

### **BACKGROUND / INTRODUCTION**

Kensington Primary School (KPS) 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. KPS 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.

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

### **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) KPS's policies and procedures for responding to inappropriate student behaviour.

### **GUIDELINES / IMPLEMENTATION**

#### **1. School Profile**

Kensington Primary School, located four kilometres from the centre of Melbourne, is one of the oldest schools in Victoria. It has served its vibrant and rapidly changing inner city neighbourhood since 1881 and is proud of the role it plays in community life today. The school accesses and is supported by significant community services, a range of public transport and a lively neighbourhood shopping centre. Current school enrolment is approximately 500 students. Projections for 2021 are approximately 520 students.

The school community believes that a diversity of cultures and values brings a richness to the school, developing tolerance and understanding and exposing students to other ways of thinking. Just under half of our students are from language backgrounds other than English. The school community includes a significant number of families from Horn of Africa countries as well as smaller numbers from Asian and European families.

The tenets of equal opportunity are integral to the school. The school has a policy of non-discrimination and fair treatment for all. Care, tolerance and respect for everyone's rights are encouraged.

At all times the focus at Kensington Primary School is on the total development of each child in a positive and stimulating learning environment. Students are encouraged to develop their skills for a lifetime of learning. They are given the opportunity to be actively involved in their education, with the emphasis being placed on an inquiry model of learning where co-operative and independent learning is developed.

A seven-year, Foundation to Year 6, sequential program addressing outcomes of the Victorian Curriculum is provided. Literacy and Numeracy form the core of the classroom programs while disciplines such as Science, Humanities, Technology, Physical Education and Health, The Arts, and Languages other than English (LOTE) are taught through integrated inquiry based units of work planned by each teaching team. Specialist teachers provide programs to enhance the curriculum and meet the needs of individual children. These include integration-support for students with disabilities and impairments, English as a Second Language (ESL) and intervention programs.

A Social Skills/Resilience Program, *Bounce Back*, is also implemented in all classrooms. The school is committed to the use and development of digital technologies as an essential learning tool. We take a proactive approach to teaching children about being responsible online citizens and users of technology. Children and teachers have access to a computer network from every classroom and eboards, laptops and iPads ensure that all children have routine access to information and communication technologies to enhance their learning.

The staff work as professional teams to plan, teach and evaluate student learning. They have a commitment to continually upgrade their own teaching and learning knowledge and skills by regularly participating in professional development activities.

A wide range of complementary programs are offered. These include an Instrumental Music program, and school choirs. Visiting speakers and performers regularly enhance the school's program. Students experience the responsibility and support of a buddy. They participate in team sports, interschool sport competitions and excursions. An Out of School Hours Care Program offering many enrichment experiences operates before and after school and on Curriculum Days. A Vacation Care Program is available during term holidays.

Kensington Primary School is situated in the Department of Education South Western Region and belongs to the Moonee Valley network. The network offers collegiate and professional support for principals and staff and manages network resources.

The School Council actively encourages participation in all aspects of decision-making. Effective committees, relying on parent and staff input, develop policies, maintain facilities, raise funds, and promote the school in the wider community. Children contribute constructively to the running of the school through the Student Representative Council.

Strong links exist between home and school. Parents are encouraged to be actively involved in their child's school experience. The school values their input. Parents contribute their skills and time to many school activities: home reading, working parties, School Council sub-committees, fundraising, community social activities and classroom programs.

The school community is proud of the historic nature of the main building. Federal and State Government funding has seen the school undergo substantial enhancement in the past few years. In recent years a new performing arts building including an art room, music room and hall has been constructed. In 2017, a modular relocatable of four classrooms was installed to accommodate increasing enrolments. The oval and playing surfaces have been upgraded. The Community Gathering Space includes a wood-fired pizza oven, decking area and new landscaping. Other facilities include a well-resourced library, an OSHC room, a kitchen for students to prepare and cook food as part of the Cooking and Gardening program and interactive whiteboards, laptops and iPads in all classrooms.

Here at Kensington Primary School we focus all our improvement efforts in four key areas:

- 1) Excellence in teaching and learning.
- 2) Positive climate for learning.
- 3) Community engagement in learning.
- 4) Professional leadership.

Our continual focus on improvement in these four areas ensures outstanding student achievement, engagement and wellbeing.

## **2. School values, philosophy and vision**

### Values

Kensington Primary School values:

- Lifelong learning.
- Intellectual rigor.
- Positive self-worth.
- Respect for others.
- Resilience, emotional intelligence.
- Strong partnerships between home, school and community.

### Vision

To be a safe and caring community who learn and grow together, to make a difference for us and our world.

### Purpose

To extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the community.

Optimal learning occurs when:

- there is a secure, caring environment based on mutual respect and cooperation;
- the curriculum is differentiated to support growth, well targeted and grounded in real world experiences;
- students are self-motivated and self-regulated;
- students are supported to take risks, learn from their mistakes, be persistent and resilient and celebrate success;
- fundamental skills are developed through higher order tasks so learning is connected and transferable; and
- students use metacognition to reflect on their learning and articulate their understandings

### **3. Engagement strategies**

Kensington Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

- high and consistent expectations of all staff, students, parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum to ensure that students are exposed to subjects and programs that are relevant to their interests, strengths and aspirations
- teachers at KPS use the Victorian Curriculum to drive an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at KPS adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- KPS's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Facilitators, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics, choirs, strings instrumental group, sports teams, clubs, recess and lunchtime activities and peer support program (yr 6).

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as: Bounce Back program, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. Choirs, strings instrumental group, sports teams, structured clubs such as greenies, recess and lunchtime activities)
- buddy program to support Foundation transition, Year 6 leadership program.

#### Targeted

- each year group has a Year Level Facilitator responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for teachers who may need additional support
- all students in Out of Home Care have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment if applicable
- wellbeing staff will undertake health promotion and social skills development in response to needs identified by classroom teachers or other school staff each year

#### Individual

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, DHHS
- Lookout

KPS implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based family services, other allied health professionals, RCH child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

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

KPS 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 that help identify students in need of support and enhance student wellbeing. KPS 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 by class teachers

## **5. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

## **6. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with KPS's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, KPS will implement a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that are applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Facilitator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and will only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

### **Expectations at Kensington Primary School**

All students have copies or access to *KPS Working and Playing Together Student Booklet*. This booklet outlines the school values, behaviour expectations and consequences. The following is an excerpt from *Working and Playing Together Student Booklet* Year 3/4:

In the classroom and the playground we all have rights and responsibilities that we are expected to follow. These come from the school values and are rules that help us learn and play together.

#### **COMMUNICATING**

- We use positive and polite language
- We listen carefully and respectfully

#### **LEARNING**

- We challenge ourselves to share our ideas and do our best in the classroom
- We take risks and learn from our mistakes
- We co-operate with each other and we share the teacher's time
- We share the playground and school facilities

#### **GETTING ON WITH OTHERS**

- We are courteous and considerate of others
- We respect and support each other's differences and show this in the things we say and do.
- We respect and take care of other people's feelings, bodies and property.
- We ask for help if we can't solve a problem for ourselves.

#### **BEING SAFE**

- We act to protect the safety and wellbeing of everyone in our school. This includes talking to a teacher if we see something that is unsafe.
- We ask for permission to leave the classroom or school grounds
- We stay safe online by keeping our passwords private

#### **RESOLVING CONFLICT**

- We try to resolve our own problems first in a calm and reasonable manner.
- We are open to the other person's point of view and listen to what they have to say.
- If we can't resolve conflicts ourselves we ask someone for help.

#### **ATTENDING SCHOOL**

- We come to school every day and arrive on time unless we are sick.
- If we have a problem at school that makes us feel like staying home, we talk to someone we trust.
- We bring healthy food for lunch and snacks that help us learn throughout the day

### **Choices and Consequences**

The following steps show the consequences that will be put in place if any student makes decisions that do not support the values and expectations outlined in this booklet. This includes both the classroom environment, specialist classes and the yard. Consequences will support you to take responsibility and repair any damage caused (to relationships, property, your own or others' learning). Communicating about your behaviour with parents and guardians is an important part of supporting you to manage your behaviour at school.

For serious incidents parents will be contacted immediately and suspension is likely to occur.

#### **If you are unable to follow the values and expectations outlined in this book:**

1. A reminder will be given about the agreed rule that is not being followed
2. The agreed rule will be restated you will be reminded that if you choose to continue, you will be given time out in the classroom.
3. Time out will be given. This is a time for reflection and an opportunity to make different choices. You will be invited back to the class activity, yard or specialist class after this time. You will be given the opportunity to

apologise for the impact your behaviour has had on others. You will discuss with your teacher the changes you need to make and what the teacher can do to help.

4. You will be relocated to a different classroom.
5. Teachers and parents will work together with you to develop a behaviour management plan to support and encourage more helpful choices of behaviour.

## **7. Engaging with families**

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

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

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

## **8. Evaluation**

KPS will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS
- Compass

## **RELEVANT RESOURCES (DET)**

Related KPS policies and documents include:

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Standards
- Inclusion and Diversity Policy
- KPS Working and Playing Together Student Booklets

## **REVIEW and EVALUATION**

This policy will be assessed and reviewed as part of the school's policy review cycle 1-2 year basis.

This Policy was updated October 2020.

This Policy will be reviewed September 2021.