

# Mansfield Primary School

## Student Wellbeing & Engagement Policy



### 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.

Mansfield 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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.

### SCOPE

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

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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### POLICY

#### 1. School profile

##### Geographical Context

Mansfield Primary School is located in the Mansfield Shire, just over 200km from Melbourne, with an increasing student population, which reached 450 at the end of 2019. Approximately 180 students travel to school by bus with the remainder living in or around the township travelling to school by car, bike or walking. The school has an additional campus on Mt Buller, which runs from June to the end of the snow season in late September. Approximately 50 students attend our Mt Buller campus each year. Staff are extremely dedicated and hardworking, but lack access to ongoing high quality professional learning due to our rurality and relative isolation.

##### Student and Community Demographics

Our school's families are engaged in a range of occupations including farming and agriculture, tourism, small businesses and various other trades and services in and around the Mansfield Shire. Our school family occupation and education background index of 0.3348, places us in the medium range for schools.

## **Enrolment Trends**

Mansfield Primary School has a growing student population. At the end of 2019 the school student population was 450.

Over the past 8 years our student population has grown by 190 students at an average of 23 students each year. Mansfield Shire continues to grow at approximately 2% per annum.

### **1. School values, philosophy and vision**

#### **Vision**

Mansfield Primary School's vision is:

'Inspire. Challenge. Support. Make a Difference.'

#### **Mission**

Mansfield Primary School's mission is to inspire, challenge and support our students so that they leave Mansfield Primary School with the knowledge, skills and understandings to reach their personal potential, be lifelong learners and be valued members of their communities.

#### **Our school values:**

- Respect - Treat ourselves, one another and the environment with care and consideration.
- Integrity - Communicate truthfully and in a considerate manner.
- Motivation - Provide stimulating and engaging tasks while performing at an optimum level.
- Tolerance - Create a positive environment that allows everyone to feel comfortable, accepted and cared for.
- Empathy - Demonstrate understanding, compassion and support in a sincere manner.

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

### **2. Engagement strategies**

Mansfield Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

#### **Universal**

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

- deliver a broad curriculum including Outdoor Education and STEM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Mansfield Primary School use an Workshop Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Mansfield Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school’s Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and within their Leadership teams. Students are also encouraged to speak with their teachers, Wellbeing Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through our Better Buddies program, school plays, athletics and music programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Bullying No Way
- The Alannah and Madeline Foundation Better Buddies
- Catching On Early
- Esmart
- Protect- Child Safe

- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Our school will deliver a broad curriculum including outdoor education, performing arts, visual arts, LOTE and physical education.

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

- All students will have the opportunity to participate in a social and emotional learning curriculum program [including circle time, Better Buddies Program, Resilience Doughnut, Catching on Early program and Games Factory ]
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council and leader teams.

### **Targeted**

- The Wellbeing Coordinator as well as the Wellbeing Team monitor the health and wellbeing of students and act as a point of contact for students who may need additional support
- connect Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- teachers and students use a common language to promote consistency
- All students in Out of Home Care will be referred to the Welfare Coordinator and Student Support Services for an Educational Needs Assessment when needed.
- 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.
- Relevant teaching staff will apply a trauma-informed approach using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources, to work with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.

### **Individual**

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan
- Behaviour Support Plan
- Behaviour Response Plan
- Safety Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Team
- referral to School Chaplain
- referral to Student Support Services
- referral to ChildFirst, Headspace

Strategies to support attendance and engagement of individual students include:

- Meet with student and their parent/carer to talk about how best to help the student engage with school
- Establish a Student Support Group (care team)
- Seek extra resources under the Program for Students with Disabilities for eligible students
- Develop a Behaviour Support Plan and/or Individual Education Plan.
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Refer to internal support services eg Student Welfare Coordinator or Student Support Services

- Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies, Mansfield Shire Council

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan and/or Behaviour Response Plan
- considering if environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

Guiding principles:

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach which is based on procedural fairness.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote student voice, active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will provide social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. 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.

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

### **3. Identifying students in need of support**

Mansfield 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 help identify students in need of support and enhance student wellbeing. Mansfield 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 by families

Identifying students in need of extra support

Our school will utilise the School Entry Health Questionnaire to identify students in need of extra support using the following:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

### **4. Student rights and responsibilities**

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 highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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.

### **5. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Mansfield Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Mansfield Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate ( MPS Behaviour Triangle)
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Wellbeing Coordinator or AP or Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

### **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 3).

## **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 (eg 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 out of school)
- 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.

Suspension and expulsion can only be approved by the principal 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>

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 2. Responding to breaches of behaviour are outlined in Appendix 4.

### **6. Engaging with families**

Mansfield 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 or at the front office
- 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.

Mansfield Primary School values parent/carer input into its 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 build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

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

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 2. 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 Values.

## **7. Evaluation**

Mansfield 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
- school reports
- parent survey
- case management
- CASES21
- SOCS

## **FURTHER INFORMATION AND RESOURCES**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Behaviour expectations

Appendix 3: Staged response to behaviour issues

Appendix 4: Process for responding to breaches of Behaviour Expectations

Appendix 5: Student Code of Conduct

Related policies: School Wide Positive Behaviour, Bullying and Harassment, School Uniform, Sexual Harassment

## **REVIEW CYCLE**

This policy was ratified on 24/8/2020 and is scheduled for review in 2022.

## **Appendix 1**

### **STATEMENT OF RIGHTS AND RESPONSIBILITIES**

It is the right of all members of the school community 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 Policy.

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

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<ul style="list-style-type: none"> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>• <i>preparedness</i> to engage in and take full advantage of the school program</li> <li>• <i>effort</i> to do their very best</li> <li>• <i>self-discipline</i> to ensure a cooperative learning environment and model the school values</li> </ul> </li> <li>• team work</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> <li>• bring a note from their parents/carers explaining an absence/lateness</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> <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>	<p>In accordance with DET procedures 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> <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</li> </ul>

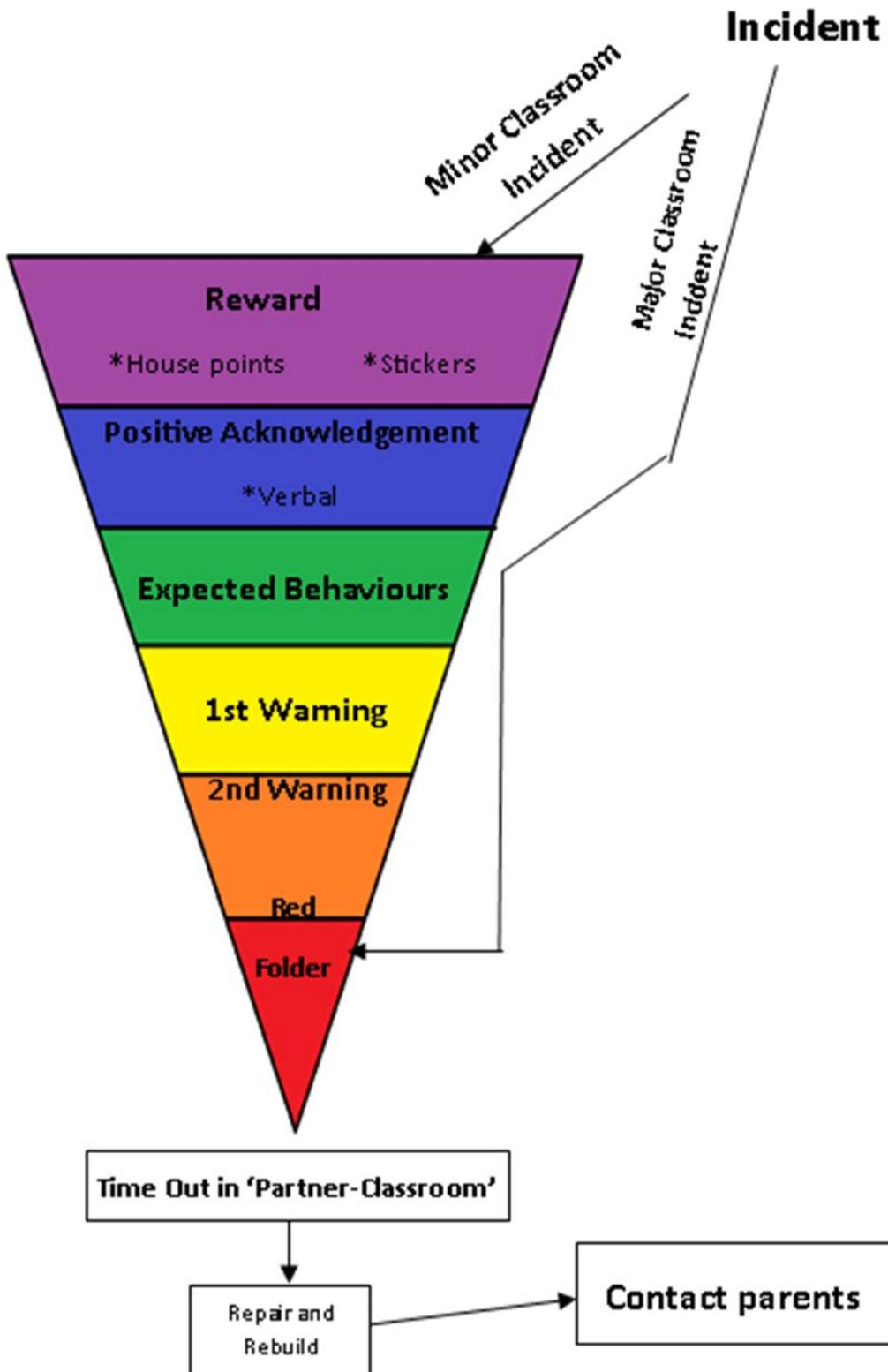
<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• model the schools core values of diversity, achievement, responsibility and endeavour</li> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility 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> <li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</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 schools 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>	<p>The school will;</p> <ul style="list-style-type: none"> <li>• deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</li> <li>• 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>• consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>• recognise that for some students additional support may be needed in the form of staged responses and is committed to working with families</li> </ul>
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**Appendix 3**  
**Staged response checklist for student behaviour issues**

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	<p>Maintain and sustain a professional learning community whereby teachers' underlying motivation is the success of their students.</p> <p>Students and staff encouraged to reach their individual, social, emotional, and academic potential by recognising and rewarding achievement, effort and excellence and sharing the learning and good practice.</p> <p>This happens in:</p> <ul style="list-style-type: none"> <li>• First 2 weeks of each year is Learning to Learn across all year levels and first day of each term</li> <li>• Use of consistent language Eg RRR's</li> <li>• Expectation behaviours matrix for whole school</li> </ul>
Establish whole school positive behaviour programs.	<p>Promote student wellbeing through a proactive focus on relationship development to include the utilisation of whole school approach to children's mental health and wellbeing. Good mental health is integral to academic learning and vital for social and emotional learning of life. Staff will continue to play a crucial role in building children's self-esteem and sense of social, emotional and academic competence and confidence.</p> <p>Structured and strategically planned professional development for all staff for implementing the following approaches to positive behaviour:</p> <ul style="list-style-type: none"> <li>• PBIS (Positive Behaviours in Schools)</li> <li>• Better Buddies Program</li> <li>• Resilience Doughnut</li> <li>• Restorative Practice</li> <li>• Bullying, NO WAY program</li> <li>• Cyber safety and Bullystoppers Program to include whole school esmart program.</li> </ul>
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	<p>Teachers to know their students.</p> <p>Provide a personalised learning program to empower students to learn how to learn.</p> <p>Further develop and enhance the inquiry approach and facilitate the development of independent and intrinsically motivated learners who are willingly engaged in planning and developing their learning based on their skills and abilities.</p> <p>Develop personalised learning programs that enhance student goals and target setting across the school</p> <p>Further develop student voice, being involved in determining their own learning pathways in conjunction with teachers</p>

## Stage 2: Responding to individual students exhibiting challenging behaviour

Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Gain information relating to the behaviour from staff and students  Speak with parents  Speak with student/students involved  Utilise Restorative Practices and PBIS approach
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	Meeting with parents and teacher  Discuss and explain Behaviour Management Plan and/or Individual  Education Plan with student and parent or guardian
Consider if any environmental changes need to be made.	Student may need to be seated in a different area of the classroom.  Student may need to be removed to another classroom, Principal's, AP's or welfare Coordinator's office
Teach replacement behaviours.	Utilise the Restorative Practice or PBIS approach
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Discuss with parent/guardian and obtain Parent/Guardian consent to  Inform parent/guardian of available community services and/or SSSO
Establish a student support group	Set up care team meeting with all parties.
Implement appropriate disciplinary measures that are proportionate to problem behaviours	Loss of recess or lunch playing time  Loss of playground privileges e.g. playing football, playing in the sandpit  Removed to other classroom  Removed to Principal/AP/welfare office  Exclusion from excursion/camping program  In house suspension  Parent/Guardian informed



## **Appendix 5**

### **Student Code of Conduct**

The Mansfield Primary School community believes that this school should be a happy and safe learning environment which meets the needs of students at all levels of their primary school life.

#### **Our School Rights**

At Mansfield Primary School:

- All students have the right to be safe
- All students have the right to be treated with respect
- All students have right to work and play without interference
- All students should be encouraged to be polite, courteous and well mannered
- Teachers should expect to be able to teach in an atmosphere of order and cooperation

#### **Our School Expectations**

At Mansfield Primary School we have:

- Respect for Self
- Respect for others
- Respect for Environment

#### **Our School Manners Expectations**

At Mansfield Primary School we:

- Say excuse me
- Look towards people and use their name when talking
- Knock when entering a room and wait
- Say please and thankyou
- Show patience