



PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Langley Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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1. SCHOOL PROFILE

Langley Primary School, established in 1873, stands proudly in the main thoroughfare of Langley,



t. At Langley Primary School we endeavour to keep class sizes small (around 20 students) and operate composite, multi age classrooms to ensure students get the personalised, individual attention they need to reach their personal best, both socially and academically.

Langley Primary School has developed close ties to the local community and enjoys support from our local shops and community organisations. The school is always looking for further ways to connect students to the broader community as it strives to provide quality education and enriched experiences for students. Our school grounds are spacious with a variety of areas for both formal and informal play. These include a football oval, basketball court and undercover playground as well as space for imaginative play and childhood games such as chasey and downball.

SCHOOL VALUES, PHILOSOPHY AND VISION IMPLEMENTATION

Langley Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Student staff and members of our school community are encouraged to live and demonstrate our four core values of respectful, responsible courageous and kind at every opportunity.

Our vision is to **inspire students to be enthusiastic, self-motivated learners in an environment that rewards personal best, creativity and collaboration to become life-long learners and to rise boldly to the opportunities of their times.**

To achieve this, we are committed to providing a challenging, supportive and personalised learning environment, based on our school values of Respect, Responsibility, Courage and Kindness. We dedicate ourselves to inspiring in each student a passion for learning, preparing them to become confident, creative and articulate individuals who have the skills, knowledge, values and attitudes to shape their own future, and contribute meaningfully to the international community.

Langley Primary School also embraces broader aspirations: to continue to stand out with excellence in teaching and learning, to be appreciated as an active contributor in our local community and to support the wellbeing, achievement, positive values, enterprising nature of young people.

The Langley Primary School's Mission Statement and WAVES priorities underpin everything we do. Each of these priorities is addressed within the curriculum, which includes setting high expectations for both students and staff, promoting, and supporting each individual to achieve their personal best. We combine this with a safe and supportive educational environment, and a solid partnership between home and school to give every student the care and attention needed to develop self-esteem and confidence. The knowledge of each family, their cultures and values supports us to address the Values aspect of WAVES, culminating in a holistic education and a well-rounded student. It is this personal approach, together with a focus on student Wellbeing that promotes the positive relationships that enable our students to thrive.

Our statement of Values and School Philosophy is available online at <http://Langleyps.vic.edu.au/wp-content/uploads/2019/05/Statement-of-Values-and-School-Philosophy>

ENGAGEMENT STRATEGIES

Our curriculum which is specifically designed to meet the needs of our students is underpinned by our WAVES priorities for living and life long learning. We work with all students to help them develop:

Wellbeing – in mind, body and spirit. Our wellbeing program supports student agency and includes School Wide Positive Behaviour, our whole school behaviour framework, Aristotle EI program, delivered in



partnership with Swinburne University, and the Department of Education's Respectful Relationships initiative, helping students learn a range of proactive, preventative and practical ways to look after their own emotional wellbeing. emotions, healthy self-esteem and strong social connections

Without wellbeing, learning takes a back seat.

Achieving – high expectations for students to achieve their personal best encourages them to build the resilience to make mistakes and then learn from them, to think in ways that help them rather than hinder them.

All students have Individual Learning Plans and work to their individual goals. These are stage related rather than age related to maximise academic growth. **Values** –Our values promote trust and collaboration. They underpin our everyday actions and attitudes and allow us to have a positive impact on all the communities we serve. Every term we set aside a day to focus on and celebrate one of our values with a range of activities that deepen students knowledge of how to enact our values in everyday life.

At Langley Primary School we are:

Respectful ~ treating others with consideration, using manners at all times and acknowledging the beliefs and rights of others. Respect for self, others and for our environment is the foundation of good character and of integrity.

Responsible ~ taking ownership of our behaviour and actions and setting a positive example to others

Courageous ~ The courage to have a voice and to make mistakes and learn from them. A commitment to learning is a lifelong and helps us make continual progress towards future relevance – this is critical in a fast-changing world

Kind ~ working together, communicating effectively and supporting each other in a positive manner.

Environmental sustainability - At Langley Primary School, we continue to explore and improve environmental sustainability across the school, community and in our school curriculum while saving resources and money for the school. We believe that fostering a positive attitude and appreciation of sustainable environmental practice is vital to the development of our students as future guardians of our planet.

Skills – for the 21st Century embedded in our learning students have the opportunity to think deeply about issues, solve problems creatively, work in teams, learn ever-changing technologies, communicate in different forms and learn different ways to manage and think critically about the large amounts of information they are able to access. These attributes prepare students for the world in which they will be working and helps them to frame challenges as opportunities.

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), and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning



- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data teachers at Langley Primary School use an instructional framework to include an explicit, common and shared model of instruction is used that ensures evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Langley Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's 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 Junior School Council and by speaking with their teachers whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Buddies, school concerts, sporting programs, and marking significant indigenous days, and other activities including Book Week, Environment Week, Harmony Day etc.
- all students are linked to teachers other than their primary class teacher or the Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to promote students and staff as partners in learning
- we support staff and students with our school wide positive behaviour framework which is supplemented by programs such as:
 - Aristotle EI
 - Respectful Relationships
 - Berry Street Education Model
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- teaching staff will undertake health promotion and social skills development identified in the SWPBS matrix and in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and
- Individual Safety Plans
- Program for Students with Disabilities
- referral to Student Support Services



- referral to ChildFirst

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

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

4. Identifying students in need of support

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

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

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 and School wide approach to positive behaviour support matrix and guidelines. Student bullying behaviour will be responded to consistently with Langley Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Langley Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff which will be consistent with our Continuum of Consequences detailed in our SWPBS Handbook.

Behaviour management 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.

Behaviour management at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Consequences include:

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



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

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

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

7. Engaging with families

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- 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
- providing opportunities for parents to attend parent/teacher interviews
- conducting Student Support Groups, and developing individual plans for all students.



EVALUATION

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

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

- LPS POLT student survey data
- Parent Opinion survey data
- behaviour data

RELATED POLICIES AND RESOURCES

Further information and resources:

Statement-of-Values-and-School-Philosophy

Bullying-Prevention

Child-Safe-Code-of-Conduct-2019.

Child-Safety-Reporting-Obligations-Policy-and-Procedures

SWPBS Staff Information Handbook

SWPBS Parent Information Handbook

REVIEW CYCLE

Ratified by School Council March 5th 2021

Next review – March 2023

VERSION CONTROL

V1.0	18/03/2019	Policy created.