



HIGHVALE PRIMARY SCHOOL

2. Student Wellbeing and Engagement Policy

Ratified by School Council: April 2023

Review date: April 2025



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on (03) 9887 8000.

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.

Highvale 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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POLICY

1. School Profile

Highvale Primary School was established in 1969 and is located within the City of Monash in Glen Waverley. The school has a current enrolment of 338 students, many of whom come from families who speak a language other than English, enriching the cultural diversity of the school. The convenience of adjoining Highvale Secondary College allows for the sharing of resources and facilities, and also assists the considerable number of Year Six students from Highvale Primary School that transition to Highvale Secondary.

Highvale Primary School is located in a south eastern suburb of Melbourne, Glen Waverley, in the City of Monash. The school enjoys large, spacious and well-maintained grounds, away from main roads, tucked in a cul-de-sac between High St Rd and Highbury Rd. Students enjoy using the Highvale Sanctuary to tend to the plants/vegetables growing in the garden beds utilising our sports precincts, outdoor amphitheatre, playing chess on the outdoor chessboard or spending time in the sandpits or adventure playgrounds are favourites for Highvale students. As a SunSmart school we have many shaded and covered areas including covered walkways between buildings. The two lane running track around the oval and the fitness stations promote a healthy active environment.

The Student Family Occupation (SFO) density is 0.2258 and our Student Family Occupation and Education (SFOE) is 0.1488. Students who speak English as an Additional Language (EAL) comprises 65% of our student population. The school is central to the local pre-schools including; Highvale, Tally Ho and Legend Park. The school is a member of the Monash/ Waverley network of schools in the North-Eastern Victoria Region.

There are currently 4 students enrolled under the Program for Students with Disabilities (PSD). There are currently 14 classes. (Information current as of April 2023)

2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our Statement of Values is available online at: <https://highvaleps.vic.edu.au/parent-information/#policies> #49 HPS Statement of Values and School Philosophy

3. Wellbeing and Engagement strategies

Highvale Primary School has developed a range of strategies to promote engagement, and 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:

Universal Strategies (Tier 1)

- 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
- Our school will deliver a broad curriculum including opportunities for students to engage in learning at all ability levels.
- 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 Highvale Primary School use the Gradual Release of Responsibility 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
- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
- Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.
- Carefully planned transition programs to support students moving into different stages of their schooling
- Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parent (for example: Acknowledgement Eggs, PBL Awards).
- All students will have the opportunity to participate in a social and emotional learning curriculum program through School Value Booster Sessions, Restorative Practices, Cooperative Kids' Concept Curriculum Lessons and Student Empowerment lessons.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council (SRC), Student Leadership Teams and student forums.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Create opportunities for cross—age connections amongst students through school plays, athletics, music programs and Buddies programs.

Targeted Strategies (Tier 2)

All Tier 1 supports plus:

- Each year group has a Learning Leader, a teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Aboriginal Learning & Wellbeing Action Plan for further information
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on LGBTIQ Student Support using the Respectful Relationships program.
- 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 Mentor, 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
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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](#)
- Develop a Behaviour Support Plan and/or Individual Education Plan (IEP).
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Refer to internal support services eg Leadership Team, Student Support Services or Intervention Team.

Individual Strategies (Tier 3)

All Tier 1 & 2 supports plus:

- 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
- Re-engagement programs such as Navigator

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
- engaging with our regional Koorie Engagement Support Officers
- 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.
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

4. Identifying students in need of extra support

Highvale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Highvale 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 and suspension data
- engagement with families
- self-referrals or referrals from peers

Additional Tools for identifying students in need of extra support include: Student Development Concerns Checklist, IEPs, SSS referral form, teacher expertise, GradeXpert and ABLES (Ability Based Learning and Education Support) (<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx>)

Staff who identify students in need of additional support will liaise with the Assistant Principal to plan an appropriate course of action to support the student which will include discussing the case with the SSS Key Contact.

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
- 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

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, Highvale Primary 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 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:

- 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 Coordinator
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

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 of Highvale Primary School 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.

7. Engaging with families

Highvale 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/carers 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.

Parent responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. 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 our Statement of Values and School Philosophy.

8. Evaluation

Highvale 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:

- Student survey data

- Incidents data
- School reports
- Parent survey
- Case management
- CASES21, including attendance and absence data
- SOCS (Student Online Case System)

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

COMMUNICATION

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

- Available publicly on our school's website
- Included as an annual reference in school newsletter
- Included in staff induction processes

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

Appendix 1: Postive Behaviour for Learning – Matrix of Expectations

Appendix 2: School Wide Positive Behaviour Supports (SWPBS) – Decision-making Flowchart

Appendix 3: Statement of Rights and Responsibilities

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

These policies can be accessed on the school website: <https://highvaleps.vic.edu.au/parent-information/#policies>

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	April 2025



Positive Behaviour for Learning

MATRIX OF EXPECTATIONS

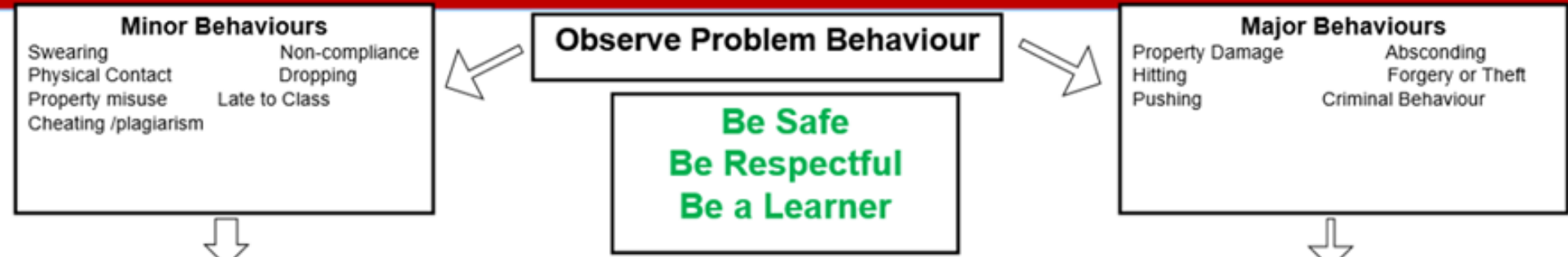
The Positive Behaviour for Learning Matrix translates Highvale Primary School's school values into expected behaviours. The expected behaviours were developed with input from all the students and staff at Highvale P.S.

The 'Matrix' supports students understanding of the positive behaviours we expect to see, and helps to keep them foremost in their minds.

All staff utilise these expectations to highlight positive behaviours within classrooms and throughout all settings of the school.

WE ARE:	RESPONSIBLE	RESPECTFUL	HONEST AND SHOW INTEGRITY	COMMITTED	SAFE
Always	I will: <ul style="list-style-type: none"> Own my actions Lead by example Report problems to a teacher Arrive at school on time 	I will: <ul style="list-style-type: none"> Keep my hands and feet to myself Encourage and support others Be friendly Use an inside voice in buildings 	I will: <ul style="list-style-type: none"> Tell the truth Be fair and trustworthy Own up to my actions 	I will: <ul style="list-style-type: none"> Listen and participate Try my best at all times Ask questions to help me learn 	I will: <ul style="list-style-type: none"> Be mindful of others Tell an adult if something is unsafe Keep my hands and feet to myself
Learning areas	I will: <ul style="list-style-type: none"> Look after my belongings Keep the classroom neat and tidy Be organized and listen carefully Work cooperatively Use my time appropriately 	I will: <ul style="list-style-type: none"> Look after all property Be polite to everybody Listen to the person speaking Wait my turn 	I will: <ul style="list-style-type: none"> Support others with their learning Do the right thing even if the teacher is not looking 	I will: <ul style="list-style-type: none"> Be prepared and ready to learn 'Bounce Back' from challenges Show initiative and build confidence Stretch myself as a learner 	I will: <ul style="list-style-type: none"> Ask for permission before leaving the classroom. Use equipment appropriately Move slowly around the room
Play areas	I will: <ul style="list-style-type: none"> Care for equipment and the environment Follow rules in games Take turns 	I will: <ul style="list-style-type: none"> Include others in activities Use kind words Share space and equipment Use play and sport equipment properly 	I will: <ul style="list-style-type: none"> Follow rules in games Work with others to solve problems, then seek teacher support when difficulties arise Play for the 'fun' of it 	I will: <ul style="list-style-type: none"> Try new games and activities Follow team rules 	I will: <ul style="list-style-type: none"> Play safe games Use equipment appropriately Learn to solve problems Trust my teachers to support me
Walkways	I will: <ul style="list-style-type: none"> Walk directly to my destination Only enter corridors during class times Keep my belongings off the floor 	I will: <ul style="list-style-type: none"> Use appropriate language Be friendly to other students Talk quietly 	I will: <ul style="list-style-type: none"> Always wait my turn and not push past others 	I will: <ul style="list-style-type: none"> Walk quietly past other classrooms Keep corridors clean and tidy 	I will: <ul style="list-style-type: none"> Always use undercover areas when its raining Walk carefully around building corners
eLearning	I will: <ul style="list-style-type: none"> Use iPads and laptops for the learning that is needed Use technology responsibly 	I will: <ul style="list-style-type: none"> Always ask and wait my turn when using eLearning tools Treat the eLearning equipment with care 	I will: <ul style="list-style-type: none"> Only post things that are constructive and positive Share relevant information that helps with our learning 	I will: <ul style="list-style-type: none"> Always try my best to look after and use technology responsibly 	I will: <ul style="list-style-type: none"> Not share personal information about myself or friends. Always seek teacher or parent advice before signing up to websites or downloading apps
Grounds	I will: <ul style="list-style-type: none"> Look after the Sanctuary garden and animals Always put rubbish in the bin Play in designated play areas, not in garden 	I will: <ul style="list-style-type: none"> Be polite to teachers and others visiting our school. Listen carefully for the music to make sure I am back in class on time 	I will: <ul style="list-style-type: none"> Set a good example to my peers and the wider school community Use appropriate language Care for others 	I will: <ul style="list-style-type: none"> Make sure that rubbish is put in the bin Make sure my uniform is neat and tidy 	I will: <ul style="list-style-type: none"> Always stop, look, listen and think when crossing roads. Use zebra crossings and light crossings when walking across the road
Toilets	I will: <ul style="list-style-type: none"> Use toilets appropriately Flush toilet and wash my hands 	I will: <ul style="list-style-type: none"> Clean up after myself Keep quiet and consider classrooms nearby Respect others privacy 	I will: <ul style="list-style-type: none"> Report any problems or silly behaviour to a teacher 	I will: <ul style="list-style-type: none"> Return to class/play as soon as possible Use required amount of toilet paper and water Save water by turning taps off 	I will: <ul style="list-style-type: none"> Go with a partner Not play in the toilets Flush toilet and wash hands

Decision-making Flowchart



Calm	1. Non-verbal Prompt (Student is out of bounds, move towards student make eye contact)	Give positive feedback once desired behaviour is displayed
Consistent	*2. Descriptive ("James you need to be safe")	
Brief	3. Corrective ("James move in bounds, thanks")	Enter Minor Referral
Immediate	4. Re-teach the rule ("remember, to be safe James, we stay in bounds ")	
Respectful	5. Choice ("James you either return to the inbounds area or you will have to walk with me") If student is still non-compliant follow major behaviour steps.	
		Major Behaviour Referral

Calm	1. Student referred to executive, major referral entered in Student administration system by staff member	Conference with student
Consistent	2. Executive follow agreed procedure	
Brief	3. Data input in behaviour management tracking system. Review individual students' data.	
Immediate	4. Executive member to follow through and determine consequences	
Respectful	5. Support provided in accordance with Tiered intervention on the continuum	
		Apply appropriate consequence (Educative)

Shared Behaviour Expectations

To be read in conjunction with 'Child Safety Standards Policy'

Our shared expectations are based upon these key values and our dedication to ensuring that all our students can achieve the best possible learning and social outcomes in a positive, stimulating and supportive environment. Our shared expectations go hand in hand with the rights and responsibilities of all members of our community.

Effective schools share high expectations for the whole school community for the manner in which staff, students and parents will conduct themselves. At Highvale P.S our agreed expectations are as follows:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> ● preparedness to engage in and take full advantage of the school program ● effort to do their very best ● self-discipline to ensure a cooperative learning environment and model the school values ● team work to work cooperatively and collaboratively with peers and school community groups ● Ask for assistance when required 	<ul style="list-style-type: none"> ● Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs ● Comply with Ministerial Order No. 870 – Child Safe Standards ● Support their child in their preparedness for the school day and in the provision of a supportive home environment ● Monitor their child's school involvement and progress and communicate with the school when necessary ● Be informed and supportive of school programs and actively participate in school events/parent groups ● Cooperate with requests from the school 	<ul style="list-style-type: none"> ● Comply with duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students ● Comply with Ministerial Order No. 870 – Child Safe Standards ● Provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success ● Make sure every student has an equal opportunity to participate ● Ask for student input into the curriculum and class environment ● Listen to students and value their contributions ● Listen to parents' insight into their children's learning ● Encouraging personal excellence ● Developing independent learners ● Provide enjoyable classrooms ● Provide a wide range of resources to engage students ● Take into account the needs of specific students where practicable (such as students with disabilities, EAL) ● Encourage the participation of parents
Attendance	All students are expected to:	Parents/Carers are expected to:	In accordance with legislation released March 1, 2014 the school will:

	<ul style="list-style-type: none"> ● attend and be punctual for all classes every day that the school is open to students ● be prepared to participate fully in lessons ● bring a note from their parents/carers explaining an absence/lateness 	<ul style="list-style-type: none"> ● ensure that their child's enrolment details are correct, including contact details ● ensure their child attends regularly ● advise the school as soon as possible when a child is absent ● account for all student absences ● keep family holidays within scheduled school holidays ● Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> ● Proactively promote regular attendance ● mark rolls accurately each morning and afternoon ● follow up on any unexplained absences promptly and consistently ● Identify trends via data analysis ● Report attendance data in the school's Annual Report ● Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> ● model the school's core values of respect, responsibility and resilience ● treat classmates, teachers and other adults with respect and dignity ● never physically or verbally abuse others. ● take responsibility for their behaviour and its impact on others ● obey all reasonable requests of staff. ● respect the rights of others to learn. No student has the right to impact on the learning of others. ● respect the property of others and value school resources ● comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes ● develop and use strategies to resolve minor conflict issues 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> ● have high expectations of their child's behaviour and an understanding of the schools behavioural expectations ● Communicate with the school regarding their child's circumstances ● Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs ● Follow the school's <i>Communication Policy</i> when communicating behavioural concerns ● Communicate clearly with the school about the needs of their children 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Expectations through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p> <p>Teachers, support staff and leadership are committed to:</p> <ul style="list-style-type: none"> ● Following up on all children's concerns ● Setting appropriate and achievable goals ● Modelling appropriate behaviour ● Positive reinforcement of appropriate behaviour ● Being non-judgemental

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| | | | <ul style="list-style-type: none">• Displaying trust and confidentiality |
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