



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Noble Park English Language School on 9546 9578.

PURPOSE

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

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

Noble Park English Language 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, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation



Noble Park English Language School

POLICY

1. School profile

Noble Park English Language School comprises four campuses: Noble Park and Casey with both primary and secondary students, and Springvale and Stonnington Glen Eira which have primary students only. The school is staffed by a Principal, Assistant Principals, Business Manager, Leading Teachers including Campus Coordinators, Transition Officers, Outreach Officers and P-10 Coordinator, primary and secondary EAL teachers, Specialist teachers, Student Engagement and Wellbeing Coordinator, wellbeing officers, school psychologist, speech therapist, Primary and Secondary level coordinators, multicultural education aides, literacy aides and administration staff.

The school's commitment to multiculturalism and inclusion underpins all programs at Noble Park English Language School. The school is committed to providing a secure, caring, learning environment where staff and students respect and tolerate differences between cultures and religions and cater for individual differences in language acquisition. The school provides equal opportunity and access for all students of P-10 age regardless of gender, ethnic background, race, religion, disability or economic status.

The basis of the curriculum is the study of the English language; however, the curriculum also aims to prepare students for life in Australia. Many students have been displaced by war, economic hardship or political persecution. The school is committed to assisting students to regain trust in people and systems and to develop the self-esteem and confidence required to face the challenges of a future in a new country.

The school is divided into primary and secondary sectors. In the primary sector students are grouped according to age. In the secondary sector they are grouped according to age and English language proficiency.

Students stay at the school for a period of six to twelve months depending on their visa status. The school population is transient and there is a totally new student population every twelve months. Many of the students at the school have come to Australia as refugees. This creates added challenges for the staff as they cater for the needs of new students on a week to week basis.

After completing their new arrivals program, students are assisted to transfer to over 220 mainstream primary and secondary schools and TAFE colleges. A small number of students enter independent or private schools or enter the workforce.

The school provides both language and settlement assistance to students and families. There is a comprehensive inclusive wellbeing program at the school that builds on student safety, resilience and promotes empathy. Wellbeing and settlement issues are addressed within the curriculum and extra support is provided as needed within the school. Parents/guardians are actively encouraged to visit the school and participate in a range of activities.



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The school has close ties with numerous community services and agencies providing assistance to students and their families. The close relationship with local support agencies is reflected in the structure of the school council. The school council has representatives from the major wellbeing services and ethnic groups in the local community and is focused on recognising and meeting the educational and wellbeing needs of the non-English speaking background community.

2. School values, philosophy and vision

The Noble Park English Language School's vision states:

We are a continually improving intensive English Language School, welcoming and engaging students, their families and communities. Quality teaching and learning caters for the diverse needs of our learners in a safe, positive, supportive and well-resourced learning environment. Our whole school approach, collaborative and inclusive culture and inspiring leadership nurture a sense of belonging, wellbeing, caring for everyone and student success.

The Statement of Values and School Philosophy Policy is available on Compass.

We are committed to our school values of learning, respect, responsibility and teamwork and these values are embedded in our curriculum and preventative programs. School shared expectations include:

- access to an appropriate and flexible curriculum that ensures that students have the opportunity to experience success in their learning
- inclusive and differentiated teaching practices
- accessible educational provision for all students
- provision of appropriate student services
- collaboration with parent/carers
- community partnerships which support student engagement and success

NPELS is also committed to prevented and addressing bullying, including cyber bullying.

- Bullying Prevention and Digital Technologies Policies are available on Compass

3. Wellbeing and engagement strategies

Noble Park English Language School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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:



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Whole school

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 Noble Park English Language School follow the Victorian Curriculum F-10 EAL and use an adapted Victorian Teaching and Learning instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Noble Park English Language School adopt a broad range of teaching and assessment approaches including the EAL Assessment and Reporting Tool 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 and School Philosophy 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 student focus groups. Students are also encouraged to speak with their teachers, Level Coordinators, Campus Coordinators, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school assemblies, athletics, buddy, music and art programs
- all students are welcome to self-refer to the Student Wellbeing team, staff, campus coordinators, level coordinators, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Restorative practices
 - breakfast club
 - orientation program
 - water safety program
 - mental health programs



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- homework club
 - assemblies
 - school camp
 - Song room
 - bullying prevention
 - lunchtime activities
 - after school programs
 - Centre for Multicultural Youth (CMY)
 - Foundation House
 - South Eastern Community Links (SECL) program
 - Student Representative Council (SRC)
 - U Can 2 Program
 - National Disability Insurance Scheme (NDIS) organisations
 - State Schools Relief
 - Foodbank
 - Life Saving Victoria
 - Immunisation and School Nursing program
 - Monash Health programs
 - South East Monash Legal Service
 - Victoria Police; Multicultural Police, Youth Resource Officers (YSO), Police Protective Unit (PPO)
 - Sporting Schools program
 - Australian Centre for Career Education Victoria (CEAV)
 - Jesuit Social Services
 - Southern Migrant Resource Centre (SMRC)
 - Melbourne Victory
 - City of Greater Dandenong and Casey
 - Wellspring
 - Friday parent information sessions
- programs, incursions and excursions developed to address issue specific needs or behaviour
 - measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

Noble Park English Language School has a whole school approach to monitoring the health and wellbeing of students. Staff act as a point of contact for students who may need additional support.

- All students are supported through our New Arrivals Program to feel safe and included in our school through our programs and working with external organisations
- we support learning and wellbeing outcomes of students from refugee background through a trauma informed approach



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- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy. Some measures at Noble Park English Language School to support the LGBTIQ+ include:
- A designated LGBTIQ+ support person
- Wellbeing team will make the required considerations for the student participation in school activities
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning and Wellbeing Mentors, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- Provide Career Education Program for all Secondary students.

Individual

Noble Park English Language 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 Education Plan, Behaviour Support Plan or a Safety Plan
- Supporting students and families with the PSD application
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- 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, Orange door
 - Re-engagement programs such as Navigator

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



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- 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
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

- Wellbeing referral process
- 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, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program



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- 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Noble Park English Language School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

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

Disciplinary measures that may be applied include will follow the Behaviour Management Process seen in Appendix 2.

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal or a delegate is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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



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7. Engaging with families

Noble Park English Language 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 and through the parent information sessions
- ensuring at enrolment all parents are given an information pack
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- conducting effective school-to-home and home-to-school communications
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing and sharing individual education plans at Student Progress meetings.

Parent's responsibilities for supporting their child's attendance and engagement are outlined in Appendix 2. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in The Statement of Values and School Philosophy Policy and in our Statement of rights and responsibilities Appendix 2.

8. Evaluation

Noble Park English Language 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.

Some of the sources of data include:

- Attitudes to School survey data
- Parent survey data
- Reported incidents data
- school reports
- wellbeing referrals
- Allocations list
- Program for Student with Disabilities (PSD) applications
- case management work with students
- health programs data
- CASES21 and Compass including attendance and absence data
- Student Online Case System (SOCS)



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APPENDICES AND RELATED POLICIES

Appendix 1: Wellbeing referral process

Appendix 2: Statement of rights and responsibilities

Appendix 3: Student code of conduct

Appendix 4: Behaviour management Process

- Bullying Prevention policy
- Child Safe Standards
- Digital Technologies policy
- Inclusion and Diversity policy
- The Statement of Values and School Philosophy policy

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Links included in enrolment packs
- Discussed at staff briefings/meetings as required

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

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

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

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

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy



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- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

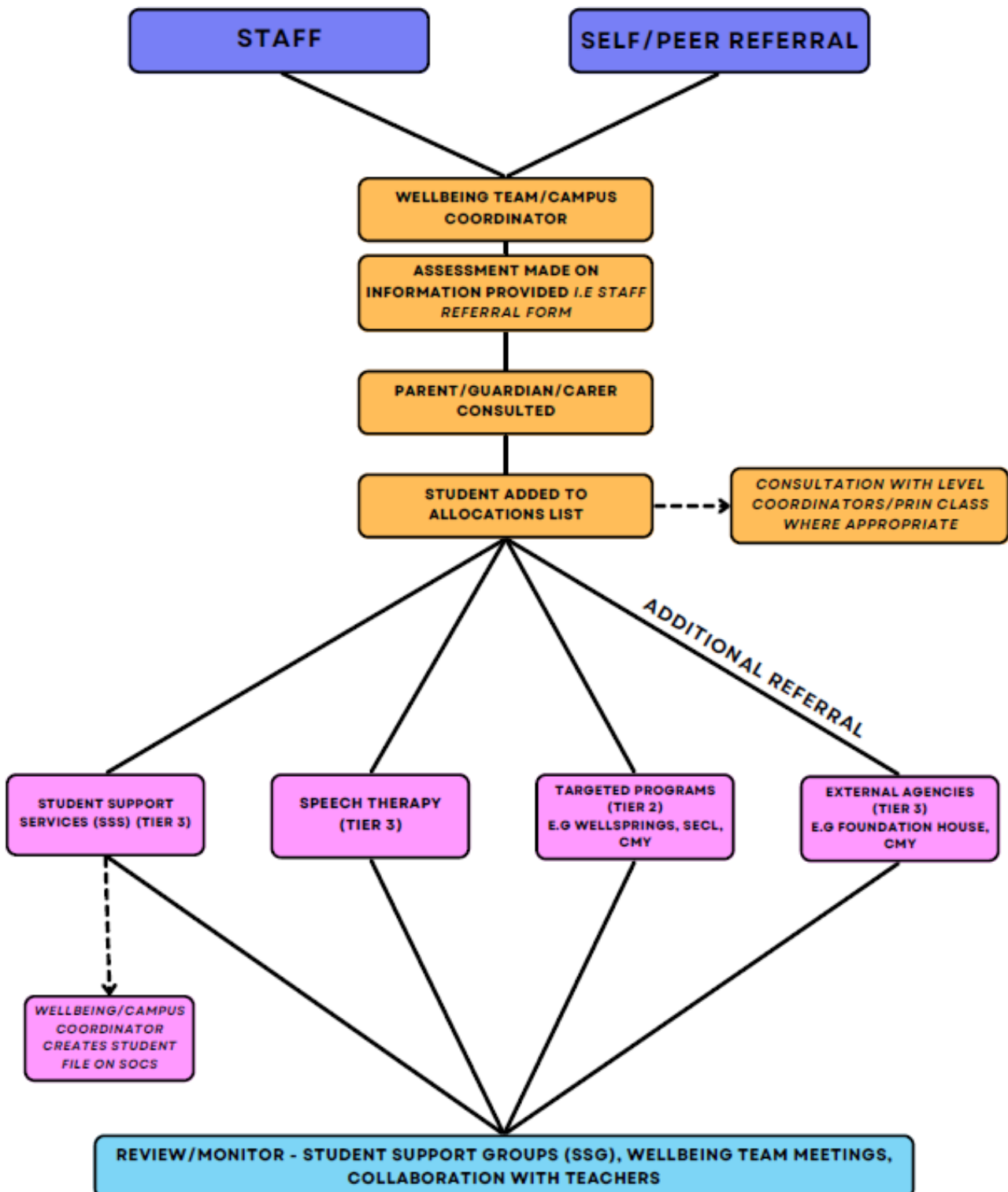
Policy last reviewed	March 2023
Approved by	School Council 24/03/2023
Next scheduled review date	March 2025



APPENDICES

Appendix 1: Wellbeing referral process

NPELS Wellbeing Referral Process





Appendix 2: Statement of rights and responsibilities

STATEMENT OF RIGHTS AND RESPONSIBILITIES

The Victorian Charter of Human Rights and Responsibilities Act 2006 (Vic) is an important law that sets out our freedoms, rights and responsibilities. This formal recognition of our human rights protects people from injustice and allows everyone to participate in and contribute to society. Human rights are the basic rights that belong to all of us just because we are human beings. They have been recognised around the world as the basic standards required for governments, societies and communities to operate in a respectful and peaceful manner. Human rights are about recognising and respecting the dignity of other people.

The Disability Discrimination Act (1992) seeks to eliminate, as much as possible, discrimination against people with disabilities. *The Disability Standards for Education (2005)* are driven by this Act and clarify and explain the legal obligations in relation to education.

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.

The rights and responsibilities endorsed by Noble Park English Language School for staff, students and parents/guardians have been formulated to reflect and maintain the ideas aforementioned.

Students have the right to:	Students have the responsibility to:
Feel safe and secure at school which is enhanced by an anti-bullying policy and strategies to improve student engagement.	Behave in way that adheres to the schools anti bullying policy and allows all members of the school community to feel safe and secure at school.
Have their feelings, rights, opinions and belongings treated with respect.	Act honestly and show consideration for the feelings, rights, opinions and belongings of others.
Be spoken to politely and treated with fairness and respect.	Co-operate with school staff and treat them courteously and with respect.
Access a curriculum which is appropriate to individual and collective needs.	Embrace the learning opportunities and to allow others to do the same.
Regular scheduled classes, equal access to teachers' time and useful updates on their progress.	Attend classes punctually and regularly, and ask for help and assistance when required.
A clean, safe, and supportive school environment where all property is respected.	Help maintain a clean, safe and supportive school environment.



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Staff have the right to:	Staff have the responsibility to:
To be treated as individuals with courtesy and respect, in a way that is free from bullying or discrimination.	To treat with respect and courtesy all members of the school community; to promote such attitudes in their students.
Teach with support of students, colleagues, parents, School Council and appropriate Government Departments.	To provide a range of learning activities and to provide support to students, colleagues, parents, School Council and appropriate Government Departments.
To be involved in the planning processes in the areas of curriculum and organisation, have access to information and to have representation and collaboration on School Council and its sub-committees.	To contribute to decision making processes (e.g. School Council) and actively participate in the areas of curriculum and Strategic Plan development, organisation and administration.
Access ongoing training and professional development opportunities.	To ensure their teaching reflects current and appropriate teaching practices.
To work in a clean, orderly, safe, comfortable environment and to have access to sufficient equipment and resources.	To help create a clean, orderly, safe and comfortable environment; and to maintain equipment and resources.

Parents/Guardians have the right to:	Parents/Guardians have the responsibility to:
To participate in their child's learning, to be informed and to be listened to.	To take an active interest in their child's learning and school activities. To convey concerns and inform teachers of any circumstances which could affect the learning process.
To be treated as individuals with courtesy and respect without discrimination.	To treat with respect all other members of the school community; to promote such attitudes in their children.
To have ready access to relevant information and be part of the decision-making process where appropriate.	To contribute to the best of their ability and to respect the contribution of other members of the school community.
To have their children educated in a secure and safe environment where support and respect is encouraged and valued.	To help create and maintain a safe environment and to support the school in its efforts to maintain a positive teaching, learning environment.



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<p>To expect that school community members' needs are recognised and access to support services is available when required.</p>	<p>To assist students with the establishment of goals and plans which build their confidence and competence in social relationships and academic learning.</p>
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Appendix 3: Student code of Conduct

NPELS Students Code of Conduct

It is expected that you will adhere to the school values by:

- Keeping yourself and others safe
- Respecting the rights and property of yourself and others
- Being Responsible
- Being ready for Learning
- Engaging in Teamwork

When you are at school:

- Arrive on time to all classes
- Be respectful towards staff and students
- Respect the personal space of others and keep your hands to yourself
- Respect your own and others learning
- Follow class expectations and teacher's instructions
- Place mobile phone in a locker
- Move quietly when inside buildings
- Keep rooms tidy and take care of furniture and equipment
- Remain outside the classroom unless a teacher is supervising

When you are in the playground:

- Play safely in your designated area
- Respect the personal space of others and keep your hands to yourself
- Report accidents and problems to the teacher on yard duty

Not allowed at school:

- Fighting
- Bullying, racism, sexism, homophobia,
- Cigarettes, vapes, or anything illegal
- Dangerous or expensive items
- Riding a bike/scooter without a helmet
- Leaving the school grounds during school hours without permission

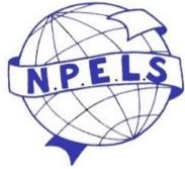
The consequences for not following the NPELS Student Code of Behaviour are outlined in the Behaviour Management Process:

- Warning System
- Time In
- Restorative Chat
- Incident entered on Compass
- Contacting parents/carers/guardians
- Behaviour Support Plan
- Internal or external suspension



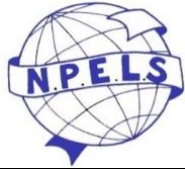
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- Expulsion



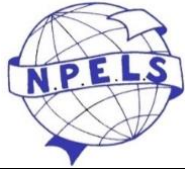
Appendix 4: Behaviour management Process

Noble Park English Language School <u>Behaviour Management Process</u>		
NB: As per trauma informed approach, please allow students time to self-regulate their emotions before implementing consequences.		
Minor	Moderate	Major
Addressed by classroom teacher	Level Coordinators/Campus Coordinators and classroom teacher involvement	Level Coordinators, Classroom Teacher, Campus Coordinators and Principal Class Involvement
Chronicle Entry on Compass only if behaviour is repeated <u>3 times</u> in a short period	Chronicle Entry on Compass	Chronicle Entry on Compass
INSIDE/OUTSIDE THE CLASSROOM		
<ul style="list-style-type: none"> • Kicking balls in the wrong area • Dropping rubbish • Running around the toilet area • Chewing gum • Fighting over toys in the sandpit • Play fighting • Going up the slide • Eating on the play equipment • Throwing bark in the playground 	<ul style="list-style-type: none"> • Non-compliant behavior • Refusal to follow instructions • Swearing or making offensive gestures • Excluding other children from being with you or playing with you • Throwing sticks, rocks • Repeated refusal of request • Invasion of personal space with intention • Instigating a fight (no physical contact involved) 	<ul style="list-style-type: none"> • Threatening other children verbally or physically • Repeated bullying, harassment (including sexual) • Physical or verbal aggression • Any action that hurts a person • Assault of staff or student (physical violence, punch) • Swearing aggressively • Theft



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<ul style="list-style-type: none"> • Interrupting teachers or students during instructional time • Not staying on task • Not following class expectations • Students not following teacher's instructions: listen, stop, sit down • Student's chewing gum • Lateness to school/class (case by case) 	<ul style="list-style-type: none"> • Students leaving classroom without permission • Students saying bad words or gesturing offensively • Students arguing • Students being physical with each other (play fighting) • Students watching movies, playing games or listening to music on devices in class • Not wearing the correct uniform (Casey Campus) 	<ul style="list-style-type: none"> • Malicious damage of property • Aggressive use of sticks, rocks • Sexist or racist comments • Students not placing mobile phones in lockers • Student's being in possession of a vape or cigarette • Dangerous behaviour • Disruptive behaviour • Disrespectful behaviour to staff
ACTIONS		
<ul style="list-style-type: none"> • <u>Warning One:</u> verbal warning given to student with explicit explanation of the misbehaviour. Give student the opportunity to 'stop and think' about their behaviour • <u>Warning Two:</u> another verbal warning given to student with explicit explanation of the misbehaviour. Give student the opportunity to 'stop and think' about their behaviour • Log this on Compass as an Incident Report • Time In using strategies from The Toolbox for a restorative discussion at lunch with class teacher to discuss behaviour. Class teacher and student/s partake in a conversation about the specific behaviour 	<ul style="list-style-type: none"> • Witnessing staff member to log this on Compass as a Time In • Time In issued for all students involved with Level Coordinator/Campus Coordinator for a restorative discussion – discussion to be entered on Compass • Communication to teacher/s about any relevant issues regarding the student • Level Coordinator/Campus Coordinator Check in with all students involved following the restorative discussion • Referral to Student Wellbeing by class teacher if required • Behaviour Support Plan or contract developed if required 	<ul style="list-style-type: none"> • Witnessing staff member to log this on Compass as a Time In • Time In issued for all students involved with Level Coordinator/Campus Coordinator for a restorative discussion – discussion to be entered on Compass • Communication to teacher/s about any relevant issues regarding the student • Level Coordinator/Campus Coordinator to monitor all students involved following the restorative discussion • Parents/carers/guardians to be contacted only by or in consultation with Campus Coordinator, Principal Class Team or Wellbeing team



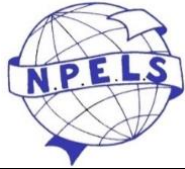
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<p>and how it is disrupting the class, displaying anti-social behaviour or disregarding school rules</p> <p>If behaviour is <u>consistent</u>, there will be a consultation with the Level Coordinator/Campus Coordinator</p>	<ul style="list-style-type: none"> • Individual Education Plan (IEP) to be developed if required <p>Two Moderate Time Ins will be escalated to parent/guardian communication and will be recorded on Compass</p>	<ul style="list-style-type: none"> • Referral to Student Wellbeing by class teacher if required • Behaviour Support Plan or contract developed if required • Individual Education Plan (IEP) to be developed if required • Internal, external suspension or expulsion as a last resort. Only the Principal has the authority to make the decision to suspend a student
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STRATEGIES TO SUPPORT STUDENTS (REFER TO THE TOOLBOX FOR RESOURCES)

Tier 1 (Whole Class/School Approach)

- Build rapport with students– informal conversations with students to build relationship, get to know your learners (socio linguistic profiles) get to know your students interests, hobbies and aspirations, communicate with students in a calm and caring manner, home group sessions (Noble Park Campus)
- Establish school expectations and values through orientation/values program and assemblies*
- Classroom expectations displayed and referred to consistently
- Student voice, agency and leadership*
- Respectful Relationships Curriculum* – Scope and Sequence
- Positive Behaviour Reinforcement – Class awards, Nomination for Positive Behaviour on Compass, non-verbal praise, verbal praise, reward charts, House Points (Casey Campus), affirm student’s ability to act responsibly
- Trauma informed approach (Zones of Regulation*, Calmer Classrooms Resource*, Flight, Fright or Freeze Resources* (Primary and Secondary



Tier 2 (Targeted Programs)

- Calming Down Strategies*
- Stop and Think Questions*
- How Are You Feeling Scale*
- Programs through external agencies

Tier 3 (One-on-one)

- Individual Education Plan (IEP), Behaviour Support Plans*
- Referral to Wellbeing Team*
- Wheel of Choice*
- Restorative Chat Card*

*indicates resources can be found on Compass and Teams