STUDENT ENGAGEMENT AND WELLBEING POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.
Phone: (03) 9398 2806

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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.

Seaholme Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

CONTENTS

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   2. School values, philosophy and vision
   3. Engagement strategies
   4. Identifying students in need of support
   5. Student rights and responsibilities
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CHILD SAFETY

Seaholme Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the Ministerial Order 1359 which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that student engagement and wellbeing strategies are developed inclusively to meet the needs of all students.

POLICY IMPLEMENTATION

Seaholme Primary School is committed to ensuring that information and procedures to enable and to respond to concerns raised by students are age-appropriate, simple, and accessible for all students including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, students with disability, LGBTIQ+ students and other vulnerable students. We openly display contact details for independent child advocacy and child helpline services throughout the school.

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The school delivers age-appropriate education to all students about:

– healthy and respectful relationships (including sexuality)
– resilience and coping with adversity
– child abuse awareness and their right to be safe
– their right to make decisions about their body and their privacy
– how they can raise concerns about safety, abuse or other harm
– any concerns raised will be taken seriously and responded to appropriately

Information about these and other child safety and wellbeing topics, is made available to all students through various age-appropriate engagement and wellbeing initiatives as well as communications through COMPASS, newsletters and the school's website. Child safety and wellbeing topics are also incorporated into the school's curriculum.

1. School Profile

Seaholme Primary School is located in Altona a short walking distance to the beach and Cherry Lake Reserve approximately 17 km south west from the Melbourne Central Business District. (CBD). First established in 1929, a new school building was constructed in 2002. Our student population includes several different cultural groups and caters for students from culturally, linguistically and socioeconomically diverse families. We also have several international students.

At Seaholme Primary School, we work with our community to ensure 'Success for All'. We provide a stimulating, creative and challenging learning environment where students are encouraged and enabled to achieve their personal best. They are supported to grow socially, emotionally and academically and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research-based teaching practices.

Seaholme Primary School provides a comprehensive teaching and learning program across all the eight key learning areas outlined in the Victorian Curriculum. Additional specialist programs include visual art, physical education, STEM and English as an Additional Language and LOTE (Mandarin). Out of School Hours Care (OSHC), swimming, camps for Years 2-6, lunchtime clubs, instrumental music and incursions and excursions are provided with the aim of enabling every student to reach their full potential.

Our students have access to innovative and engaging classroom spaces in permanent buildings. Recent improvements have included enhancing areas of the playground to make them attractive, safe and stimulating for our students, and provision of a secure high fence around the school. The extensive grounds and gardens include an oval with a running track, a basketball court, six down-ball courts, three adventure playgrounds, two sandpits, and a rebound wall.

The active participation of parents and carers within the school community is a highly valued feature of our school. A strong partnership with parents has been developed and is considered essential in our endeavours to ensure the successful learning achievement for every child. Seaholme Primary School prides itself on being a small community school.

2. School Values Philosophy and Vision

Our values are clearly communicated with students through learning opportunities in our start up programs held at the beginning of the year and re-visited periodically throughout the remainder of the year as part of School Wide Positive Behaviours (SWPBS). We teach our values through having staff and community members model best practice. Learning our values is based on acquiring the knowledge, developing the skills and adopting the attitude to allow each value to flourish in the person.

Our values are:

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Respect: Being honest and valuing ourselves, other people and property.
Responsibility: Behaving sensibly and making good choices.
Resilience: Coping and bouncing back after experiencing difficult situation.

It is important for students to be familiar with classroom expectations and consequences. The implementation of Seaholme Primary School behaviour support framework across the school supports then provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication.

3. Engagement and Wellbeing strategies

Encouraging Expected Behaviours

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. School must also provide incentives to encourage students to use pro-social skills. The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school. Seaholme Primary School has developed and implemented school wide strategies for staff to use when students exhibit the expected positive behaviours related to the school expectations.

Positive Reinforcement

Energy is directed into a systematic approach to reinforce positive behaviours. The implementation of SWPBS framework and the Respectful Relationships (RR) curriculum across the school supports the provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication.

Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions and parent learning programs through the establishment of systems that manage incidents via increasingly clear and well-understood processes. This in turn promotes better community engagement. We endeavor to maintain strong relationships with the Student Support Services network and all relevant support agencies.

Programs and Strategies to promote student engagement:
– building positive relationships – working with students one to one/small groups
– enrichment and engagement programs –STEM, lunchtime clubs, Performing and Visual Arts opportunities
– Academic Intervention – literacy and numeracy based intervention
– Tier II (Secondary Level) external providers for counseling
– Student Leadership Groups
– ES Support through a flexible timetable

The school promotes and maintains high levels of student attendance and participation through:
– articulating high expectations to all members of the school community
– following up student absences promptly and consistently
– creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
– providing early identification of, and supportive intervention for, students at risk of non-attendance

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4. Identifying students in need of support

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

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

5. Student Rights and Responsibilities

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.

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 this. Seaholme Primary School adheres to the Equal Opportunity Act (See *Inclusion and Diversity Policy)*.

School wide communication strategies of the **school values and expectations** have and continue to be developed and implemented. This is to ensure that all members of our school community are aware of the expected behaviours and encourages parents to use the same strategies at home.

Some examples include:
a. School values and expectations are posted in every classroom area
b. School values and expectations are visible playgrounds and on the community billboards
c. School values and expectations can be accessed at home via the school newsletter and COMPASS
d. Class time is dedicated to the explicit teaching of the range of expected behaviours linked to data specific to the whole school, each learning area and/or each classroom
e. Modelling/role play by older students, staff, parents – presented at assembly, older students visiting younger student's classes
f. Explicit discussions and explanations, "What could you do to improve this situation?" "What is the expected behaviour in this situation?"

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

Enrolment

All students who meet the DET enrolment eligibility criteria have the right to enrol at Seaholme Primary School.

Curriculum Development

All students have the right to access curriculum which addresses their academic, physical and social needs. Teaching teams are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.

    a. An Individual Learning Plan is drawn up for each student at risk academically and this outlines in detail the students' learning goals.

    b. A Student Absence Learning Plan is drawn up when a child has an extended absence from school.

    c. A Behaviour Action Plan and regular Student Support Group meetings are held to develop strategies for students experiencing behavioural difficulties.

Participation

Seaholme Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

Harassment and Victimisation

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Seaholme Primary School community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values and School Philosophy* and *Student Code of Conduct*. Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated. Student bullying behaviour will be responded to consistently with Seaholme Primary School's *Bullying and Harassment Policy*. The SWPB matrix for appropriate behaviours is available for all members of the school community, staff, students and parents.

When a student acts in breach of the behaviour standards of our school community, Seaholme Primary School will institute a response, based on the school's SWPB flowchart and 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.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Shared Expectations

All staff at Seaholme Primary School are expected to:
- teach and role model the school values
- adopt inclusive teaching practices
- use a range of teaching strategies and resources to engage students in effective learning
- create and maintain safe and challenging learning environments
- acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- fairly, reasonably, consistently and positively implement the strategies outlined in the *Student Engagement and Wellbeing Policy*

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Expectations: Teachers

Classroom Management
- follow the expected behaviours consequences Flow Chart. It is important for students to be familiar with the school expectations and consequences. Students are more likely to respect a classroom plan if they can make the link between the school values and behavioral expectations
- revisit the matrix (see Appendix) on a regular basis throughout the year
- establish rapport with and welcome the involvement of parents

Engage in quality teaching and learning
- ensure learning experiences are relevant and meaningful
- ensure that there is an appropriate level of challenge for each student
- match learning experiences and assessment techniques with student interests and learning styles
- encourage cooperative learning

Provide opportunities for students to make decisions about their own learning
- clearly communicate fair and reasonable expectations
- encourage students to set goals and persist in problem solving
- assist students to develop time management and study skills
- develop supportive interpersonal relationships
- acknowledge students exhibiting positive behaviour
- communicate a genuine interest in and care for the students
- support students to develop a sense of responsibility for their own progress and personal behaviour goals

Establish ways to develop self-esteem
- Plan for success by breaking tasks into manageable steps which ensure individual success
- acknowledge success
- minimise criticism and accept mistakes as part of the learning process
- communicate regularly with all students
- create a sense of belonging to the classroom group
- give students responsibility

Seaholme Primary School Parents/Carers are expected to:
- Promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- Support the school in maintaining a safe and respectful learning environment for all students
- Support their child by maintaining regular attendance, modeling positive behaviours and assisting their child with their schoolwork
- Cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- Actively support their child's engagement in the school environment

Seaholme Primary School students are expected to:

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- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- Attend regularly and participate fully in the school's educational program. Seaholme Primary School recognises that some students need support to achieve this and will work with those students whose attendance could be improved.
- Take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
- Learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal.

Policies and procedures for responding to inappropriate student behaviour.

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 principal
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Student Discipline procedures – suspension and expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:
- PAL Suspensions Policy
- PAL Expulsions Policy
- PAL Restraint and Seclusion Policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training. The Principal of Seaholme Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Seaholme Primary School has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the school agreements. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student.

Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the principal and/or deputy principal.

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The school will consider the educational and emotional impacts on the student and take into account situations where a student is in out-of-home care, a Koori student, and/or a student with a disability, when taking suspension or expulsion measures. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

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

7.   Engaging with families

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

Student Wellbeing

At Seaholme Primary School we aim to work with families to facilitate best outcomes for all students. As such we have a shared responsibility to their health, wellbeing and safety. The shared responsibilities include those such as cyber-safety, health and wellbeing.

Staff, parents, carers and external agencies can refer to the principal for support for students. Students may also self-refer. Services provided within the school include but are not limited to individual counselling, therapy, group programs, year level programs and assessments. The Education Department offers Student Support Officers who service our school, and this service can be accessed through the principal.

At Seaholme we have a Student Wellbeing Officer. Parental consent may be requested upon referral for intervention to take place. Please note that many of our restorative practices occur through our Student Wellbeing department as part of our Student Management approach which may not require parental consent.

Confidentiality is assured through accessing the student wellbeing services in the school. Many partnerships have been fostered to ensure access to external support services which can be discussed upon referral. Appointments can be made by phoning the school.

Teaching staff will refer using the pre-referral guidelines to ascertain need

Student Support Services

Seaholme Primary School works closely with the Student Support Services officers (SSSO) network to support our school within the targeted service delivery model. Within this model we:
- deliver a continuum of school wide instructional and positive behaviour support incorporating the expertise and knowledge of regional SSSO members.

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- are diligent in gaining support for and assessment of all children who are displaying at risk behaviours.
- have a strong commitment to establishing positive partnerships with external agencies to support the educational and emotional development of all students.

8. Evaluation

Seaholme Primary School will collect data each year to understand the frequency and types of wellbeing and behavioural 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 data
- staff survey data
- case management
- CASES21, including attendance and absence data

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

COMMUNICATION

This policy will be communicated to our school community in the following ways:
- Available publicly on our school's website and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter
- Discussed at student forums
- Made available in hard copy from school administration upon request

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

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

Related School Policies/Documents:

This policy should be read in conjunction with the following school policies:
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Child Safe Code of Conduct and Statement of Commitment
- Digital Learning Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Parent Complaints Policy

– Statement of Values and School Philosophy
– Yard Duty and Supervision Policy
– Appendix 1 – Behaviour Flowcharts and Matrix

Related Department of Education and Training policies

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

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

POLICY REVIEW AND APPROVAL

This policy will be reviewed every 2 years, or earlier as required following analysis of new research or school data. Proposed amendments to this policy will be discussed with students, staff and parents and at School Council.

Policy last reviewed	September 2022
Approved by	Principal
Consultation (Required)	School staff/School Council September 2022
Next scheduled review date	September 2024

STUDENT ENGAGEMENT AND WELLBEING POLICY

APPENDIX 1 – BEHAVIOUR MATRICES AND FLOWCHARTS

SCHOOL WIDE POSITIVE BEHAVIOUR – STUDENTS

	All AREAS	LEARNING AREAS	PLAY AREAS	IN THE COMMUNITY
Respect *Being honest and valuing ourselves, other people and property*	**We will…** • tell the truth • listen to the person talking • use positive body language • speak politely and use our manners • speak with a suitable volume and tone • use shared spaces appropriately • keep all areas clean and tidy • take care of equipment and people's belongings • care for others • keep our hands and feet to ourselves and respect others' personal space • wear school uniform with pride • show care for the natural environment, equipment and property of others	**We will…** • work to the best of our ability • display a positive attitude • arrive to class on time ready to learn • be considerate of the learning abilities of others • support others with their learning • value the rights and opinions of others • be active listeners	**We will…** • eat our food in allocated area • remember that the quadrangle is a quiet area • share play areas and equipment • return sport equipment to the sport cage • include others • show good sportsmanship	**We will…** • clean up after ourselves and look after our property • support each other as a team • show good sportsmanship to the other team and umpires • show respect and manners at assembly • be a good audience member • represent our school with pride
Responsibility *Behaving sensibly and making good choices*	**We will…** • strive for excellence • be accountable for our decisions • be active listeners • act and move safely • choose an appropriate learning buddy • ask for help when we need it • tell a teacher about any injuries, dangers or problems • follow all safety instructions • try to help others when we can • use equipment in the correct way and in the right areas	**We will…** • be active participants • be organised for learning (reading bags and diaries) • complete all work given to the best of our abilities • follow the Digital Technology agreement • report any cyber bullying or inappropriate material immediately • save all of our ICT work appropriately • hand notes and forms in on time • work cooperatively with everyone • use our time effectively and avoid distractions • choose a quiet activity to stay occupied during wet day timetables	**We will…** • be Sunsmart • use play equipment safely and appropriately • walk around corners and in walking zones • find a yard duty teacher about any injuries, dangers or problems • return borrowed equipment • be aware of hazards • put our rubbish in the bin • play appropriate games in the right places • be aware of others when moving around the yard • make sure we can be seen by the yard duty teacher • be aware of our own abilities	**We will…** • stay with our group and adult supervisors • be on time • follow rules and expectations in different places • be Sunsmart and wear a Seaholme hat • make our school proud of us • stay seated on the bus, wearing a seatbelt if provided
Resilience *Coping and bouncing back after experiencing difficult situations*	**We will…** • be problem solvers who don't give up • ask for help when we need it • accept the consequences of our actions • consider ideas and accept feedback • accept successes and failures • accept a real apology when it is offered • try to solve some problems ourselves before going to a teacher • demonstrate good sportsmanship and take turns when playing a game • accept the challenge of a new day • be patient and adapt to changes	**We will…** • be persistent and keep practising to be the best we can • take responsibility for our learning • have a go at things that are difficult • maintain a positive attitude (growth mindset) • look at our mistakes and think about how we can improve • try to solve technical problems before getting help	**We will…** • wait our turn and share equipment • be patient to wait for someone to play with • be patient if we are interrupted by others • accept that we may be unable to use a preferred area of the yard • accept that our abilities may be different from others • have a go at doing something new • find a teacher on yard duty to assist with an problem if we cannot resolve it ourselves • try to be calm and brave if we have an accident • be persistent and keep practising to be the best we can	**We will…** • understand that different places outside the school can have different rules and expectations • show good sportsmanship

SCHOOL WIDE POSITIVE BEHAVIOUR – STAFF

Respect *Being honest and valuing ourselves, other people and property*	**Responsibility** *Behaving sensibly and making good choices*	**Resilience** *Coping and bouncing back after experiencing difficult situations*
We will… • be friendly, welcoming and approachable to all members of the school community • treat everyone in a considerate, fair and courteous manner in person, via electronic communication over the telephone and on social media • maintain confidentiality when necessary • recognise the achievements of others • actively listen, encourage everyone and consider all views • provide constructive feedback when necessary • value student input into learning • be accepting and inclusive of the diversity and individuality of others in our school community • lead by example • work collaboratively and engage constructively towards common goals and include all team members in decision making	**We will…** • promote and maintain a safe environment for everyone and follow OH&S policies and guidelines • act in a professional manner • follow agreed processes and manage issues consistently, fairly and in a timely manner • maintain a tidy classroom and staffroom and an organised learning environment • commit and adhere to all timelines and deadlines • use school resources responsibly and appropriately and store them correctly after use • engage genuinely with our community and maintain appropriate communication with the community • implement teaching and learning initiatives and strategies as per the department expectations and strive to achieve our best • check all communications on a daily basis and respond within a reasonable time frame • act fairly, and objectively consider, all relevant facts and information • actively participate in ongoing professional learning	**We will…** • promote honest discussions • be courageous when challenges arise • acknowledge the great ideas of others that improve the way we work, even when it is challenging • be open to and share new ideas • consider and accept the consequences of our actions and own our decisions • give and receive feedback • remain positive and remain optimistic • continue to move forward, sustaining effort despite setbacks

SCHOOL WIDE POSITIVE BEHAVIOUR – COMMUNITY

Respect
Being honest and valuing ourselves, other people and property

We will…
- support school staff in helping our children develop a sense of respect for others and their belongings
- assist our children in making sure they are neat and tidy and in school uniform
- support school staff to improve our children's academic and behavioural success
- sign in at the main office during school hours
- return phone calls and forms/notes in a timely manner
- make an appropriate time to meet with a teacher when a meeting is needed
- let the school know in advance if your children will be absent from school
- interact with others in a courteous and polite manner
- use language that everyone finds appropriate
- value and celebrate others' differences
- be inclusive of everyone
- demonstrate a positive attitude at home about school, teachers and the importance of education
- treat all members of the school community with respect either in person, via electronic communication or social media, or over the telephone

Responsibility
Behaving sensibly and making good choices

We will…
- make sure that our children arrive at school between 8:45 – 9:00am
- encourage our children to go to bed at a reasonable time so they are prepared for the school day
- encourage our children to eat breakfast before they come to school
- make sure we contact the school if we are going to be late picking up our children from school
- try to ensure our children have minimal absences
- attend Parent Teacher meetings and conferences
- provide our children with a quiet place in the home for daily reading and supervise the completion of their homework
- talk with our children each day about their school activities
- understand and support school expectations and policies
- make sure our children have the appropriate materials needed for the day
- be aware of the legal age requirements for social media
- monitor the appropriate use of technology and our children when they are online
- read all communications from the school and complete forms promptly
- endeavour to attend parent information activities and community events throu
- contact our child's teach
  affect their learning and/or welfare

Resilience
Coping and bouncing back after experiencing difficult situations

We will…
- be understanding and tolerant
- practice consideration, friendliness and patience
- understand that individuals have different values, needs and interests
- try to look for positives in each school activity and event
- understand children learn in different ways and there are different ways of thinking and learning
- understand that different cultural groups can be represented in the school community
- support school staff in helping our children develop a positive attitude to receiving constructive feedback
- find ways to help our children to practise behaviours that will make them responsible and independent

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Seaholme Primary School
School Wide Positive Behaviour
Classroom Behaviour Flowchart

Verbal Praise connected to value → **Visual Acknowledgement** Sticker connected to value → **Community Acknowledgement** Values wrist band for consistently upholding positive behaviour

Observe Behaviour → **Direct Principal Referral** Student behaviour is dangerous or on the major behaviour list

Principal Referral

Reminder of Expected Behaviour or visual warning if required → **Reflection Time in classroom** Teacher to discuss values with student → **Reflection Time in Leader/Partner Classroom** Student returns to class ready for the beginning of next instruction time e.g. on the hour

Seaholme Primary School
School Wide Positive Behaviour
Yard Behaviour Flowchart

Verbal Praise connected to value → **Visual Acknowledgement** Sticker connected to value → **Community Acknowledgement** Values wrist band for consistently upholding positive behaviour

Observe Behaviour → **Direct Principal Referral** Student behaviour is dangerous or on the major behaviour list

Principal Referral

Reminder of Expected Behaviour → **Reflection Time with Yard Duty Teacher** Teacher to discuss values with student → **Reflection Time Out of the Yard** Outside staffroom or on the reflection bench