

## 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.

Lynbrook 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.

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2. School values, philosophy and vision
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## POLICY

### 1. School profile

Lynbrook Primary School is situated within the City of Casey and is part of the South East growth corridor. The school opened in 2005 with an enrolment of 175 and has grown significantly since this time with a current enrolment of 952 students. It has an enrolment boundary in place to limit its overall enrolment which has remained relatively stable over the period of the current School Strategic Plan (2015-2018).

The school is surrounded by relatively new homes and the school and its local community are serviced by large open parks and a shopping /services precinct.

The school's Student Family Occupation Index is 0.5303. The EAL profile includes 66 (Level 1), 167 (Level 2), 76 (Level 3) and 19 (Refugee status). 24 students are funded under the PSD program. Equity (Social Disadvantage) students include 132 (Level 1) and 169 (Level 2). The school is culturally diverse with over 40 different languages being spoken at home; approximately 300 students, (almost 30%), have a Language Background Other Than English. The school celebrates diversity with pride and promotes tolerance, understanding and caring. The school community supports a school in Siem Reap.

In 2018, a new school vision and related values were adopted. The new vision states, 'Children will experience success every day and develop core values to assist them on their learning journey.' Our GREAT values are Growth Mindset, Respect, Empathy, Attitude and Teamwork.

The school has modern and well-resourced facilities including a Performing Arts Centre funded by the Building Education Revolution initiative. Facilities and grounds are well maintained and reflect the pride staff and students have in their learning environment. All classrooms are well equipped to enable the use of learning technologies. The play areas are large and the school has access to a large oval which is shared under a Joint Use Agreement with the City of Casey.

The students are organised into forty-one home groups. The school operates single classrooms from Foundation to Year 4 and Open Learning Hubs in Years 5 and 6. Core curriculum is a priority and there is a strong belief in the school that achievement in these will only be optimised if children have a strong sense of belonging and are engaged in their education. Specialist learning includes Music, Drama, Visual Arts, Physical Education and Digital Coding. Lynbrook PS is a Respectful Relationships Lead School and has a strong commitment to the welfare of all members of the community.

The staffing profile of over 100 staff includes part-time and staff on leave. Staff work together in Professional Learning Communities. The communities are structured around the 7 year levels.

## 2. School values, philosophy and vision

Lynbrook Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is- *'Children will experience success every day and develop core values to assist them on their learning journey.'*

Our school values are: GREAT

**Growth Mindset**- \*have a go \*never give up \*give your best effort

**Respect**- \*show kindness \*celebrate differences \*care for your belongings

**Empathy**- \* understand others \* show compassion \*be supportive

**Attitude**- \* be positive \*bounce back \*be organised

**Teamwork**- \*compromise \*work together \*think as one

At Lynbrook Primary School there is an expectation that the students, staff and community nurture a positive, supportive and respectful environment that values diversity and the adherence to the above values. Our school underpins this philosophy and the programs and strategies put in place.

## 3. Engagement strategies

Lynbrook 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
- teachers at Lynbrook Primary School use a framework 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 Lynbrook 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 vision and 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 Junior School Council and other forums including year group meetings and class meetings. Students are also encouraged to speak with their teachers, Year Level Team Manager, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through buddy programs, athletics and cross country days, music programs and peer support programs-lunchtime clubs.
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School First Aid Officer, Year Team Managers, 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
  - Breaking the Silence in Schools program- White Ribbon
  - Friendship Finders
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs). Eg. Brainstorm Productions and ThinkUKnow
- opportunities for student inclusion (i.e. sports teams, clubs and lunchtime clubs)
- buddy programs, peers support programs- Friendship Finders, Breakfast Club program

### Targeted

- each year group has a Learning Specialist and Team Manager, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support. They, in turn notify the Welfare Co-ordinator of any issues.
- all students in Out of Home Care will have a Welfare support person, 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

### Individual

Lynbrook 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
- considering if any 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 Child First

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.

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

Lynbrook Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing/Welfare team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lynbrook 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, and internal/external suspension data
- engagement with families
- self-referrals or referrals from peers
- staff observations for referral

#### **5. 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 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.
- attend school regularly

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.

## 6. 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 Lynbrook Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Lynbrook 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
- 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 Year Level Team Manager, then to the Welfare Co-ordinator and in extreme cases to the Assistant Principal and Principal
- restorative practices- behaviour reflections
- behaviour reviews
- suspension- internal and external
- 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.

## 7. Engaging with families

Lynbrook Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home activities 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.

## 8. Evaluation

Lynbrook 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
- attendance figures

## FURTHER INFORMATION AND RESOURCES

- [Attendance 2018](#)
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## REVIEW CYCLE

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

- This policy was last ratified by School Council in 2018.