



No. 5218

Sunbury & Macedon Ranges Specialist School

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STUDENT ENGAGEMENT AND WELL BEING POLICY

School profile statement:

Sunbury and Macedon Ranges Specialist School is a dual mode, dual campus school that has two very distinct campuses that lie in equally beautiful and unique environments within Sunbury and the Macedon Ranges. Sunbury and Macedon Ranges Specialist School caters for the needs of students aged between 5 and 18 years with mild to severe intellectual disability.

The Primary Campus is situated on Jacksons Hill within purposefully adapted and renovated historical buildings. The Secondary Campus is situated in Bullengarook at the site of what was once a very small primary school, in a magnificent rural environment surrounded by lush vegetation and natural wildlife.

Our students are supported by a very dedicated team of staff. Most teachers hold a Special Education qualification. Education support staff support teaching and learning across the classrooms and the level of support provided is dependent on the needs of students in each classroom. Allied health staff comprising of Speech Therapists, Occupational Therapists, Physiotherapist, Music Therapist, Nurses and therapy assistants make up the Allied Health Team that work across the school.

SMRSS offers a broad and comprehensive based on the Victorian Curriculum and the Victorian Certificate of Applied Learning, VCAL. Class sizes and staffing reflect the individual learning styles and educational needs of students.

The school operates across 2 campuses –

The Sunbury Campus is predominantly our primary campus, years Prep to Grade 6 as well as an alternate secondary program. The Bullengarook Campus caters for our secondary students, Year 7 to Year 12.

Specialist programs to enhance curriculum provision include: Art, P.E., Music Therapy, Outdoor Education, ICT, Work Experience, Bike Education as well as School Productions and a Debutante ball. The therapy services team (Physio, O.T, Speech Pathologist, Social Worker) support staff in the delivery of augmentative communication systems and assessment of receptive/expressive language, along with skills of daily living and independence training.

Improving student learning's and pathways is recognized through a Performance and Development Culture and continuous improvement in the following areas:

- Curriculum planning at the unit level
- Developing the capacity of staff to improve teaching methodologies
- Assessment and reporting

Our vision is “to empower students towards independence through a command of language, mobility and social competency. To provide a stimulating and safe environment that fosters independence, mutual respect and self-esteem. Emphasis is placed on empowering students towards their optimum individual potential and to live as productive and contributing members of their communities.”

Whole-school prevention statement:

Sunbury and Macedon Ranges Specialist School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. SMRSS has zero tolerance for child abuse and is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Sunbury and Macedon Ranges Specialist School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

At Sunbury and Macedon Ranges Specialist School, building a safe and supporting school environment is essential to student engagement and wellbeing. Students can only learn effectively in environments in which they feel safe and supported and where their teachers have high expectations for their learning.

Our core community beliefs are:

- All community members have a right to learn and work together in a safe environment
- All community members have rights, responsibilities and obligations
- All community members have the right to be treated consistently and fairly
- All community members will display mutual respect for individual differences and opinions
- Students have the right to equality of educational opportunity and to achieve success
- Students have a right to participate in engaging, relevant and challenging curriculum.

The school actively promotes a learning environment where students and staff are respected and self-worth and dignity are valued.

Our school community values our “Promoting Positive Behaviours” through our School Wide Positive Behaviour Support, SWPBS, program which operates across both campuses and aims to reinforce socially desirable behaviours by teaching and modelling these behaviours and rewarding students when they are used. Rewards and consequences are applied concurrently to facilitate the development of desired behaviours at all levels of instruction.

Positive behaviours are achieved by:

- Consistency, routine and structure
- Ensuring that students understand the school rules
- Awarding verbal and tangible rewards
- Careful timetabling that promotes positive behaviour
- Organising sensitive groupings
- Using staff members and student buddies to build relationships
- An understanding that inappropriate behaviour may result in a loss of privilege or other sanctions
- Staff Training and Personal Development.

At SMRSS a broad curriculum is offered to cater for the needs of all students presenting with a wide range of disabilities. The Individual Education Plan developed in partnership with parent's, guides student learning across all areas of the curriculum across both campuses. At SMRSS the implementation of the Victorian Curriculum supports student achievement and underpins a framework for the curriculum provision at the specialist school. The VCAL program prepares students for their preferred post school option by developing the appropriate pathway.

Staff, students and the wider school community have a mutual obligation to communicate effectively with each other to enhance educational outcomes for all students. A communication policy identifies and reinforces collective responsibilities of the whole community and outlines the school's

proactive approach which includes regular communication through the use of diaries and communication books, weekly communication through the Chronicle newsletter, the distribution to families of curriculum planning documents, student support group meetings, parent forums, and participation in whole school events and activities.

It is strongly identified in this school community that students thrive in a structured environment that builds upon consistency and routine, and in order to achieve this, many preventative and early intervention approaches are implemented to allow students with every chance to achieve success. These include creating a safe and nurturing environment, building strong links with community providers and agencies, establishing and supporting social welfare links and partnerships with families and students, developing student management plans to support individual students identified through the school's welfare forum as well as maintaining strong partnerships with early intervention programs and schools within the identified school transport zone.

From time to time students present with very specific needs that impact on their learning such as chronic medical issues, welfare related family issues that may include their involvement with Department of Human Services or other care agencies. School policies exist to support school wide practices that ensure all students are monitored and supported initially at school and also with SSSO support along with various external support agencies.

An integral component of the program at SMRSS is the links to the local and wider community, and as such, many programs operate on a weekly basis to support the philosophy of real life learning. Opportunities to access the local community include the community access program, swimming at local pools, excursions to support curriculum foci, work experience and local partnerships as a component of the Advance program.

Student engagement and wellbeing is a key element of the School's Strategic Planning Process and Annual Implementation Planning. Use of school level data informs and drives a range of whole school programs to develop student engagement and wellbeing, across both campuses.

Shared expectations :

All students have the right to access a curriculum which addresses their academic, physical and social needs. Curriculum planning is underpinned by the use of individual learning plans that are developed collaboratively with the families and school personal.

Sunbury and Macedon Ranges Specialist School Principal, teachers and education support staff are expected to:

- understand and follow the schools' Child Safe Policy
- implement the Schools Child Safe Code of Conduct at all times.
- teach and role model the school values
- treat all members of the school community including students, parents/carers, colleagues, para-professionals, volunteers and visitors/contractors with respect
- adopt inclusive teaching practices
- ensure accessible educational provision for all students
- conduct honest and open communications with parent/carers
- work in partnerships and liaise with parents/carers
- develop community partnerships to support students
- provide student services and/or refer students to appropriate outside agencies for support
- develop and provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- address and celebrate diversity.
- Undertake training and personal development
- Ensure racism is identified, confronted and not tolerated
- Address and celebrate diversity including indigenous cultures

- Are expected to inform students about their rights especially in regards to safety, information and participation.

Sunbury and Macedon Ranges Specialist School students are expected to:

- take responsibility for and reflect upon their own learning. As students' progress through the school they will be actively supported and encouraged by teachers to manage their own learning and growth
- participate fully in the school's educational program and to attend school regularly. SMRSS school staff recognise that sometimes students need support to achieve this and will work with students whose attendance could be improved
- display positive behaviours that demonstrate respect for themselves, their peers their teachers and all other members of the school community by adhering to the following school rules
 - a) **Use Good Manners**
 - b) **Be Friendly and Respectful of Others**
 - c) **Use friendly words**
 - d) **Keep your Hands to Yourself**
 - e) **Play nicely with others**
 - f) **Look after each other**
- respect the rights of others, including the right of others to learn, in order to contribute to an engaging educational experience for themselves and other students
- learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be actively supported by staff to achieve this goal.
- Students are encouraged to enhance and maintain positive friendships with their peers.

Sunbury and Macedon Ranges Specialist School parents and carers are expected to:

- promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- cooperate with the school, which includes participating in regular, constructive communication with school staff regarding their child's learning and wellbeing.
- display respectful behaviours toward SMRSS School staff
- respect the rights of others in the school community, including school staff
- speak respectfully about school staff in their child's presence
- actively support their child's engagement in the school environment
- support the school in maintaining a safe and respectful learning environment for all students
- support their child by ensuring regular attendance, modelling positive behaviours and assisting their child with their school work.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

Sunbury and Macedon Ranges Specialist School aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for

	all students.
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Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy. • 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. • use a range of teaching strategies and resources to engage students in effective learning.

3.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

Intellectual disability and inappropriate behaviour

On occasions the general structure and core beliefs of the school will not be sufficient to maintain a student's behaviour within acceptable limits. Should a student present with these behaviours, an individual risk management/ intervention plan will be developed in consultation with parents, support staff, regional representatives and other allied health staff.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability

- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyber bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity

Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or inappropriate comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber bullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate online platforms

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate online platforms
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss online issues with an adult family member.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

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

3.6 Child Safe Standards

The Child Safe Standards (the Standards) commenced in Victoria in January 2016.

The new Standards July 2022 set out minimum requirements and outline the actions organisations must take to keep children and young people safe.

- Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
- Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture
- Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
- Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing
- Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice
- Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
- Child Safe Standard 7 – Processes for complaints and concerns are child focused
- Child Safe Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
- Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved
- Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people

“School Wide Positive Behaviour Support” SWPBS, program

The following whole school and classroom-based practices articulate SMRSS philosophy when developing actions and consequences, and involves a four-phase action plan:

- Phase One - Promoting positive behaviours using “SWPBS”
- Phase Two - Developing a range of general behaviour management strategies and rules of thumb for classroom behaviour problems.
- Phase Three - Developing specific and agreed Behaviour Support Plans and protocols for students presenting with Tier 2 and Tier 3 challenging and threatening behaviours beyond the control of the classroom teacher, as per our SWPBS Triangle.
- Phase four - Developing crisis emergency and critical incident procedures, including the use of agency supports with the assistance of our school Social Worker.

The program seeks to reinforce socially desirable behaviours by teaching and modelling appropriate behaviours and concurrently rewarding students when appropriate behaviours are observed.

Positive behaviours are achieved by:

- predictable, fair and democratic classroom and school environments
- individualized student behaviour management programs documented in student learning plans
- acknowledgement of student via :
 - Student of the Week awards (“Terrific Kid of the Week”)
 - Classroom positive behaviour programs – “Student of the Week “awards
 - Weekly Ranges STAR awards
 - Monthly Ranges STAR bus awards
 - End of week and term celebrations at assembly.
 - Newsletter and school magazine articles highlighting student achievements.
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- timetabling that promotes positive behaviours
- using staff members and student buddies to build relationships
- a commitment to de-escalating situations in which students are displaying inappropriate behaviours
- School Wide Positive Behaviour Support strategies such as:
 - Implementation of Safe Schools are Engaging Schools DEECD guidelines
 - Implementation of Restorative practices
 - Calmer Classrooms guidelines
 - Health and Human Relations/Wellbeing curriculum
 - Rights, resilience and respectful relationships
 - VCAL personal development curriculum
 - Personal and social capabilities
 - School values education
 - Recording and analysing behaviour via incident reports and anecdotal notes to keep parents informed of concerns and inappropriate behaviour
 - Acknowledgement of students via whole school and classroom positive behaviour reinforcement programs
 - Time limited alternative work spaces

- Green room to support students with regulation and sensory room for specific sensory needs.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving appropriate staff members to support the student
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Good Behaviour Program

- The aim of this program is to promote good/positive behaviour around the school, both in the classroom, in the community and in the school yard.
- “Catch the students doing good things” – Reward good behaviours and promote the school rules at all times.

Procedure

- Each staff member, teachers and ESS, are able to recognise and reward positive behaviour.
- Every staff member may award the appropriate reward to students at all levels
- Classroom teachers to record the rewards on a tally sheet.
- Students may wish to cash up these rewards or continue to collect them for a greater prize on the Ranges Star token/bucks as per PBS handbook.

Consistency across each campus and classroom to classroom is critical for our students and helps their transition through the school.

School actions and consequences

- Student engagement, regular attendance and appropriate behaviour are encouraged through the implementation of whole-school strategies supported by targeted and individualized support when required.
- Action and consequences are incremental (a staged response) and will be applied fairly and consistently.
- Positive consequences, as well as, negative consequences are part SMRSS's approach to supporting student engagement.
- Actions and consequences have an educational role and aim to foster positive

relationships as well as maintain the dignity of the student.

- Actions and consequences that isolate a student from learning will be avoided wherever possible.
- Corporal punishment is prohibited in all Victorian Schools. Corporal punishment must NOT be used at school under any circumstances

Extreme Behaviours and the Principal's Duty of Care.

The principal has a collective duty of care to the safety and wellbeing of all students and staff. The Principal also has a responsibility for the general good order of the school. This should not be unduly compromised by the actions of an individual.

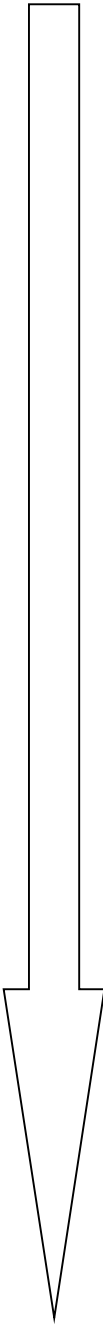
When a staff member feels a situation to be EXTREME and a student's behaviour is, or has the potential to, put others at risk they are able to enlist the support of other staff members.

- a) Teachers will Buddy up with the teacher in the adjacent or nearest room/s and seek assistance from them in the initial instance. Teacher to instruct the ESS to contact the office to seek assistance from member of leadership, stating the particular room/area and the student/s involved.
- b) Use of the PA is to be kept to a minimum to reduce the anxiety of the student/s involved and other students in the school.
- c) Individual strategies will be offered to students to assist them to regulate their behaviour, making reference to Zones of Regulations.
- d) Classes can resume as normal once all students are calm.
- e) A behavioural incident report is to be written up by the teacher/s involved and a debrief session to be held as soon as appropriate.

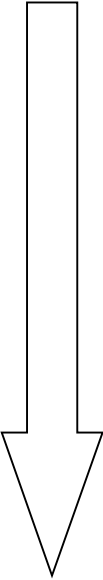
Managing inappropriate behaviour.

A behavioural incident report is completed on Xuno by the teacher/s involved for all incidents. These forms are to be flagged and checked by a sub school leader. Once approved the SSL will forward report to family via Xuno and/or in hard copy.

There is a hierarchy of consequences and a sequence of steps to follow when addressing student behaviour



Student Support Group Meeting	There are currently four scheduled SSG meeting per year. Further SSG meetings can take place at any stage to help support student/school and families manage any behaviours of concern. This would be done in consultation with the SSL and/or wellbeing team.
Care Team Meetings	Care Team meetings are scheduled on a needs basis to coordinate relevant professionals to support identified student's. Generally a CTM arranged and facilitated by an external professional and may involve the social worker and SSL.
Teacher/student discussion (Tier 1)	When a classroom teacher feels the need to address a student's behaviour he/she should discuss the behaviours of concern with the student. If required this process can be repeated and communicated to the parents/carers
Pre-emptive strategy (Tier 1)	On occasions it be may necessary for the classroom teacher to offer a break as a strategy to enable a student to self-regulate and then reengage back to the classroom when possible. This can either be in an area of the classroom or outside the classroom where the student can be observed by a staff member.
Behaviour management (Tier 2)	If a student is interfering with the education or safety of others, teacher may offer an alternative work space for a time limited period. (Incident report is to be completed) If disruptive behaviours appears to be ongoing a functional behaviour analysis can be carried out. This data can be used to establish patterns of behaviour and strategies can be introduced.
Detention (Tier 2)	When students breach the school rules a caution card is given to the student. When a student has accumulated three caution cards, they may be will undertake a period of detention. This can be half of morning recess or half lunch time. Caution may only be given by teachers, ESS staff however may recommend to the classroom teacher, a cross be given if they witness inappropriate behaviour. The detention period may be on the day of the breaches of conduct or may be the following day depending on when the breaches occurred. A detention notice will be completed by the teacher in consultation with SSL on Xuno. A copy will be forward to families via Xuno and followed up via a phone call if required. The note is required to be acknowledged by the family.
Restorative Practice/reflections of behaviour (Tier 2)	The classroom teacher initiates a restorative process with the student to manage a change in behaviour. This should include a member of the leadership team. The classroom teacher and/or the SSL should work through the behaviour reflection document with the student preferably prior to the

		detention.
	Task based behaviour consequences (Tier 2)	When a student continues to display minor behaviours in a specific program, a task-based consequence is to be discussed and implemented with the teacher and SSL. E.g. ongoing incidents during Community Access/Swimming an alternative time limited program can be implemented.
	Pre Suspension (Tier 3)	A pre- suspension (School and Transport) may be applied to a student to allow that student a period for reflection and cooling down. In this event the Principal will ask a parent to collect a child from school or to voluntarily keep them at home for an acceptable period of time. A pre-suspension contact form will be forwarded to parents outlining reasons for the pre-suspension
	Formal Suspension (Tier 3)	<p>A principal may suspend a student if, whilst attending school or travelling to or from school or engaged in any school activity away from the school, the student is deemed to have breached school rules and protocols detailed in this document or Ministerial Order no 1125 this can be located on the DET website.</p> <p>Immediate suspension is possible if the Principal deems the student's behaviour or action/s put the health and safety of themselves, staff or others at significant risk</p>
	Expulsion	A principal may expel a student if, whilst attending school or travelling to or from school or engaged in any school activity away from the school, the student is deemed to have breached school rules and protocols detailed in this document or Ministerial Order no 1125 (department website)

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in "Suspension Process Contact"

A student may only be excluded 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.

Appendix:

- 1 – Behavioural incident Report
- 2 – Detention Form
- 3 – Pre-Suspension form



No. 5218

Sunbury & Macedon Ranges Specialist School

Sunbury Campus
Circular Drive, Sunbury
P.O. Box 304, Sunbury 3429
Phone: 9744 4879/9744 7734 Fax: 9740 8581

Bullengarook Senior Campus
705 Bacchus Marsh Rd., Bullengarook
P.O. Box 962, Gisborne 3437
Phone: 5428 9222 Fax: 5428 9442

Sunbury Campus Email: sunbury.macedon.ranges.ss@edumail.vic.gov.au
Bullengarook Campus Email: sunbury.macedon.ranges.bullengarook@edumail.vic.gov.au
Website: www.smrss.vic.edu.au

Dear

Date:.....

Your child _____ has been given

detention as a result of

Sunbury & Macedon Ranges Specialist School recognises the importance of the home-school community partnership and expects parents to assist in encouraging responsible behaviour and reminding their children of the school rules.

The detention period will be / was

If you need to discuss this matter please contact the relevant campus on the numbers above.

Please respond via Xuno to acknowledge your awareness of the detention. Alternatively please sign this detention form and return to school tomorrow.

Parent signature

Date



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Website: www.smrss.vic.edu.au

PRE-SUSPENSION CONTACT

STUDENT..... DATE.....

REASONS FOR PRE-SUSPENSION

- A. Behaved in a way which endangered the safety of others ☐
- B. Committed an act of aggression or violence ☐
- C. Caused damage to property ☐
- D. Failed to comply with reasonable instructions of staff ☐
- E. Behaved in a way that interfered with the education of others ☐
- F. Behaved in a way which threatened the good order of the school ☐
- G. Engaged in discriminatory behaviour e.g. harassment ☐
- H. Was verbally abusive ☐
- I. Possessed, used or assisted others to use illegal drugs or substances prohibited by the Department of Education ☐
- J. Other- see teacher comments ☐

PERIOD OF PRE SUSPENSION:

From..... To.....

No. of Days.....

PARENTS CONTACTED:

YES/NO

COMMENTS:

.....
.....
.....

This inappropriate behaviour is a breach of the Student Code of Conduct and any further breaches may result in the student being suspended.

Signed

EVALUATION:

- This policy will be reviewed as part of the school's three-year review cycle.

Approval and review:

Created date	June 2022
Consultation	School council School Community (added to newsletter July 2022)
Endorsed by	Principal: Joanne Nolan School Council President: Amanda Solarino
Endorsed on	June 23 rd 2022
Next review date	Two-year cycle June 2024