Torquay Coast PRIMARY SCHOOL
Well Being and Engagement Policy

Unique in its status as a state-of-art Educational facility, Torquay Coast Primary School seeks to be at the forefront of education for the Torquay Community. As a new Primary School, it offers outstanding facilities for the delivery of both its educational programs and community ventures.

About the School

At Torquay Coast PS the student will be at the centre and purpose of all that we do. Our teachers and support staff work will work hard to provide a teaching pedagogy reflective of 21st Century designs including **ICT rich environments** and **Personalised Learning** for all students. This innovative, rich and rigorous curriculum will be delivered in a positive, stimulating and challenging learning environment where every student experiences success and develops a love of life-long learning. Our students will be encouraged to explore their world through **inquiry learning** to become thinking, informed, resilient and self directed learners who are able to be the best they can be and contribute actively to their community.

The students' talents, efforts and achievements will be rewarded in an environment which fosters mutual respect, personal integrity and strong sense of self-worth.

Our Vision

Our vision is to be the leading provider of seamless high quality education programs from Foundation right through to Year 6. The student is at the centre and purpose of all that we will do. We will prepare students to pursue their chosen pathways, interests and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and Personalised Learning for all students. Teachers and students will work collaboratively in Professional Learning Communities, to create adaptive teaching options to cater for the individual needs of all students. All teachers will commit to having shared responsibility for all students. Torquay Coast PS will have a **commitment to zero tolerance of child abuse**. Our school's philosophy statement overviews an organisational culture of which a new high priority is ensuring that

everyone is well informed and practices shared efficacy in regarding child safety.

Our Mission

It is the mission of Torquay Coast Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students, and that provides a comprehensive primary education for all students that empowers them to reach their full academic, social, and physical potential. Through community connectedness, students will develop a love of learning allowing them to become self-motivated, curious, resilient and tolerant citizens.

Our Pillars (Values)

Our 4 Pillars (core values) will underpin all dimensions of our teaching and learning environment, and be supported through the implementation of Positive Education. They are embraced and modelled by staff and students and promoted throughout the school community. They are:

RESPECT

We are respectful of ourselves, others and the environment.

STRENGTH OF CHARACTER

We are always striving to be the best versions of ourselves.

ACCEPTANCE

We have the skills and strategies to overcome challenging situations.

MINDFULNESS

We are aware of what is happening within and around us.

School-Wide approach to Positive Behaviours (SWatPB)

Torquay Coast is committed to a School Wide Positive approach to Behaviour. (see Flowchart) **Appendix 6**

This program aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and rewarding or recognising students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. (Please refer to the TCPS SWPB Teaching Matrix) **Appendix 7**.

Guiding Principles

Torquay Coast Primary School is committed to excellence by:

- Recognising and developing intellectual, academic, cultural and sporting excellence.
- Providing inspirational and challenging teaching that is empathetic to the needs of the individual.
- Appreciating its diverse and highly professional staff and their dedication to the expectations of the School.

Torquay Coast Primary School is committed to the development of the individual within the global society by:

- Challenging every student to achieve their full potential, often beyond perceived capabilities.
- Promoting creativity, innovation, teamwork and leadership in its students and staff.
- Supporting humour, inquiry, pragmatism, balance, optimism, resilience and high expectations.
- Developing within students their capacity for self-management and self-determination.
- Honouring the promotion of care for others.

Torquay Coast Primary School is committed to an involved and diverse school community by:

- Providing students, parents and staff with a sense of belonging to a community with clear goals.
- Encouraging and expecting the involvement of all members of the school community.
- Fostering understanding, empathy, cooperation and harmony within a diverse school community.
- Supporting social responsibility in a local, national and international context.

Torquay Coast Primary School is committed to the wellbeing of our students and staff. The high calibre **Student Wellbeing** team, which consists of speech therapists, occupational therapists, social workers, counsellors, ESO-Integration aides and DET SSSO staff provides support and guidance for our students, staff and families. Our Welfare team has created a Whole School Wellbeing framework to define wellbeing roles at TCPS. **Appendix 8**

Shared Expectation

Torquay Coast Primary School is a Foundation to Year 6 State school aiming to provide an environment conducive to learning and the pursuit of excellence, and in which students develop self-discipline and learn to take responsibility for their own actions. It recognises that, in the pursuit of excellence, all students are individuals entitled to equal opportunity, a positive learning environment and on-going support to enable them to realise

their fullest potential – intellectual, personal, physical, creative, social and vocational. Such an environment can be developed when based on the value of mutual respect, shared responsibility and co-operation between staff, students and parents.

Student Expectations and Responsibilities

Students should expect:

1. To maximise their educational opportunities.
2. To learn without interruption or distraction from others.
3. To be given the opportunity to participate in a broad range of School activities.
4. To obtain respect, concern and interest from their teachers.
5. To feel safe from discrimination, harassment or indoctrination.
6. To have suitable facilities in which to learn.
7. To receive on-going communication and feedback about their progress.
8. To receive appropriate assistance and support in resolving school related issues.
9. To be kept informed about School Curriculum, Functions, Policy Development and other school related issues.
10. To be provided with the opportunity for involvement in the decision making processes of the school.
11. That the school has a commitment to zero tolerance of child abuse.

Students have the responsibility:

1. To attend School regularly and punctually.
2. To respect the rights of others to learn.
3. To respect their peers and teachers regardless of race, religion or gender.
4. To respect the property and equipment of the school and others.
5. To carry out reasonable instructions to the best of their ability.
6. To conduct themselves in a courteous and appropriate manner in school and in public.
7. To keep the school free from litter.
8. To observe the uniform code of the School
9. To be aware of all school correspondence and bring them to their parent's attention.

Teacher Expectations and Responsibilities

Teacher Expectations

1. To be treated with common courtesy by the students.
2. That students will come to class properly prepared and willing to listen to, and carry out reasonable directions from the teacher.

3. To be provided with an appropriate working environment.
4. To have the co-operation and support of colleagues and the School Leadership
5. To have the co-operation and support of parents.
6. To be provided with the opportunity for involvement in the school-based decision-making process.

Teachers have the responsibility:

1. To show care and concern for each individual student.
2. To treat all students with consistency and fairness.
3. To be prepared for class.
4. To be punctual to class and other duties.
5. To provide careful supervision of students.
6. To inform students regularly of their progress and to return set work promptly.
7. To communicate with parents when appropriate.
8. To support and co-operate with one another.
9. To support the current School Policies and Procedures.
10. To dress appropriately an dprofessionally for teaching and learning.
11. To have a commitment to zero tolerance of child abuse.

Parent Expectations and Responsibilities

Parents should expect:

1. That teachers show interest in and concern for the education and welfare of all students.
2. To be consulted and informed of progress and other issues involving their child.
3. To be provided with the opportunity for involvement in the school-based decision-making process.
4. To be kept informed about school-related issues.
5. The school has a commitment to zero tolerance of child abuse.

Parents have the responsibility:

1. To encourage their child's punctual attendance at school.
2. To show an interest in their child's school work, progress and home-study program.
3. To provide a suitable learning environment at home.
4. To encourage an awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities.
5. To read all school circulars.

Procedures for dealing with concerning behaviours

All concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below. (In reference to our School Wide approach to Positive Behavour).

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, a COMPASS Chronicle entry should be completed and submitted to the student welfare coordinator or principal/assistant principal.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

Level 3

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

Level 4

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to

outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Engagement Policy. Furthermore, the principal may commence formal disciplinary action in line with Student Engagement and Inclusion Guidance 2014' *(DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyberbullying) and harassment.*

Engagement Strategies

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

RIGHTS AND RESPONSIBILITIES Reciprocal: The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The four basic principles include freedom, respect, equality and dignity. Agreed Responsibilities: With rights come responsibilities. As such, all members of the school community including the School Council, Principals, teachers, students, parents/carers, Education Support Staff and community members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people. All members of our school community have the right to be treated with respect and courtesy. We all have the right to work and learn in a supportive and caring environment where we feel safe and valued and are able to perform work tasks without disruption. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Through this vision we ensure racism is identified, confronted and not tolerated and any instances of racism are addressed appropriately, and we support students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students.

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.

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

Torquay Coast Primary School is striving to:

- Continuously improve the Learning and Teaching throughout the school.
- Provide high quality Personalised Curriculum programs to develop the 'whole' child, promote self confidence and provide a conduit for student connectedness to school.
- Provide the best possible social, emotional and educational outcomes for each and every student.
- Increase the literacy and numeracy levels of each and every child.
- Form a strong connection with all students.
- Strategically build the capacity of all staff.
- Build the leadership capacity throughout the school.
- Form strong partnership with the school community.
- Form new partnerships with the wider community.
- Provide a high level of student welfare support and positive behaviours.

Enactment of school philosophy.

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices, the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision and mission. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school. Torquay Coast PS will have a **commitment to zero tolerance of child abuse**. Our school's philosophy statement overviews organisational culture of which a new high priority is ensuring that everyone is fully informed and practices shared efficacy regarding child safety.

The process at our school can be represented as the vision, mission, values and beliefs at the centre. In an outer ring there will be a set of principles. As a further outer ring will be a set of practices. A detailed list of school policies will sit within this framework.

In all work in the school, the question "Is this work or process in line with the school vision, mission, values and beliefs?" This question will be a fundamental part of the practice of all leaders in the school.

Evaluation:
This policy will be reviewed as part of the school's three year review cycle.
Last review by school Council Term 4 2023.
Next review date Term 4 2026

Consequences of Misconduct

Stage 1 — A reminder and explanation is given to the child that the behaviour is unacceptable. Following the School Wide Positive Behaviour Model, the correct behaviour is explicitly discussed and modelled (reference to the SWPB Teaching Matrix) with the student.

Stage 2 — If the behaviour continues, a verbal warning is given to the student and may be recorded on Student Central in each classroom. Following the School Wide Positive Behaviour Model, the student is directed to the Teaching Matrix to discuss the behaviours that we expect at TCPS.

Stage 3 — Time Out – students will be given 'time out' from the playground and will spend the time in another learning neighbourhood or appropriate setting.

Parents may be notified.

Stage 4 — Report of Misconduct

After the Principal has been informed of serious behaviour breeches a COMPASS Chronicle will be added to inform parents of the student's breech of the Code of Conduct

Stage 5 — Discipline Meeting for Student Support

A meeting is held to discuss the student's behaviour and strategies that will assist the child.

Recommendations may be made for the student to be referred to appropriate student services.

Stage 6 — Withdrawal or Detention

Students may be withdrawn from major events such as camps or excursions due to inappropriate behaviour or a 30 minute after school Detention may be imposed. Parents will be informed as per DET guidelines.

Stage 7 — Exclusion – Suspension and Expulsion

Processes involved in suspension and expulsions are serious disciplinary measures and will follow DET guidelines in consultation between students, parents, Principal and staff members concerned.

Suspension and expulsion may only be used in situations consistent with Department policy (which reflects the requirements of Ministerial Order 1125).

Restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, with a link to the Department's Restraint and Seclusion Policy on PAL.

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

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.

Student Engagement Strategies
Appendix 2

Universal strategies	Targeted strategies	Individual strategies
• 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. • All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on], • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment • School nurse and welfare 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 working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.	• Strategies to support attendance and engagement of individual students include: o Meet with student and their parent/carer to talk about how best to help the student engage with school o Establish a Student Support Group. o Seek extra resources under the Program for Students with Disabilities for eligible students o Develop a Behaviour Support Plan and/or Individual Education Plan. o Consider if any environmental changes need to be made, for example changing the classroom set up. o Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services o Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies

Shared Behaviour Expectations
Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • ***preparedness*** to engage in and take full advantage of the school program • ***effort*** to do their very best • ***self-discipline*** to ensure a cooperative learning environment and model the school values • ***team work***	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• 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 • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students	Parents/Carers are expected to: • ensure that their child's enrolment details are correct • ensure their child attends regularly	In accordance with legislation released March 1, 2014 the school will:

	• be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	• advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with DET procedures the school will: • Proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	Students are expected to: • model the schools core values of diversity, achievement, responsibility and endeavour	Parents/Carers are expected to : • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and

	• always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes	• Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	emphasises the well being of every child The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

Appendix 4

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.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

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).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

Process for responding to breaches of Behaviour Expectations

Appendix 5

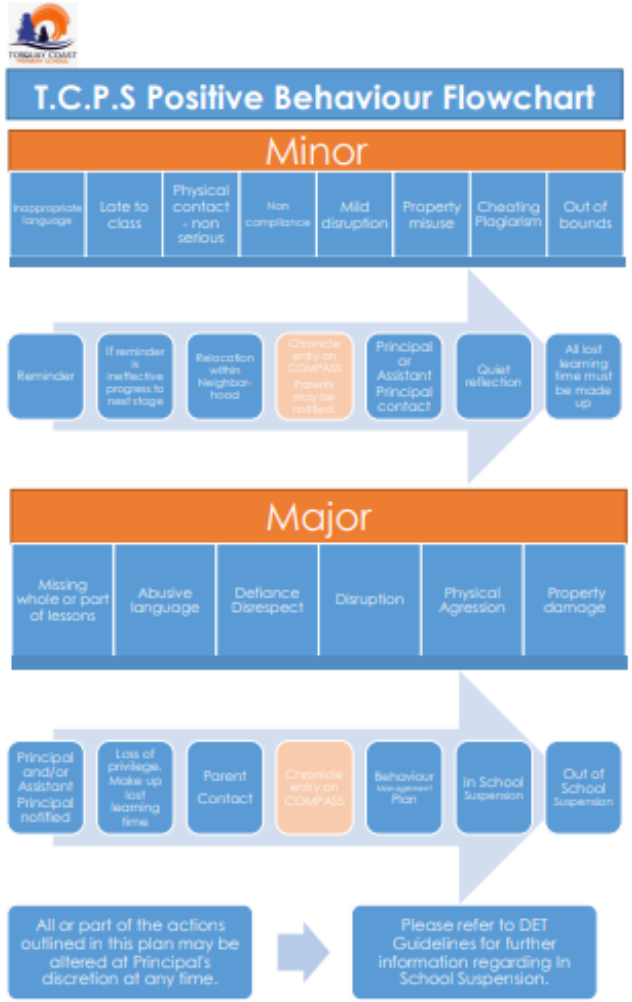
Rules	***Classroom Teacher Responsibility***	***PCO***
Overall behaviour • Students must obey all reasonable requests of staff. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability.	*Follow the "5 Steps to Classroom Control":* 1. *Remain calm* 2. *Warn with rights based warning "Your behaviour is disturbing others, please stop".* 3. *Reassert "I understand and we can discuss this later. Right now please…* 4. *Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc.* 5. *Follow through with graded consequences:* a. *Move student to another seat / isolated area of the classroom* b. *Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)*	*Implement a staged response:* • *Speak with the student prior to actioning* • *Student to ring and inform parent of misbehaviour in presence of PCO* • *Behaviour sheet* • *Attendance sheet* • *Restorative chat with affected parties* • *Behaviour Plans* • *Student Contract* • *Parent contact* • *Student support conference* • *Friday afternoon detention* • *In house suspension* • *Recommendation to externally suspend and referral to AP*

	c. *Remove to another classroom for time out* d. *Organise conference/restorative chat to include PCO* *Continued misbehaviour warrants:* a. *Incident Report to PCO* b. *Contact with parent after consultation with PCO*	
Attendance and punctuality • Students must be on time to all classes • Students who are late to period one must report to the general office to get a late pass. • . • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e.: signed note or medical certificate) must accompany all absences.	*Check late pass. Adjust entry on CASES21 to Late* *Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to PCO if on-going* *Report to PCO/admin*	*Speak to student about lateness issues.* *On going lateness: Friday afterschool detention and/ or organise for parent conference to resolve issue.* *Follow through with student and / or parent/guardian/carer* *After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator. Inform the Principal Class via distribution list.* *Organise for environment duty that day or next day and link to Area A or B teacher.* *Repeated offences: as above and limit the student to Area A.*

• Students must not leave the school grounds without permission.		
Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	*Check uniform pass. If no pass, inform student their name will be given to the Principal Class. Report extremes in appearance to Principal Class.*	*Check uniform pass. If no pass, confiscate the item of clothing and impose a Friday afternoon detention.*
Bullying • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.	*Report to PCO*	*Contact parents and involve Student Welfare Coordinator.* *Refer to schools Acceptable Use Agreement.* *Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.* *Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.* *Some cases may warrant immediate suspension. This decision must be made by the Principal.* *Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.*

Property and security • Students are to respect all school property. • Students must not enter staff room, offices or lifts unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated.	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.* *For repeated offences, refer to PCO* *Confiscate the bag.* *Confiscate iPod or mobile phone and take to General officeOrganise for students to remain behind and tidy the room or area.* *Retain any evidence of graffiti and report to Principal Class*	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.* *For repeat offenders, place in the Friday after school detention class.* *Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.*

Appendix 6

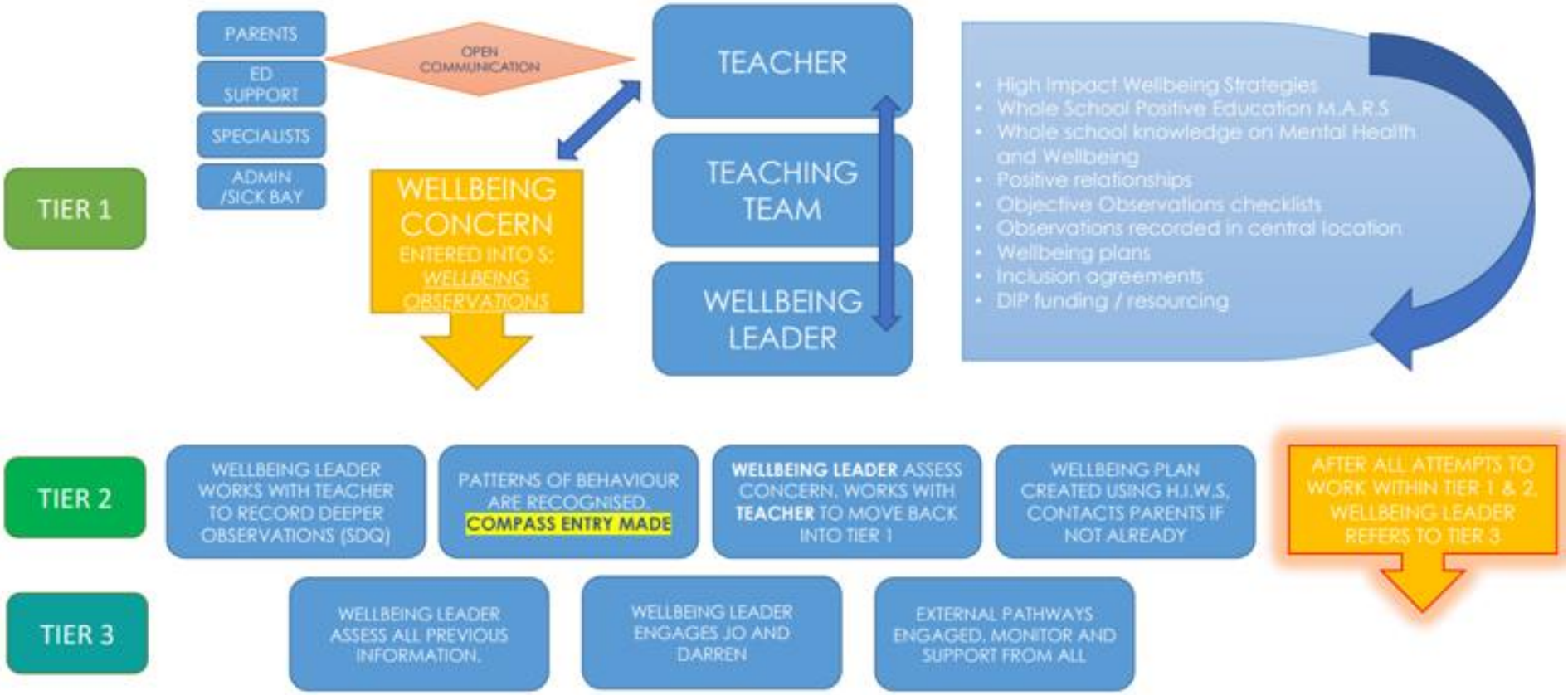

T.C.P.S Positive Behaviour Flowchart
Minor
Inappropriate language
Late to class
Physical contact - non serious
Non compliance
Mild disruption
Property misuse
Cheating Plagiarism
Out of bounds
Reminder
If reminder is ineffective progress to next stage
Relocation within Neighbor-hood
Chronicle entry on COMPASS Parents may be notified
Principal or Assistant Principal contact
Quiet reflection
All lost learning time must be made up
Major
Missing whole or part of lessons
Abusive language
Defiance Disrespect
Disruption
Physical Agression
Property damage
Principal and/or Assistant Principal notified
Loss of privilege. Make up lost learning time
Parent Contact
Chronicle entry on COMPASS
Behaviour Management Plan
In School Suspension
Out of School Suspension
All or part of the actions outlined in this plan may be altered at Principal's discretion at any time.
Please refer to DET Guidelines for further information regarding In School Suspension.

Appendix 7

TORQUAY COAST PRIMARY SCHOOL
Teaching Matrix

LEARNING SETTINGS

PILLARS	We Are Torquay Coast PS	Within our Learning	Outdoors	Out in Our Community	Digital Citizenship
Strength of Character *We are always striving to be the best versions of ourselves*	We prepare, practice and participate as well as we can. We understand and embrace our differences. We celebrate the achievements of others. We encourage others to be their best. We are honest with ourselves and others. We are positive role models. We maintain a positive attitude (growth mindset).	We embrace feedback and see it as an opportunity to grow as a learner. We actively contribute to a positive learning environment. We embrace the opportunity to support each other with our learning. We learn from our mistakes. We aim for excellence in all that we do.	We invite others to play with our group if we see them alone. We care for and stand up for others even when we're not directly involved.	We represent our school with pride. We follow the safety guidelines at drop off, school crossing and other community areas. We value the places we visit like we value our school.	We are committed to using devices appropriately and upholding the ICT agreement. We report any cyberbullying or inappropriate material.
Acceptance *We have the skills and strategies to overcome challenging situations*	We accept a genuine apology when it is made. We think of our own strategies to solve our problems before going to a teacher. We can respond appropriately to a situation. We keep a positive attitude if things don't go our way. We accept the consequences of our actions and words. We make good choices even if others aren't.	We persist with our learning even if we find it difficult. We always try our best and have a go at new things. We work towards our own learning goals and not compare ourselves with others.	We show good sportsmanship when playing games. We are proactive in looking for opportunities to play with others. We try to be calm and brave when something goes wrong.	We support our community in times of need.	We are proactive in looking for solutions to solve basic technical problems. We can think critically about what we read online. Is this the truth? Is this kind? Is this necessary? We take the time to act on content that makes us feel uncomfortable. We stop and think before posting information online.
Respect *We are respectful of ourselves, others and the environment*	We come to school everyday, on time and ready to learn. We listen and follow instructions given by all staff and school helpers. We speak and listen politely to everyone. We are considerate of others' personal space and privacy. We treat others how we would like to be treated. We play fairly and take turns. We understand that others can be different to us, and that's OK!	We leave our learning spaces neat so they are ready for the next class to use. We are respectful of others learning when moving around learning spaces. We respect the learning and opinion of others. We look after all learning materials.	We look after our school by keeping it clean and putting our waste in the correct bins. We look after our garden and walk on the footpaths. We use toilets properly. Go, flush, wash, walk. We use water wisely. We look after school and personal equipment as though it is our own.	We act in a safe and orderly manner looking after ourselves and others We leave the area the way we found it when we arrived. We look after the equipment and resources of the community so that others can enjoy it too.	We look after all our technology and use all equipment appropriately. We are courteous and polite in all online activity.
Mindfulness *We are aware of what is happening within and around us*	We pause and show awareness of the present moment. We are conscious of our needs and the needs of others. We are self-aware of how our words and actions will affect those around us. We are able to identify and manage our emotions. We understand that other peoples' thoughts and feelings might be different to our own, and that is ok as well. We show gratitude for ourselves, our school, our families, our friends and our environment.	We take risks in our learning. We are able to recognise and accept when we need support in our learning. We know that our learning can sometimes affect our emotions. We can identify, and then regulate when our emotions change as a result of our learning.	We read a situation and act accordingly. We are aware that enjoying our own company is ok as well.	We are aware of how our actions reflect on our school, ourselves and our families. We understand that different places outside the school can have different rules and expectations.	We are able to identify which digital locations are safer than others. We can identify which digital locations we need to be more critical of than others. We are aware of the possible outcomes of our digital actions. We are aware that sometimes technology, like all things, isn't the most reliable resource.

Appendix 8

Torquay Coast Primary Schools Wellbeing Flowchart