apply as a preventative measure to return to the Ready to Learn Zone. Use the Ready to Learn Plan strategies repeatedly until it becomes an automatic student response and revise as required. The plan may include: I get angry/frustrated/anxious when this happens... When I get angry/frustrated/anxious my behaviour can look like... My physical response is often... Some things that can help myself deescalate are... I know I’m calm when...



Ready to Learn Plan Template

Each student fills in an individual plan that expresses how they feel during times of stress and possible coping tools they will use to get them back in the Green Zone. Students draw and colour the first body outline "When I feel stressed it looks like this", students then cut and paste coping tools into their plan. Finally, students draw and colour what they look like when they are Ready to Learn. Ready to Learn Plans are displayed in the classroom and referred to throughout the year.



* Refer to the Berry Street 'Body' resource manual and Zones of Regulation Curriculum for further information.

Classroom Essential agreement

Successful classroom management relies heavily on establishing clear behavioural expectations of our students. Promoting positive behaviour within the classroom environment should always be at the forefront of any discussions around behaviour management strategies that work. It's important to establish clear behavioural expectations with our students that align to the DCPS Top 10 habits and school values. These need to be unpacked with students and collective statements created e.g. we will follow the teacher's instructions, we will be open minded and try new things.

7. School Actions and Consequences

At Davis Creek Primary School, we have four levels as part of our student engagement and wellbeing guidelines:

1. **Primary Prevention**
2. **Early intervention**
3. **Complex Intervention**
4. **Restoring Wellbeing**

Primary Prevention: Supporting belonging and a sense of wellbeing

Primary prevention strategies are designed to enhance the emotional and social wellbeing of all children and staff at Davis Creek Primary School. It involves skilling the teachers in a range of approaches to develop resilience of students throughout their school years. The Berry Street Education Model will provide the framework along the I.B Primary Years Program to support healthy and resilient young people.

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:

- Establish a safe, secure and inclusive learning environment. Our learning environments are clean, tidy and orderly based on predictable routines. Prior to each Term or Semester each Year Level Team is involved in the creation of a working document that guides teaching teams in the consistent and predictable routines specific for the year level and the whole school. This helps teaching teams to



- identify areas of focus for development in consistent and predictable routines for all children. Specialist teachers create their own consistent and predictable routines for their specialist area, for cross-over of classes and align these with in class practices to ensure consistency for all students.
- Develop, model, teach and encourage a set of core school-wide values, rights and responsibilities and shared expectations. Ensure students participate in the development of classroom essential agreements and expectations.
 - Provide students with appropriate challenge through the support with developing personal learning goals in core curriculum areas.
 - Acknowledge positive behaviours and celebrating effort and achievement
 - Empower students to be involved in school decision-making and leadership activities.
 - Use language of the top ten habits, ladder of learning and school values – I'll begin when you are seated. I'll start when all eyes are tracking me. I'll be glad to start as soon as you show me you are ready to learn.
 - Implement regular circle time
 - Finish the day with positive emotions.
 - Use brain breaks or energisers that last no longer than one minute as research supports.
 - Identify students at risk of disengagement from learning in a timely manner
 - Monitor, measure and communicate progress with students and parents in a timely manner.
 - Rigorously monitor, record and follow up student absence in a timely and rigorous manner.
 - Implement evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
 - Teach mindfulness using applications such as smiling minds.
 - Ensure students have calm and supportive transitions to the next class. This includes walking children calmly to specialist classes.
 - Greet by name and positive touch, each student every morning- handshake, high five, fist pump
 - Showing unconditional positive regard for every child.
 - Use positive reinforcement.
 - Positive reinforcement is a powerful tool in the management of student behaviour. Praise, reward and acknowledge positive student behaviour. While important for all children, it is particularly important for children whose behaviour is difficult to manage. We need to catch children doing the right things and apply positive consequences to ensure they repeat the behaviour.
 - Active supervision- Displaying 'Withitness' as a teacher means every child feels you have eyes in the back of your head. Roving around the classroom checking in with children is an effective strategy. When working with small groups still casting your eye around the class observing levels of engagement and on task behaviour. Teachers have a duty of care to ensure children are supervised at all times. This is provided by the classroom and specialist teacher during lessons and the duty teacher at break times. If a teacher who is responsible for supervision has to leave their group they must notify another teacher who assumes responsibility. Playground supervision is a very important responsibility and the teachers must ensure they are in the yard at the specified time.
 - Using a Growth Mindset: The language of growth mindset helps children learn that anything is possible if we put in our best effort and practise. Pushing the boundaries of our comfort zone is where true learning occurs. Mistakes are a big part of the learning process and feedback is vital. Develop growth mindset thinking with your students.

Early Intervention; Strengthening Coping and Reducing Risk

Early intervention targets those students at risk of ongoing social, emotional and/or physical harm in order to reduce intensity, severity and duration of psycho-social and behavioural risks. Early intervention minimises potential harm by:

- continuously monitor and assess risks and identifying needs
- provide counselling and support as required



- develop de-escalation maps and ready to learn scales
- develop well understood de-escalation strategies and routines so students can move to self-regulation (present, centred and grounded). This will be a scaffolded process, and require a gradual release of responsibility (co-regulation) and involve teaching students breathing strategies and using questioning (Have you got your centre? Have you got your focus?) and 'golden statements' (I'll begin when you are seated, I'll be glad to start as soon as you show me you are ready, I'll start when all eyes are tracking me)
- implementing regular 'circle time' promoting/teaching wellbeing and mindfulness writing resilience plans for students when required
- establish a quiet and soothing space that is available to children as they need it.
- planning and assessing social and emotional learning using the Victorian Curriculum developing and implementing programs to improve skills and target needs so all students experience acceptance and positive pro-social environments and activities. Some of these programs include:
 - o Literacy intervention through developing strong PLCs
 - o Implementation of Berry Street Education Model of Education
 - o Program for Students with Disabilities
 - o Developing Individual Education Plans (IEPs) for Koorie children, children in out of home-care, children funded through the 'program for students with disabilities'
- Being present and visible, and actively roaming during class time and yard duty can minimise behaviour issues or disagreements between children. Providing repeated instructions, in the same calm tone, until the child understands and complies with the request.
- create walls within the classrooms/school that everyone can contribute to ~ *things that make me smile, things I want to see/experience in my lifetime.*
- provide opportunities for self-regulation. Children don't need lectures on self-regulation, they need practice e.g. silent ball, watch the video clip 'The Power of Delayed Gratification' always approaching students with a matter-of-fact, no-nonsense tone of voice and providing choices about things that are inconsequential (e.g. you can start with odd or even, you can sit and read a book for 3 or 5 minutes, you can use a strategy from your resilience plan).
- Directions should be framed as directions not questions ~ 'tell me what happened' (this allows the child to tell the story without emotion). Four questions to NEVER ask:
 - o Did you?
 - o Why did you?
 - o Do you remember?
 - o What did you say?

Complex Intervention: Access Support and Provide Treatment

Students may encounter a range of difficulties needing intervention. Issues around mental health, family difficulties and breakdown, abuse and neglect may require short term or ongoing support. Often for students experiencing trauma, education is therapy for them. Davis Creek Primary School will:

- clarify referral procedures
- link students/families to counselling services
- ensure continuity of care
- monitor and evaluate progress through regular student support group meetings, care team meetings, professional learning team meetings
- liaise with Student Support Services and other external services, including visiting teachers and psychologists and counselling.
- Using out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal class officers, counsellors, psychologists and youth workers.



- 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.

Restoring Wellbeing; Manage Trauma and Limit Impact

Restore wellbeing aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or potentially traumatic incidents, particularly those involving death, accident or illness. Traumatic incidents are those which are extraordinary and beyond people’s normal coping abilities. Davis Creek Primary School will:

- remind students of expectations – adults providing the narrative and watching for student response. Not asking direct questions. For example do not ask “why did you break that pencil?” but phrase the statement as a guess “I think you broke that pencil to get out of doing your work” and watch for the student response which will tell you a lot. Use cognitive verbs... “I think”, “I wonder”, “I suppose” keep praise very concrete and specific and do not connect it to substantive rewards.
- provide positive experiences that are unconditional and not linked to rewards
- provide opportunities for self-regulation. Children don’t need lectures on self-regulation, they need practice.
- always approach students with a matter of fact, no-nonsense tone of voice and provide choices about things that are inconsequential
- unnecessary confrontation when managing children will be minimised by focusing on the behaviour not the child – maintain a vision of the child’s ‘wholeness’

8. Agreed Practices at Davis Creek Primary School

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Consequences are an essential part of children developing responsibility for their behaviour. An incident may require: contacting parents, alternative lunch program, time out, time in, detention or suspension, resilience plans, expulsion (only for ongoing behavioural issues).

Violence, bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

Stages Behaviour Response

A staged behaviour response plan to minor, moderate and major behaviour is used as a school wide consistent approach to actions and consequences. This stage behaviour response plan has been developed by the well-being team and is presented to staff through a series of in-house professional developments. This plan is also used by the Specialists teachers and teachers while on Yard Duty. This is in line with developing Consistent and Predictable Routines daily at school at part of our work with escalation and de-escalation through the Berry Street Education Model.

Offences in Classroom (these relate to the school/classroom rules and are followed using the learning ladder)

Step 1 (A reminder)	A reminder of the school/classroom agreement/value is given to the child.
Step 2 (Time to move)	Second reminder: The child will work in another area of the classroom.
Step 3 (Timeout /in)	Removal from the classroom to a designated classroom within the grade level for a period of up to 60 minutes. The classroom teacher will notify the designated teacher. The classroom teacher may need to consider notifying the



	parent in writing through a personal letter, phone call, Compass or diary entry of the child's behaviour and removal from class. If the incident occurs at the end of the session, children will go straight to 'Time In' to reflect on their choices and complete any school work.
Step 4 (time to leave)	When the behaviour further escalates the child is withdrawn to a Principal Class Officer until they are ready to return. The classroom teacher will record the incident on Compass. The teacher will need to contact the family and may need to meet with them to discuss the child's behaviour and develop strategies to modify the behaviour and support the child.
Step 5	If necessary a resilience plan will be developed in consultation with the Principal Class Officer, teacher, parents/carers, child (where appropriate) and SSSO.
Step 6	Detention – after school – 3:05- 3:50pm
Step 7	In-school suspension
Step 8	Out of School Suspension

Unsafe and violent behaviour in the classroom will result in immediate removal from the classroom. The classroom teacher will contact the principal, assistant principal or delegate to collect the child.

Consequences in the playground

Step 1	A reminder of the school rule
Step 2	A second reminder: Walk with teacher on yard duty/ time out in yard
Step 3	Alternative recess/ lunchtime play activities
Step 4	Detention after school
Step 5	In-School Suspension
Step 6	Out of School Suspension

Ongoing Repetitive Behaviour- Classroom /or Playground

Consequences for children will be considered individually and may involve:

- parents/carers being contacted and a meeting arranged to discuss the matter
- developing a Resilience Plan/IEP
- counselling and other support
- withdrawal/exclusion from the classroom/yard
- withdrawal of privileges
- disciplinary actions such as suspension or in extreme cases expulsion.

Representing the School – Extracurricular Events: Representing the school in any form should be regarded as a privilege and a positive opportunity to demonstrate our school values and to strive for personal best. Because of this, all children who represent the school are expected to demonstrate the school values at all times. The final decision about representing Davis Creek Primary School in any extracurricular event will be made by the principal or assistant principal in consultation with the classroom/specialist teachers.

Attendance on School Camps and Excursions - If students have consistently not followed instructions of teachers, have acted in unsafe ways or behaved disrespectfully on previous external experiences, then this is deemed a risk for them attending such experiences, as school camps and school excursions. The final



decision about attendance on camps and excursions at Davis Creek Primary School will be made by the principal or assistant principal in consultation with the classroom/specialist teachers.

Discipline procedures – suspension and expulsion

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

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

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals.

Detention

A student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than 30 minutes from 3:05 pm to 3:35pm. Students will be fully supervised during detentions. Parents or carers will be informed at least the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship, we will endeavour to negotiate alternative disciplinary measures with parents or carers.

Suspensions – guiding principles

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

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

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

Expulsions – guiding principles

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

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

Punitive exclusions, such as suspension, expulsion and restrictive interventions, are measures of last resort and may only be used in situations consistent with Department policy, available at:



- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

The Principal of Davis Creek Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

Absenteeism

The need for high school attendance will be articulated to parents and children. The principal has a responsibility to ensure that attendance records are maintained and monitored at school. All student absences are recorded for both the morning and the afternoon by teachers, are aggregated on our CASES21 database and communicated to the Department of Education and Training. The Department of Education and Training and enrolment auditors may seek student attendance records. The principal has a further responsibility to ensure that unexplained absences (on the day of the absence) are investigated, and that high levels of absenteeism are adequately explained. The principal, assistant principal and administration staff will contact (by phone) parents/carers of children with unexplained absences weekly. The principal/assistant principal will contact parents/carers of children with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Ongoing unexplained absences, or lack of cooperation regarding child attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Health Human Services, Child First and/or the Attendance Officer (Department of Education and Training - Regional Office).

A return to school plan can be implemented to assist in the reintegration of children after a prolonged absence.

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/improvementstrategies.aspx>

9. Engaging with families

Davis Creek Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community. We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

10. Evaluation

Davis Creek Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs. Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data collated on Compass



- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Davis Creek Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any interventions occurs as soon as possible.

Communication

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- community feedback on policy documents via Compass
- included in staff induction processes
- included in transition and enrolment packs
- included as annual reference in our school newsletter
- made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

Further Information and Resources

The following Department of Education and Training policies are relevant to this Student Wellbeing and Engagement Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Berry Street Education Model - <https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>

The Zones of Regulation - <https://www.zonesofregulation.com/index.html>



Davis Creek Primary School Values and Top Ten Habits (Stronger Together) -

<https://daviscreekps.vic.edu.au/our-school/#values>

- Bully Stoppers <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- Amy Cuddy https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
- The Power of Delayed Gratification <https://www.youtube.com/watch?v=0mWc1Y2dpmY>
- Movie - Inside Out
- Barbara Fredrickson, Regulation of Positive Emotions: Emotion Regulation Strategies that Promote Resilience, 2001 <https://link.springer.com/article/10.1007/s10902-006-9015-4>
- Eduardo Briceño – Growth Mindset Ted Talk <https://www.youtube.com/watch?v=pN34FNbOKXc>
- Russ Harris ~ ACT (Resilience). Values resources https://www.actmindfully.com.au/values_cards_instructions
- Student Wellbeing Hub <https://studentwellbeinghub.edu.au>
- Engaging a Parental Community <https://www.aitsl.edu.au/tools-resources/resource/engaging-a-parental-community-illustration-of-practice> <https://www.aitsl.edu.au/tools-resources/resource/engaging-parents-carers-illustration-of-practice>

Review Cycle

Ratification	Review	Policy No.	Version No.	Date Produced
Feb 2023	2025	6	3	Oct 2019



Appendix 1

An Overview of Approaches to Behaviour Management at D.C.P.S

Consistent, Predictable ROUTINES

General school routines and rules are outlined in the table below:

<u>Consistent & Predictable Routines at Davis Creek Primary School</u>		
Consistent, Predictable Routine (C.P.R)	What our students are expected to do in this routine:	What the routine looks like at Davis Creek Primary School:
<p>Morning Circle Routine – starting our day:</p> <ul style="list-style-type: none"> - Welcome - Greeting. - What are our values – repeat the values every morning. - Go over the expectations (Classroom essential agreement or the Learning Ladder). - Track the speaker - Announcements - Positive primer - Ready to Learn 	<p>Entering a quiet and calm classroom so they can be ready to learn. Students enter classroom quietly and calmly.</p> <p>They unpack their bags on their own.</p>	<p>At 8:30am students enter classrooms and prepare for the school day.</p> <p>Children enter as they arrive and get organised and then join the morning meeting space.</p> <p>Foundation: Children join the floor and watch the positive primer.</p> <p>Year 1/2: Children join the morning circle space.</p> <p>3-6 - They move to tables with their just right text and start to read.</p> <p>8:40am instruction commences for session 1 of learning.</p>
<p>Taking attendance</p>	<p>All students are aware of morning and afternoon roll, and their place within the roll order.</p>	<p>The roll is marked on Compass or a paper copy of the roll is provided in the CRT Folder so that instruction can commence at 8:40am.</p> <p>Please send this roll down to the office by 9:30am. It will be returned to your teacher's pigeon hole, please collect this from the staff room.</p> <p>Students arriving late, will need to enter via the office and collect a late pass. The office will update the class roll.</p> <p>The afternoon roll must be marked straight after lunch. If a child is in the</p>



		sickbay, the office will contact the classroom teacher.
Transition between lessons	Know what is coming next or have an idea about the next lesson (daily schedule, predictability in lesson structure).	<p>Warnings will be given before the end of a session to ensure students are more prepared.</p> <p>A consistent pack up signal is given (e.g. hands on top, clap pattern etc).</p> <p>Children pack away materials and move to the area allocated for the following mini lesson to begin.</p> <p><i>Process posters with visuals are key; steps for packing up and resetting relevant to your year level.</i></p>
Using the toilets	To be given permission and choose an appropriate partner or go with a designated partner.	<p>F-2: Children attend the toilet with a partner of the opposite gender</p> <p>3-6: Children attend the toilet with a partner of the same gender</p> <p>All students need to walk to and from the toilet.</p> <p>Teachers will monitor toileting that interrupts learning.</p>
Moving to a specialist class	<p>Students will be prepared, line up in roll order and move in a calm and quiet manner.</p> <p>Meeting at set location for change over- students to be seated (between session 1&2 and session 3&4)</p> <p>Ensure volume is down to an acceptable level to avoid classroom distraction.</p>	<p>Please refer to Transition to Specialist Classes Document</p> <p>Students will line up in roll order after the lesson.</p> <p>Students will quietly walk to the set location for change over.</p> <p>Students move in a controlled manner with the teacher supervising.</p> <p>Once students enter the specialist space, small transition activities should be used to either refocus or as an energy boost</p>
Eating lunch	Students will know that they need to wash their hands before and after eating, and stay seated as they eat.	All students need to be seated while eating lunch, rubbish needs to be taken home and lunchboxes packed away properly either in their bag.
Lining up at the end of break times.	All students know to line up in roll order.	<p>Music plays - last chance for toilet and drink and move to the line.</p> <p>Teacher meets students at the line (while music is playing) to ensure supervision.</p>
Seeking help.	Students are expected to not always wait for the teacher to help them but to try and help themselves first.	3-6: '3 Before me': Students will focus on building independence- solving problems themselves by asking other students before adult.



		F-2: Raising hand in group setting and when working at tables to remain seated and raise their hand.
Transition during the lesson	Students are aware and collect the resources required for the next session	Teachers will negotiate a non-verbal or verbal cue that indicates time to transition.
Pack up and afternoon dismissal	<p>Students know to collect their bags and sit down. Notes will then be handed out to put in their take home satchel. End of the day announcements and reminders are given.</p> <p>Read-aloud and social games are played <i>after pack-up routine is completed</i>. When end of day bell is heard, students will be dismissed by the teacher in an orderly fashion.</p>	<p>Follow cleaning procedure (co created anchor chart displayed in learning space).</p> <p>Students sit down silently with their bags waiting for final announcements.</p> <p>Berry Street morning/afternoon routine: Make a positive physical interaction with students as they depart the classroom. e.g. Refer to Body book.</p>
Sip and crunch	Students are aware of the allocated time to have a healthy fruit snack each day.	<p>Students wash their hands.</p> <p>Students asked by the teacher to collect their sip and crunch.</p> <p>Students will remain seated unless placing their rubbish back into their bags.</p> <p>Duration 5 minutes then lesson resumes.</p>
Assembly	Oldest students to arrive first, having preps arrive last.	<p>Students will line up in roll order of the order the teacher has predetermined.</p> <p>Students will silently walk to and into the PAPE and when instructed by the teacher, sit in their allocated section.</p> <p>Teachers sit with classes to supervise classes during assembly.</p>
First Aid Treatment	<p>Students need to seek assistance from YD or classroom teacher, then with permission can attend sick bay.</p> <p>Students seeking first aid treatment must attend sickbay a partner.</p>	<p>Render first aid when required. Seek additional assistance if required.</p> <p>Yard- Teacher to send student to sickbay with first aid assistance card located in bum bags.</p> <p>Class- Send student to sick bay or contact sickbay if assistance in class is required.</p> <p>Assist in the completion of the parent notification, compass and school</p>



		accident form in case of serious injuries.
Wet day timetable	<p>Materials and resources that are allowed to be used.</p> <p>Noise and movement expectations – Which space is allocated for which activity and if movement is approved between homegroups.</p>	<p>Not to use Learning Resources – students need a separate bank of resources.</p> <p>Pre-planned indoor activities that are safe and calm.</p> <p>Negotiate with teaching partner, to ensure equitability in breaks.</p>
Brain breaks	Present Centred and Ready to Learn.	Teacher will identify whether students require an escalation or de-escalation brain break. Duration is up to 5 minutes and can be implemented as a whole class or individual when students enter the class, transition between lessons or mid lesson.
Mindfulness	<p>Asking students to notice their bodies in hourly ways.</p> <p>Present Centred and Ready to Learn.</p>	Mindfulness and strategies must be explicitly taught, practised and referred weekly/fortnightly dependent on age range.



Appendix 2

Attendance Policy

PURPOSE

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Davis Creek Primary School has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

SCOPE

This policy applies to all students at Davis Creek Primary School..

This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#). It does not replace or change the obligations of Davis Creek Primary School, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITION

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the *Family Law Act 1975* (Cth) and any person with whom a child normally or regularly resides.

POLICY

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Davis Creek Primary School during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Davis Creek Primary School, or
- the student is registered for home schooling and has only a partial enrolment in Davis Creek Primary School for particular activities.

Both schools and parents have an important role to play in supporting students to attend school every day.

Davis Creek Primary School believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.



Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Davis Creek Primary School parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with the relevant staff at Davis Creek Primary School about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and promoting attendance

Davis Creek's *Student Wellbeing, Safe Behaviours and Engagement Policy* supports student attendance.

Our school also promotes student attendance by:

- Promoting and supporting students and teachers to develop positive and authentic relationships
- Recognising the importance of attendance to school and having clear expectations for families
- Implementation of many Berry St Education Model strategies to support students to grow emotionally and socially so that they are engaged in their education.

Recording attendance

Davis Creek Primary School must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge Davis Creek Primary School's duty of care for all students

Attendance will be recorded by the classroom teacher by 8:45am and after lunch by 2:00pm using Sentral.

If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Recording absences

For absences, where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Davis Creek Primary School of absences by:

- log onto Sentral and let us know the reason why your child is absent by 8:40 am
- call the school and press 1 for absent and leave a message.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, D.C.P.S will notify parents by SMS notification via Sentral. [SMS/push notification message email/telephone/other method of notification]. Davis Creek Primary School will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond. A list of unexplained absents is emailed to the Principal everyday.

If contact cannot be made with the parent (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.

Davis Creek Primary School will keep a record of the reason given for each absence. The principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If Davis Creek Primary School considers that the parent has provided a **reasonable excuse** for their child's absence the absence will be marked as '**excused absence**'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as '**unexcused absence**'.



The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in advance

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.

Parents will be notified if an absence has not been excused.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Davis Creek Primary School will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant Support Staff in the school. Currently this is the Assistant Principal and her wellbeing team.

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required,

Referral to School Attendance Officer

If D.C.P.S decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the South Western Region for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
 - the parent has not provided a reasonable excuse for these absences; and
 - measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
 - the student has been absent for 10 consecutive school days; or
 - no alternative education destination can be found for the student.

More information and resources

- [School Attendance Guidelines](#)
- School Policy and Advisory Guide: [Attendance](#)
- [School intranet](#)

Review cycle and evaluation

This policy will be reviewed as part of the three year review cycle or if guidelines change.

Ratification Date	Review Date	Policy Number	Version Number	Date Produced
2020 (tbc)	2024	17	1	August 2019



Appendix A

Attendance Policy Flowchart

Davis Creek Primary School believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance. Both schools and parents have an important role to play in supporting students to attend school every day.

The following guide to categorise attendance will be utilised to assess individual student's risk of becoming chronically absent and prompt when and how the school shall intervene.



Note: Above are days per year and will be calculated as a percentage.

Davis Creek Primary School will implement a tiered approach to support students to attend and engage in learning, as followed:



Universal Support = 95 – 100% attendance

- Day 1 and/or 2 of an unexplained absence, families will be contacted by office staff by phone
- Upon return, classroom teacher welcomes student back to school with enthusiasm and empathy
- School promotes the message that 'every day counts' through school communication, including the school newsletter and social media
- Strong relationships between the classroom teacher, students and their peers will be promoted, as per the BSEM.



Targeted Support = 85 – 94% attendance

- On the third day of absence in a row, both explained and unexplained, the classroom teacher will contact the family by phone
- Priority groups will be monitored by the wellbeing co-ordinator, including:
 - o Students with historically low attendance
 - o Koorie students
 - o Students in Out of Home Care
 - o Students with a Disability
- Medium and long term trends will be monitored through a weekly attendance report, and students at risk of chronic absenteeism will be contacted by the wellbeing co-ordinator.



Individualised Support = > 84% attendance

- For students with chronic absenteeism an Attendance Student Support Group will be formed, including the Assistant Principal, Wellbeing co-ordinator, classroom teacher and parent/careers
- A face-to-face meeting will be scheduled with the Attendance Student Support Group
- A Return to School Plan will be implemented

Referral to School Attendance Officer

If D.C.P.S decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the South Western Region for further action.



