



Student Engagement & Wellbeing Policy

**Produced in consultation
with the school community**

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1. School Profile Statement

Kalianna School's motto and Unite and Inspire and school values of Creative, Inclusive and Positive provide the benchmark for all other actions as a school community.

Through these values we aim to provide a welcoming community which values learning through shared responsibility and to develop a caring environment in which we nurture confident, creative and resilient individuals who aspire to be the best they can.

Kalianna School is a school where the social, emotional, educational and physical needs including sensory and personal care needs of all students are of the utmost importance. It is a school that encourages respect for diversity in ability as well as cultural, racial, ethnic and social backgrounds and is based on the notion that we will continually work towards providing for the needs of all students in our community.

Our purpose is to inspire children to achieve their full potential by developing:

- A culture of learning based on positive relationships between students, staff, parents and the wider community.
- A core of knowledge of academic and social competencies based on our key values of positive, creative and inclusive behaviours.
- Responsibility for being self-motivated lifelong learners.
- A challenging curriculum appropriate to the needs of all students.
- A positive, caring, stimulating and happy learning environment, which fosters high standards of achievement and behaviour.
- High expectations for all students to achieve their personal best socially, academically, physically and emotionally.

Kalianna School believes that all school community members have a valued part to play in formalising the expectations and values of the school.

The welfare of students, staff and parents is an underlying consideration in everything that is done. Our school believes that people are the most important resource and that all have something to offer.

The school is committed to effective communication with all members of the school community and taking a pro-active role to ensure that people have their say. Consultative processes have been adopted, including a staff Consultative Committee and regular invitations for parent feedback and input, which enable all concerned to be involved. Whole school planning is practiced and can include people from outside the immediate school community.

This policy will be communicated to all families in the school community by the following means

- Being published on our school website
- Being available in hardcopy at the front office
- Being provided in hardcopy to a parent should they wish to have a copy
- Having links to the policy periodically published on our social media communication platforms including Facebook and the school app

2. Overarching Beliefs and Values

2.1 Matrix of Expected Behaviours/Student Code of Conduct

In every learning space and room within the school, a copy of the School's Matrix of Expected Behaviours which serves as a student code of conduct, is displayed (see Appendix A). This matrix was created in 2014 through a collaborative process of consultation with staff, students, the wider school community including the parent body and the statement was ratified by the school council.

The matrix is an overarching declaration of the specific behaviours that demonstrate the core values of the school and constitute the expected standard of behaviour by all members of the Kalianna School community.

2.2 Kalianna Motto and Values

In all classrooms and specialist lessons, students are explicitly taught and discuss the school motto and values.

These values equally apply to all members of the school community; staff, students, parents and the wider community, and are aimed at encapsulating the qualities and attributes that are possessed by those who are active and successful members of a community.

2.3 Designated Professional Learning Team

Kalianna School believes that student engagement and well-being is central to school connectedness and thus student success. As such, a designated Professional Learning Team has been established to drive student wellbeing and inclusive teaching practices. This team have responsibility for:

- Professional Development to staff on School Wide Positive Behaviour Support frameworks and strategies
- Coordination of the whole of school reward system
- Design and re-evaluation as necessary of the Matrix of Expected Behaviours
- Analysis of whole of school data relating to behaviours including
 - Attendance data
 - SWPBS behaviour data
 - Attitudes to School Survey
 - Parents Feedback Survey
- Planning for whole school connectedness activities, for example, Footy Colours Day, sports and swimming carnival days and novelty events, family open days
- Planning for Parent connectedness events, for example, family BBQ's and parent workshops and/or information evenings

3. Whole School Prevention Statement

3.1 Guiding Principles

Kalianna School believes in a whole school approach to student welfare and engagement and we are committed to the ongoing development of our learning culture in this area. We strive to continually improve student engagement and wellbeing with an emphasis on developing self esteem, empowerment, confidence and student safety.

The Kalianna School community is committed to the development of positive relationships throughout our community which includes students, staff, parents and the wider community. We believe our motto, Unite and Inspire and our three values of Inclusive, Creative and Positive coupled with our Expected Behaviour and Discipline / Referral Matrix (see Appendix B) provide clear expectations for staff, students and other community members. We actively teach resilience, organisation, independence, persistence, confidence and getting along to ensure happiness and success for all. We ensure that everyone feels safe and is safe within our school.

We endeavour to support all members of our school community by providing various programs, interventions and supports at three different levels as identified by the Continuum of School Wide Instructional and Positive Behaviour Support (see below) model given that this research based approach has significant academic merit.

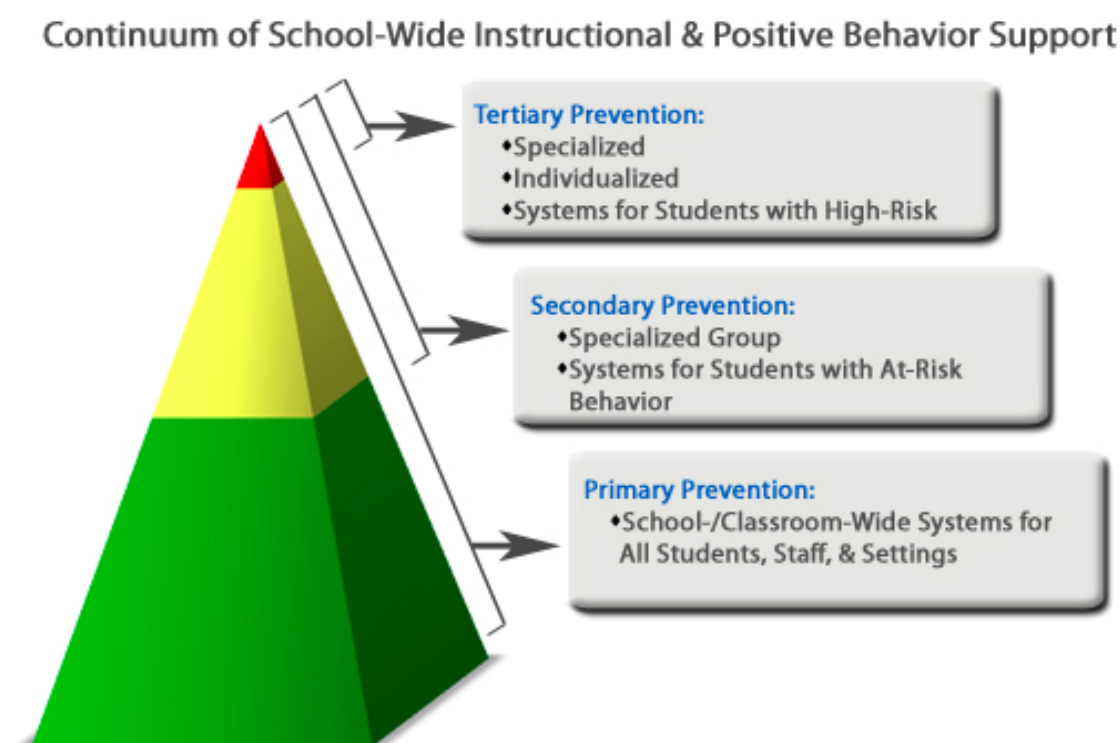


Figure 1. Continuum of School Wide Instructional and Positive Behaviour Support Model (Sugai et. al, 1999)

3.2 Examples of Primary Intervention Strategies

The following are examples of the interventions implemented at Kalianna School as part of the Primary/Universal intervention strategies.

Primary Prevention – Universal Strategies	
<p>Foci:</p> <ul style="list-style-type: none"> • Positive Proactive Practice (PPP) • Building belonging and promoting wellbeing • Strengthening coping skills and reducing risk • Encouraging supportive relationships, inclusive teaching and learning practice and implementing curriculum to engage all students. • Identifying ways to assess risk and identify needs, develop programs to improve skills and provide school based support and counsel 	
<p>Relationships focus each year.</p> <p>Community Circles</p> <p>Circle Time</p> <p>Matrix of Expected Behaviours</p> <p>Discipline / Referral Matrix</p> <p>KaBee SWPBS mascot</p> <p>SWPBS data collection system</p> <p>Recognition of good and positive behaviours.</p> <p>Designated Student Wellbeing</p> <p>Professional Learning Team</p> <p>Individual Learning Plans for all students</p> <p>Class meetings.</p> <p>Celebration of special awareness days: for example Harmony Day, Daffodil Day</p> <p>Camping Programs</p> <p>School excursions</p> <p>Riding for the Disabled (RDA)</p> <p>School Performances</p> <p>Bike Education</p> <p>Student issues discussed at each staff meeting and briefing</p> <p>Personal Development (Civics and Citizenships) goal for every student in their Individual Learning Plan</p> <p>Regular updates in school newsletter relating to welfare areas and for support groups</p> <p>School Council Representative (SRC) Council</p> <p>Student Leadership positions</p> <p>Energy Breakthrough Teams</p> <p>Regular informal & formal reporting to parents</p> <p>Transition Programs for all students from existing to new class</p> <p>Evacuation Drills/Crisis Management Policy</p>	<ul style="list-style-type: none"> • First Aid and CPR training for staff • Asthma Friendly School • Sun Smart School • School Counsellor for students, teachers & parents • Support Services Provision through the regional support program • Teaching safe use of medication e.g. epipen, insulin • Surveys to inform future practice e.g. Bullying/Student Opinion/parent Opinion • Buddy Program • “Team” approach to conflict resolution • Personal Development on sexuality and healthy living • Nutritional information and healthy canteen explicitly taught and encouraged • Units of work reflecting healthy and safe living • Continually update health & wellbeing resources in school • Share best practise within school teams and through the wider region • Being designated an Autism Hub School by the North West Victorian Region • AMAZE accreditation and currency processes • Regular and consistent communication between students, teachers and carers • Open door policy at Kalianna School • Complaints and Concerns process for students and families • Encourage parent involvement in child’s education

Absenteeism followed up on a regular basis
 Attendance records monitored and followed up
 Regular parent BBQ's and information sessions

3.3 Examples of Secondary Intervention Strategies

The following are examples of the interventions implemented at Kalianna School as part of the Secondary tier of intervention strategies.

Secondary Intervention – Specialised Group Strategies	
Foci <ul style="list-style-type: none"> Developing systems for students demonstrating at risk and challenging behaviour Positive Proactive Practices (PPP) 	
<ul style="list-style-type: none"> Structured lunchtime activities: for example, Karoke, Board Games, Quiet Space and wii games Small group structures to individual learning needs, for example speech therapy and occupational therapy interest groups, indigenous landcare groups, . Staff professional development on student, teacher and wider community issues Welfare Coordination by the School Councillor and the Leadership Team Access to support services for students, staff and parents Behaviour data monitored throughout school to identify students who require more specialised behavioural support 	<ul style="list-style-type: none"> Collaboration with community agencies: for example, Child First, Bendigo Health, Department of Human Services, Dja Dja Wurrung Industries, St Luke's, CAMHS Counsellor available for students, parents, and school staff (see Appendix F for referral form) Induction Program for new staff Hands on learning experiences, for example, farm work, boxing training, cooking and kitchen safety

3.4 Examples of Tertiary Intervention Strategies

The following are examples of the interventions implemented at Kalianna School as part of the Tertiary tier of intervention strategies.

Tertiary Intervention – Individual Strategies	
Foci <ul style="list-style-type: none"> Individualised strategies for students demonstrating at risk and challenging behaviour Positive Proactive Practices (PPP) Decisions based on data and documented 	
<ul style="list-style-type: none"> Individual Speech Therapy Individual Occupational Therapy Individual Counselling sessions 	<ul style="list-style-type: none"> Individual curriculum programs for targeted educational outcomes, for example, didgeridoo making

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Dual enrolments for students between Kalianna School and mainstream schools • Experts accessed by staff and parents to assist teacher understanding and knowledge, for example, allied health professionals and paediatricians | <ul style="list-style-type: none"> • Child First referrals • Mandatory reporting when incidents arise in accordance with mandatory reporting laws |
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4. Legislative Responsibilities

4.1 Guiding principles

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

The right and responsibilities of all members of the Kalianna School community need to take the following legislation in to consideration;

- The Equal Opportunity Act 2010
- The Charter of Human Rights and Responsibilities 2006
- The Disability Discrimination Act 1992 and the Disability Standard for Educations Act 2005
- The Education and Training Reform Act 2006

4.2 The Equal Opportunity Act 1995

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).

4.3 The Charter of Human Rights and Responsibilities Act 2006

The *Charter of Human Rights and Responsibilities Act 2006* 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 to 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.

4.4 Disabilities Standards for Education Act 2005

The *Disability Standards for Education Act 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 a disability. An adjustment is a measure or action taken to assist a student with a 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.

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.

This legislation does not require changes to be made if this would impose unjustifiable hardship to a person or an organisation.

4.5 Bullying and Harassment

The following are common definitions and examples of harassment and bullying actions.

	• Definition	Examples of action
Harassment	<ul style="list-style-type: none"> • Any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person • Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit. 	<p><u>Subtle incidences of harassment include:</u></p> <ul style="list-style-type: none"> • Offensive staring and leering. • Unwanted comments about physical appearance and sexual preference. • Racist or smutty 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. <p><u>Explicit incidences of harassment include:</u></p> <ul style="list-style-type: none"> • 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.
Bullying	<ul style="list-style-type: none"> • Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. • Can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. 	<p>Bullying can happen anywhere</p> <ul style="list-style-type: none"> • at school • travelling to and from school • in sporting teams • between neighbours • in the workplace. <p>Bullying behaviour can be:</p> <ul style="list-style-type: none"> • verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats

	<ul style="list-style-type: none"> • Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not: <ul style="list-style-type: none"> • children not getting along well • a situation of mutual conflict • single episodes of nastiness or random acts of aggression or intimidation. 	<ul style="list-style-type: none"> • physical eg hitting, punching, kicking, scratching, tripping, spitting • social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures • psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
Cyber bullying	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 1984* and the *Victorian Equal Opportunity Act 2010*.

The effects of harassment or bullying include

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

Extreme forms of harassment, including sexual harassment and bullying will lead to criminal prosecution.

If a staff member or student feels that they are being harassed or bullied, they should:

- Tell the person harassing or bullying them that they don't like what they are doing and they want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that they feel comfortable with.

If they feel the matter has not been resolved after taking these steps, then the staff member or student can make an appointment to discuss it with the Principal or Assistant Principal. Under

the legislation, all concerns will be taken seriously and all complaints will be treated confidentially.

Staff and students at Kalianna School will also be expected to

- upon seeing another person being harassed or bullied, tell the person being targeted that they witnessed an incident and advise them to report it to an appropriate person
- let the person who is carrying out an incidence of harassment or bullying know that their behaviour is unacceptable
- not be a 'bystander' because those who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

To continually build a culture of high expectations in responding to bullying, the following undertakings will be carried out for staff:

- Ongoing professional development in the area of bullying both in the workplace and in the student body
- Online DEECD training regarding bullying and harassment
- An open door policy with leadership
- Ongoing discussions in Professional Learning Teams

Students will undertake the following educational programs:

- Explicit instruction on definitions and examples of harassment and bullying
- Circle Time classroom activities
- Whole school connectedness activities
- Buddy Programs
- Social Skills Programs

4.6 Diversity in the school community

Diversity within the school community is welcomed at Kalianna School. Diversity is founded on the premise that harnessing differences will create a productive environment in which everybody feels valued, where their talents are being fully utilised and in which organisational goals are met. It is also widely acknowledged that increasing the diversity of those involved in the decision making of an organisation increases the productivity of the organisation. This is reflected in the decision making process at Kalianna School as outlined in Appendix C

The 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.

5. Rights and Responsibilities of the School Community

Student, staff and community behavior contributes to the educational, social, emotional and physical development of all members of our school community.

All school community members are requested to follow the school's values of respect, care, honesty, inclusiveness and commitment and the Positive Beliefs Statement.

5.1 Rights and Responsibilities of Students

Actively teaching students at Kalianna School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

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• be provided with a curriculum that will be person centered and inclusive of their learning requirements and style.• be provided with a written report that represents the child's progress twice a year. This will be in the form of the Australian Victorian Essential Learning Standards (AUSVELS) based on assessments completed by the school and professional recommendations including allied health professionals	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• participate fully in the school's educational program, with support where applicable, 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, and to contribute to an engaging educational experience for themselves and other students.• take responsibility for their own learning. 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 and increasingly managing their own learning and growth by setting goals and managing resources to achieve these goals.

5.2 Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/Carers have a right to:</p> <ul style="list-style-type: none">• 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 and punctuality
- 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.

5.3 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 and respond to signs of student disengagement or concern for wellbeing • 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 • review recommendations by professionals for students in their class

5.4 Shared expectations

Effective schools share high expectations for the whole-school community. Kalianna School has 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. Shared expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carers partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success

- provision of appropriate student services including discussions with parents/carers for referral to wider community support services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

5.5 Responsibilities for online behaviour

Being involved in online spaces, either at home or at school, requires students to behave responsibly. This includes being mindful of:

- the language in use and the things that are said
- how others are treated
- respecting other people's property, for example, copyright laws
- visiting appropriate sites.

Behaving safely online means staff and students must:

- protect their own privacy and personal information, as was the practice in person known as 'stranger danger'
- select appropriate sites on which to work and/or contribute to
- protect the privacy of others , for example, sharing personal information or images of others
- be proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer, at school, this would be a teacher or staff member.

5.6 Concerns or complaints management process

Kalianna School welcomes feedback from parents and carers and understands that from time to time parents may have concerns about their child. It is at this time that parents can refer to the complaints and concerns process as detailed in Appendix D to identify whom best to discuss their concerns with and their options to achieve a satisfactory outcome. The School will then utilise the internal processes as detailed in the flow chart in Appendix E

When raising complaints and concerns, parents and caregivers can be assured that there will be no repercussions on the educational opportunities provided to their child as a result of a complaint being made.

Parents should consider who is best placed to deal with their complaint or concern based on the following information:

- The Classroom teacher is the best placed person to resolve concerns and complaints relating to student learning and specific student incidents in the teacher's class or group
- The Learning Centre Coordinator is best placed to provide support when students from other classes are involved and more complex student issues.
- The Assistant Principal is best placed to resolve concerns and complaints regarding complex student issues
- The Principal can be approached for all parent / carer concerns and complaints of a complex nature or if after consultation with staff members above, a satisfactory resolution has not been made

6. Whole school approach to behaviour management.

6.1 Guiding Principles

Kalianna School takes a whole school approach to promoting positive behaviours, building social skills, enhancing student and teacher relationships and creating an environment in which the entire school community contributes to and maintains an environment where they feel safe, secure and supported. Expectations for behaviour are

- jointly negotiated, owned and implemented by all members of the school community, including students as identified in the Expected Behaviour Matrix
- clear and specific
- focused on positive and pro-social behaviours
- focused on universal intervention strategies as per the Continuum of School Wide Instructional and Positive Behaviours Model
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences

Best practice behaviour strategies to uphold the school behaviour expectations have moved away from the application of prescriptive, punitive measures to the use of a wide range of logical strategies and consequences which cater for the diversity and individuality of contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability.

Student engagement, regular attendance and appropriate behaviours are encouraged and supported through relationship based whole-school and classroom practises along with targeted and individualised support when required. These strategies and supports include:

- establishing predictable, fair and democratic classrooms and school environments.
- defining and teaching school-wide and classroom expectations.
- establishing consistent school-wide and classroom consequences for challenging behaviour
- ensuring student participation in the development of classroom and whole school expectations.
- providing individual learning programs for individual students
- consistently acknowledging all students across all learning areas
- empowering students through multiple opportunities for them to take responsibility and be involved in decision-making
- providing environments that enhance positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who have difficulty with learning and/or behaviour
- making decisions about interventions and supports based on data

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response as detailed in the Discipline / Referral Matrix in Appendix B. This process will also take into account an understanding of the students:

- individual learning style, skill level, strengths and challenges
- background and family situation

and will be based on the understanding that at Kalianna School there is a

- clear understanding of expectations by both students and teachers
- a consistent school and classroom environments
- scaffolding of the student's learning program to teach underlying skills that are contributing to the display of the inappropriate behaviours

Both the Expected Behaviour Matrix and Discipline/Referral Matrix' will be displayed in classrooms and will be included in the Parent Information Handbook. Additionally, a whole of school positive behaviour reward system operates to reinforce the expected behaviours as described in the Matrix

Broader support strategies for the displaying of inappropriate behaviour will include:

- involving the Learning Centre Leader, Assistant Principal and Student Councillor in supporting roles
- convening Student Support Group (SSG) meetings – the SSG 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 as required.

6.2 Monitoring of Behaviour

After utilising a large range of Positive Proactive Practice strategies to support students to meet behavioural expectations, Kalianna School will utilise the data collection functions of the Sentral Student Management Tool. This data will be used to inform decisions relating to the management of and continued planning for behavioural interventions to assist students in making positive behavioural choices.

6.3 Discipline Procedures – Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in *Effective Schools are Engaging Schools Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
- The Principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a Student Support Group (See *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines* for process required).

7. Critical Incidents

7.1 Guiding Principles

It is important that all staff have a consistent understanding of how to respond to a critical incident. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. This policy should be read in conjunction with DET guidance “Responding to Violent and Dangerous Behaviours of Concern”.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This includes a behaviour that is of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

7.2 Procedure in the event of a critical incident

In the event of a critical incident, intervening staff are directed to undertake the following procedure:

1. Call 000 immediately to report any incident threatening life or property, emergency services on this number are:
 - police for crime, injury that may not be accidental or assault
 - ambulance for injury and medical assistance.
 - fire brigade for fires and incidents involving hazardous and dangerous materials (report all fires, regardless of state and size, even if extinguished).
2. Contact a member of the Leadership Team to respond and coordinate response.
3. Call appropriate code if necessary.
4. DO NOT contact local emergency services directly. To do so increases response times as these calls are redirected to 000 wasting valuable time in an emergency.
5. Notify the Security Services Unit after contacting 000, telephone: (03) 9589-6266.
 1. Arrange for contact of parents / carers of children involved describing briefly reason they need to attend.

The following table outlines the basic defusing strategies that should be undertaken in the event of an extreme behaviour incident

Basic defusing strategies	Action by staff members
Avoid escalating the problem behaviour	<ul style="list-style-type: none">• Avoid the following behaviours• Shouting at students• cornering the student• moving into the student's space• touching or grabbing the student• sudden responses• sarcasm• becoming defensive• communicating anger and frustration through body language
Maintain calmness, respect and detachment	<ul style="list-style-type: none">• Model the behaviour you want students to adopt• Stay calm and controlled• Use a serious measured tone• Choose your language carefully

	<ul style="list-style-type: none"> • Avoid humiliating the student • Be matter of fact and avoid responding emotionally
Approach the student in a non-threatening manner	<ul style="list-style-type: none"> • Move slowly and deliberately toward the problem situation • Speak privately to the student/s where possible • Speak calmly and respectfully • Minimise body language • Keep a reasonable distance • Establish eye level position • Be brief, stay with the agenda • Acknowledge cooperation • Withdraw if the situation escalates
Follow through	<ul style="list-style-type: none"> • If the student starts displaying the appropriate behaviour briefly acknowledge their choice • and re-direct other students' attention towards their usual work/activity. • If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour
Debrief	<ul style="list-style-type: none"> • Help the student to identify the sequence of events that led to the unacceptable behaviour • pinpoint decision moments during the sequence of events • evaluate decisions made • identify acceptable decision options for future situations

7.3 Physical Intervention

Appropriate physical intervention may be used to ensure that Kalianna School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention, if not used in accordance with these guidelines, may breach the *Charter of Human Rights and Responsibilities Act 2006* for the student involved.

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to themselves or to others.

No obligation exists for staff to implement this strategy despite the existence of circumstances that would make it appropriate and legitimate. Staff members' decisions on this matter are supported by the *Occupational Health and Safety Act 2004*.

Physical intervention can involve

- coming between students
- blocking a student's path
- leading a student by the hand/arm
- shepherding a student by placing a hand in the centre of the upper back
- removing potentially dangerous objects and,
- in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment

- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour for the student

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- a need to maintain good order
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

7.4 Record keeping

Each instance involving the use of physical intervention must be formally documented. The incident must be logged onto the Sentral Student Management Tool

7.5 Debriefing

Responding to and being involved in a critical incident or an extreme behaviour incident with a student can be unsettling for staff and students alike. Debriefing the situation is recognised as being a beneficial process in reducing any ill effects from the extreme behaviour incident. The goals of debriefing are to:

- Reverse or minimise the negative effects of the extreme behaviour incident
- Identify lessons learnt from the experience
- Prevent the future use of physical intervention
- Address any organisational issues and make appropriate changes

Staff members are able to access the following in school supports, if they feel concerned about an extreme behaviour incident:

- Discussion(s) with the Principal
- Discussion(s) with the Assistant Principal
- Discussion(s) with the Learning Centre Leader
- Discussion(s) in the Professional Learning Team, which can provide mutual support and build effective strategies within the school.
- Discussion(s) with the School Councillor

Additionally, external supports may be accessed, such as a private councillor, DET SSSO support staff or agencies such as Headspace and Standby.

It may also be possible for staff members affected to access professional support, however, it is additionally important for school staff to link into their personal support systems. These can be:

- Family members: Sustaining affection, care and positive two-way bond in family life contributes in major ways to the wellbeing of all family members.
- Friends: Sharing your concerns and having open communication, trust and connection with friends can provide further support.
- Peers: Respect and sharing mutual concerns with colleagues can strengthen personal resilience.

8. Bullying Prevention

Kalianna School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at Kalianna School will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour,
- and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at Kalianna School.

When responding to bullying behaviour, Kalianna School aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Kalianna School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

This policy addresses how Kalianna School aims to prevent and respond to student bullying behaviour. Kalianna School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Equal Opportunity policy*.]

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

8.1 Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

8.2 Other distressing behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy/Student Engagement Policy/Code of Conduct. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Kalianna School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Kalianna School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

• We participate in the National Day of Action Against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our *Student Wellbeing and Engagement policy/Student Engagement Policy*.

8.3 Reporting concerns to Kalianna School

Bullying complaints will be taken seriously and responded to sensitively at our school. Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible. In most circumstances, we encourage students to speak to your teacher/Year Level Coordinator.

However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, school social worker etc.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Kalianna School should contact Kalianna School.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Kalianna School are timely and appropriate in the circumstances.

8.4 Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in Sentral, student file; and
2. inform teacher, Year Level Coordinator, Student Wellbeing Team, Assistant Principal, Principal.

The teacher is responsible for investigating allegations of bullying in a timely and sensitive manner.

To appropriately investigate an allegation of bullying, the Student Wellbeing Team may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s

- and any witnesses to the incidents
- speak to the parents of the students involved speak to the teachers of the students involve
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Student Welfare Team in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

8.5 Responses to bullying behaviours

When Student Wellbeing Team has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with Student Wellbeing Team, teachers, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff etc.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Kalianna School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to Student Wellbeing Team, SSS, external provider .
- Offer counselling support to the perpetrator student or students, including referral to the Student Wellbeing Team, SSS, external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team, SSS, external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and

- demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connect affected students with an older Student Mentor, resilience programs, etc.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours, for example SWPB.

Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Kalianna School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

8.6 Further information and resources

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Equal Opportunity Policy

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- Bully Stoppers
- Kids Helpline
- Lifeline
- Bullying. No way!
- Headspace

8.7 Evaluation

This policy will be reviewed on a 3 year, or earlier as required, following analysis of school data on reported incidents of, and responses to bullying to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- regular student bullying surveys
- regular staff surveys
- assessment of school based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.


Proposed amendments to this policy will be discussed with [include consultation i.e. student representative groups, parents groups, school council]

9. References

Publication	Web Address/Link
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
Responding to Violent and Dangerous Student Behaviours of Concern	http://www.education.vic.gov.au/school/principals/participation/Pages/behaviourofconcern.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm

	http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
Positive Behaviour Support	George Sugai, Robert H. Horner, Glen Dunlap, Meme Hieneman, Timothy J. Lewis, Michael C. Nelson, Terrance Scott, Carl Liaupsin, Wayne Sailor, Ann P. Turnbull, H. Rutherford Turnbull, Donna Wickham, Michael B. Ruef, and Brennan Wilcox. "Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools: Technical Assistance Guide" 1999 http://www.education.vic.gov.au/about/departement/vlc/Pages/behavioursupport.aspx

Remember KaBee says, "Be Positive! Be Creative! Be Inclusive!"

	<u>All the time</u>	<u>Buses</u>	<u>Classroom</u>	<u>Break Times</u>
Positive This is demonstrated by:	Following adult directions Using appropriate language Wearing the school uniform	<ul style="list-style-type: none"> • Staying seated with seatbelt on while the bus is moving • Keeping your body and belongings inside the bus 	<ul style="list-style-type: none"> • Waiting for your turn • Being enthusiastic about learning • Being an active participant 	Adapting your voice and activity to the environment Enjoying yourself and have fun safely

Creative This is demonstrated by:	Having a go Doing your best Learning from your mistakes	<ul style="list-style-type: none"> • Reporting any incidents • Reinforcing the teachers instruction 	<ul style="list-style-type: none"> • Looking at different ways of doing things • Being curious • Asking questions 	Using your imagination Seeking adult assistance
Inclusive This is demonstrated by:	Modeling expected behaviours Keeping your hands, feet & objects to yourself Caring for yourself, others, school and the community	<ul style="list-style-type: none"> • Entering and exiting the bus in an orderly fashion • Staying in your seat until asked to move • Keeping the buses clean 	<ul style="list-style-type: none"> • Being helpful to classmates • Sharing equipment and materials • Using equipment correctly 	Picking up/putting rubbish in the bin Keeping toilets clean Inviting others to play

Appendix B: Discipline/Referral Matrix

Discipline/Referral Levels

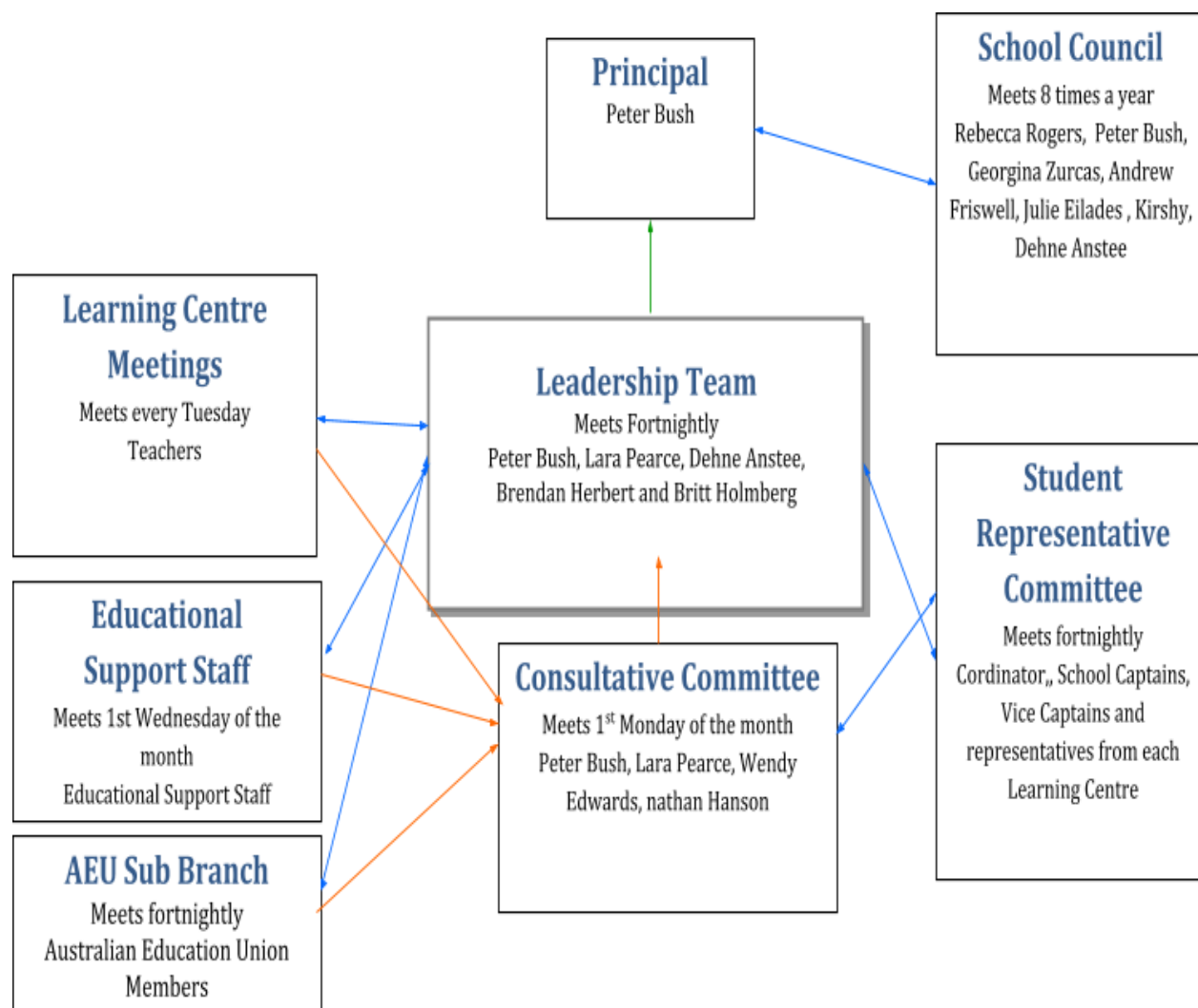
Level 1 – (Non-referred/ Non-recorded)	Level 2 – (Non-referred/Recorded)	Level 3 – (Referred/Recorded)	Level 4 – (Referred/Recorded)
-----------------------------------------------------	---------------------------------------------	-----------------------------------------	-----------------------------------------

<ul style="list-style-type: none"> · Running · Loud voices/yelling · Inappropriate dress · Off-task behaviour · Noise making · Disruptive · Breaking playground rules · Inappropriate behaviour in the bathrooms · Leaving class without permission · Not following teacher directions 	<p>Dishonest behaviour Indirect, inappropriate language/gestures Name calling Overt defiance Skipping class Third Level 1 Offense (per session)</p>	<p>Direct, inappropriate language/gestures Fighting/physical aggression Harassment/bullying Direct property destruction/misuse Internet misuse/ cyberbullying Taking pictures/video without consent Smoking Leaving school ground without permission Third Level 2 Offense</p>	<ul style="list-style-type: none"> • Drug use/possession • Weapon use/possession • Truancy • Arson • Bomb threat • Extreme property damage/vandalism • Combustibles • Assault/threats • Sexual assault • Theft
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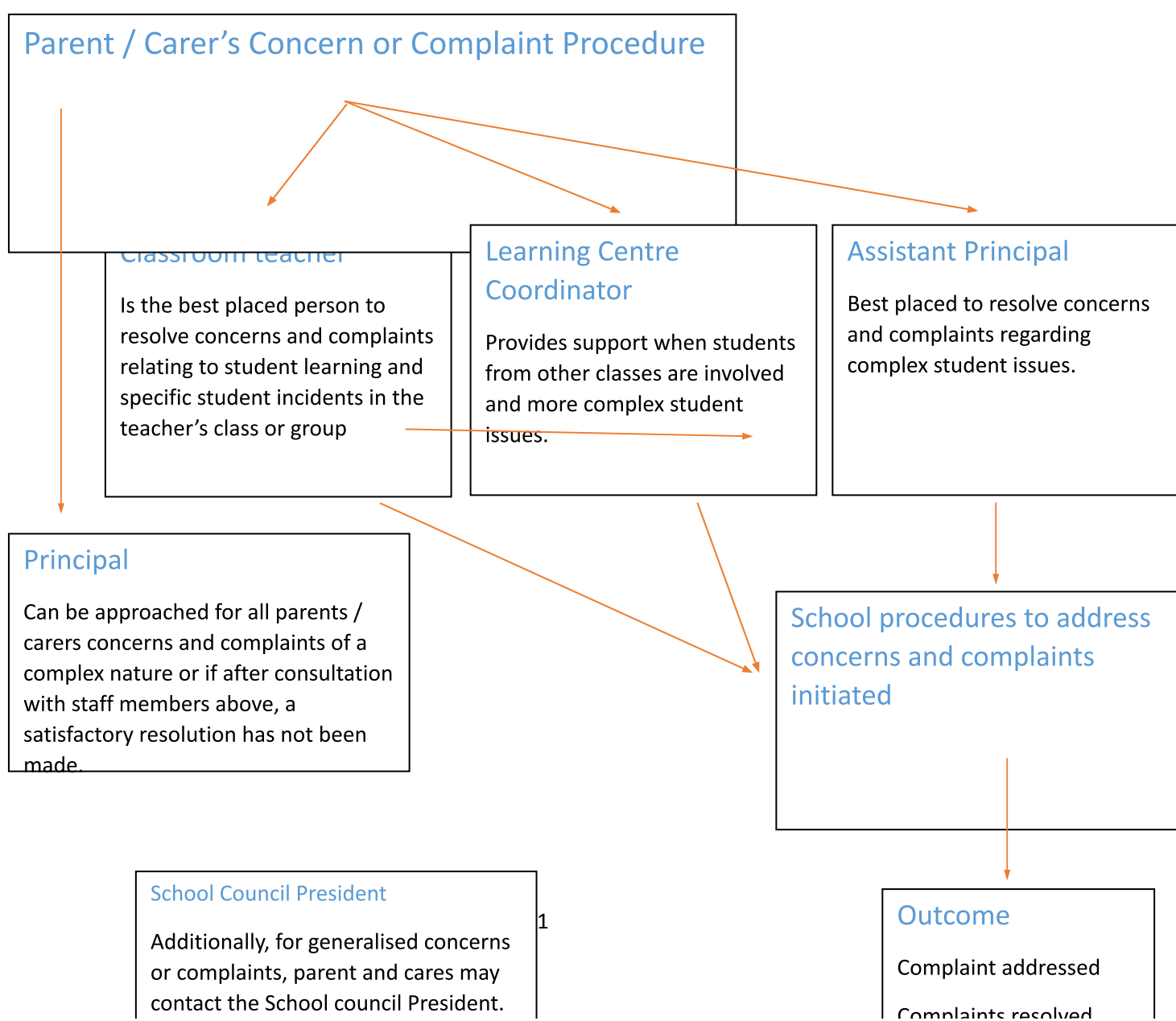
	Level 1-	Level 2-	Level 3-	Level 4-
Addressing the Behaviour	Teacher-handled The teacher addresses the behaviour using classroom management strategies.	Teacher-handled The teacher addresses the behaviour using logical consequences (take a break, or loss of privilege etc.	Teacher-handled The teacher addresses the behaviour using logical consequences. (Loss of privilege/timeout room). Follow up with	Office-managed Contact LCL to address student behaviour with involvement of Peter or Lara.
Data collection	Informal Staff Member: Record student behaviour in work program/diary.	Student management tool Staff member: Complete online incident notification. Teacher discretion on note and/or phone calls to home.	Student management tool Staff member: Complete online incident notification. LCL to prepare letter to be sent home and phone call home.	Student management tool All relevant staff: Complete online incident notification. LCL to prepare letter to be sent home and phone call home.

Recess/ Lunch Addressing the Behaviour	Yard duty staff may connect with the teacher later in the day to follow-up when necessary.	The staff member addresses the behaviour using logical consequences (take a break or loss of privilege etc.).	The staff member addresses the behaviour using logical consequences (take a break or loss of privilege etc.).	The staff member to contact Leadership team via phone/radio.
Data collection	Not applicable.	Student management tool Staff member: Complete online incident notification.	Student management tool Staff member: Complete online incident notification.	Student management tool All relevant staff: Complete online incident notification.

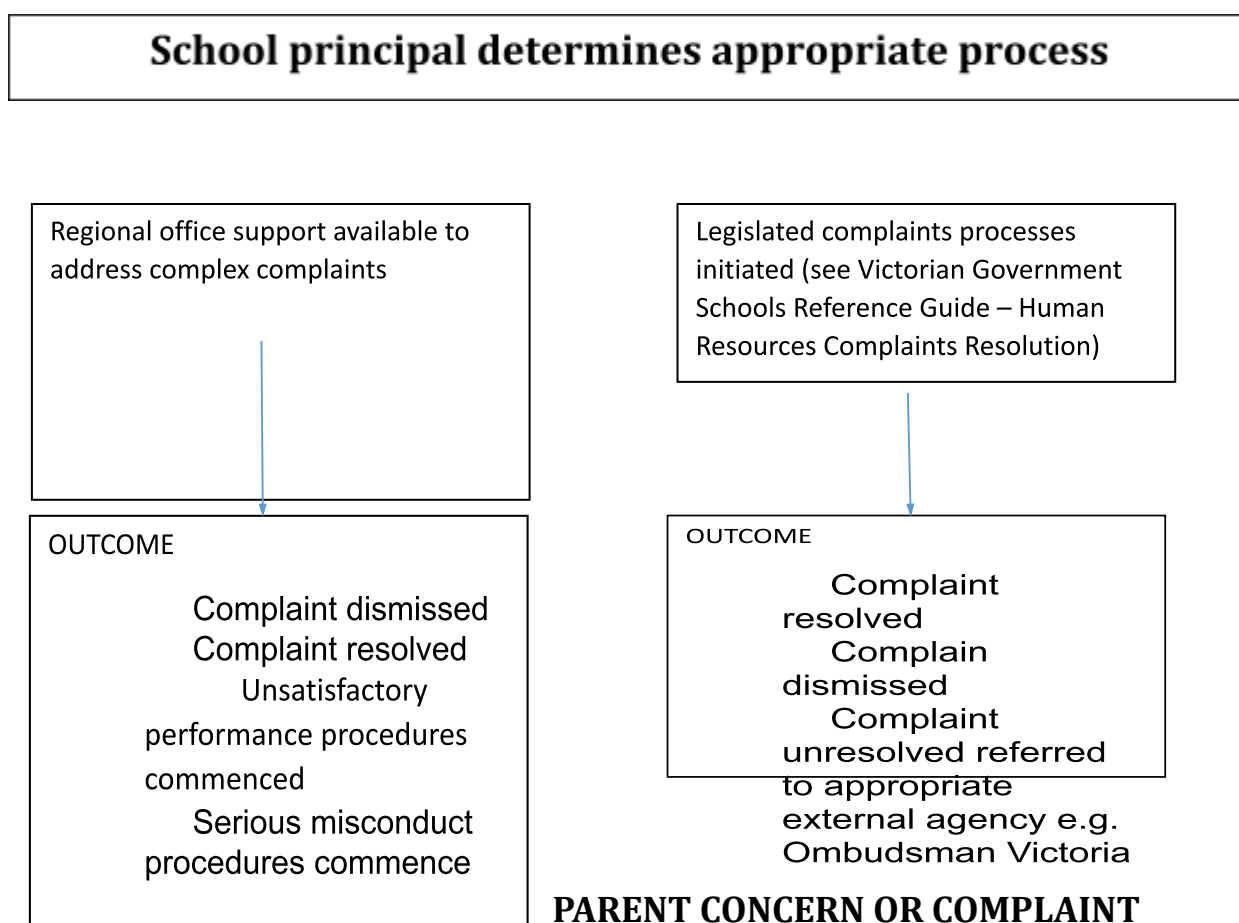
Appendix C: Decision Making Flow Chart at Kalianna School



Appendix D: Complaints and Concerns Management Process



Appendix E: Internal Concern or Management Process



A parent can raise a concern or complaint about any aspect of a school's operations. In the first instance, they should take a concern or make a complaint to the school. Any complaint raised with the regional or central office that has not been raised at the school level will be referred to the school for resolution (unless there are special circumstances which prevent the school from managing the complaint).

SCHOOL PRINCIPAL DETERMINES APPROPRIATE COMPLAINT PROCEDURE

Concerns and complaints relating to a school are most effectively addressed by the school. A school must make every effort to resolve a concern or complaint related to it before involving other levels of the Department.

After due consideration of the issues raised by the complainant a school principal is to determine the most appropriate way to address a concern or complaint, either by:

- Using the schools' general concerns and complaints procedures, or
- As outlined under legislated and other complaints processes.

Appendix F: School Counsellor Referral Form

SCHOOL COUNSELLOR REFERRAL FORM

Date _____

Student's Name _____

Teacher's Name _____

Priority - (please circle)

Extremely Urgent Urgent

Student Request Non Urgent Requires Follow up
session

Reason for Referral

Any concerns the school counsellor needs to know about.

For example: Family background, mental or physical health issues, court orders and with whom and where does the student reside.
