A. School Profile
Portland Primary School is located in a picturesque coastal town in south-west Victoria. Established in 1856, the school is located one block from the Portland CBD, providing the school with a unique opportunity to utilise community resources and develop strong community partnerships. Expansive grounds combine with spacious, well resourced classrooms to provide a safe and engaging environment.

Educational delivery is based on the belief that all children have different academic, social, emotional and physical needs that can be met in a supportive environment. We value mutual trust, respect and clear communication between all stakeholders.

Our purpose is to provide a supportive, inclusive learning environment which enables students to realise their intellectual, physical, social, emotional and creative abilities. We aim to empower our students to become resilient, lifelong learners who are positive and active members of their school and wider community.

As such we aim to provide an environment where students can develop and grow into young people who will successfully make their way in any community.

B. Whole School Prevention
Portland Primary School operates under the following values that form the basis of our actions:
• Respect
• Participation
• Reliability
• Fairness
• Responsibility
• Co-operation.

The programs and strategies that we use to support student engagement and wellbeing include:
• Restorative Practices
• You Can Do It program
• Learning How to Learn program
• Primary Welfare Officer programs
  - Individual counselling
  - Parent support
  - Staff support
  - 123 Magic Parenting program
  - Drug information for parents
  - Friends for life program (anxiety)
  - M Power Girls program (assertiveness and self esteem)
  - Social Skills program
  - Empathy programs
  - Brain gym
  - Protective Behaviours
  - Transition Boys Be Motivated
  - Transition Go Girls
  - Rock and Water program
  - FIST Anger Strategies
  - Bully ballot
  - Peer Mediation
• Buddies program
• Leadership program
• Behaviour audits
• Behaviour Management Plans
• Individual Learning Improvement Plans
• Involvement in Healthy Schools Network
• Involvement in Wellbeing Network
• Transition program
• Collaboration with Student Support Services
• Life Education / Drug Education Program
• Kids Go For Your Life
• Community Involvement – Meals on Wheels, Aged Care visits
• Program for Students with Disabilities
• Camps/Excursions
• Interschool Sport
• Small Schools Activity Days
• Cultural Programs-Artist in Residence
• It’s Not Okay to be Away
• School Concert
• Gardening program

These programs and strategies are supported by the following school policies
• Healthy Lifestyles
• Drug Education
C. Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter affirms equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Four Basic Principles include FREEDOM, RESPECT, EQUALITY and DIGNITY.

The following is consistent with the Charter of Human Rights and Responsibilities, Equal Opportunity Act, Disability Standards for Education 2005 and the Education and Training Reform Act.

D. Agreed Responsibilities

With rights come responsibilities. As such, all members of the school community including the School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

E. Shared Expectations

Schools- principal, teachers and school staff
- Provide an appropriate, relevant and challenging curriculum that enables all students to experience success in their learning
- Ensure every student has equal opportunities
- Be aware of the social, cultural and religious backgrounds of students and treat them equitably
- Exhibit and model unconditional positive regard for all
- Listen to students and parents and value their contributions
- Ensure communication to all school community stakeholders is easily understood
- Follow the Staff Code of Conduct
- Display and model integrity at all times
- Uphold and model trust and confidentially
- Be accessible and available during working hours
- Exhibit and encourage empathy and caring
- Contribute to the development of strong Home/School/Community partnerships
- Contribute to a safe and secure environment
- Access student support services as needed
- Teach without interference and interruption
- Be treated with respect and feel valued

Students
- Play and work safely
- Have a positive attitude to school
- Regularly attend school
- With support, participate fully in all programs
- Show respect for themselves, peers, teachers, other members of the school community and the school environment
- Follow the school rules
- Be supported by teachers
- Access assistance when needed
- Contribute to class and school decisions
- Always try their best
- Be treated with respect and feel valued

Parents/Carers
- Promote a positive attitude to school and education
- Ensure their child's regular attendance at school
- Attend parent teacher interviews
- Communicate regularly and constructively with the school about the learning and welfare needs of their child
- Take an interest in their child's schoolwork
- Cooperate with requests from the school
- Support and attend activities and events
- Be treated with respect and feel valued

F. Actions and Consequences

Positive behaviour is acknowledged at all times, however, when behaviour is inappropriate, the following plan will be followed. Restorative Practices are used for low level misconduct with the intent for students to recognise: the harm caused by their action, those affected, what needs to be done to repair the harm, and, the need to make a commitment to the reparation of the damage.

Unacceptable classroom behaviour procedure:

a) A student is given three warnings that behaviour is inappropriate. These warnings involve going to the ‘Thinking Spot’ to reflect.

b) After the third warning a student is sent to another classroom for fifteen minutes with a time out sheet to fill out.
c) On their return the student resumes working with the class. At an appropriate time, the teacher may wish to discuss the issue briefly with the student one-to-one.

d) A Sent out of Class notification detailing behaviour is sent home after each exit.

e) All incidents are documented in the Student Behaviour Record.

f) After three exits to another class, the parents are requested to attend a conference to discuss the student’s behaviour and develop a behaviour management plan if necessary.

### Student Behaviour Plan

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Behaviours</th>
<th>Consequences</th>
<th>Engagement/Wellbeing Action Plan</th>
</tr>
</thead>
</table>
| 1 Acceptable conduct | • Displays caring and appropriate behaviour towards others  
• Attends to school work  
• Considerate towards others | • Allowed to participate in all school activities, including camps and excursions.  
• Positive behaviour brought to the attention of the class, the school, through assemblies, the school community through the newsletter, You Can Do It! awards, Happygrams etc. | No further action needed above that already in place. However these students will be prioritised for inclusion in special events representing the school, such as "The One and All Beach Party" where only a small group attend. |
| 2 Low level misconduct | • Displaying inappropriate manners  
• Playing in the wrong area | Any misbehaviour is treated by following natural consequences. ie  
• Restorative Conference  
• Advising child behaviour is inappropriate  
• Discussion followed by a warning.  
• Reminder of school expectations. | If the behaviour is repeated frequently, or is due to a developmental delay affecting understanding, the student may benefit from a one on one session/s with the welfare officer. |
| 3 Low level misconduct. Has infringed rights of others to a less than serious degree. | • Interrupting the learning of others  
• Teasing  
• Swearing  
• Damage to property  
• Out of bounds  
| • Restorative Conference  
• Parents notified  
• Oral and/or written apology  
• Walk with yard duty teacher  
• Withdrawal of privileges  
• Restricted play areas  
• Pay repair costs  
• Time Out | If the behaviour is repeated frequently, or is due to a developmental delay affecting understanding, the student may benefit from a one on one session/s with the well being person. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Possible Actions</th>
</tr>
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</table>
| 4     | Persistent or severe infringement of rights of others. | - Stealing
- Fighting
- Refusal (including not wearing school hat, not eating in correct area)
- Interrupting the learning of others
- Discrimination
- Time Out
- Immediate Parent Contact
- Support personnel involved
- Behaviour Management Plan
- Develop a student support group
- Counselling and individual support work with student
- Information and support strategies for the parent and teacher where needed
- Referral to community agencies if relevant |

5 Very serious and/or persistent abuse of the rights of others.

- Disrespect to Staff (including swearing)
- Bullying (including cyber bullying)
- Suspension
- Voluntary transfer to another school
- Develop a student support group
- Counselling and individual support work with student
- Information and support strategies for the parent and teacher where needed
- Referral to community agencies if relevant
- Support in transitioning to another school |

6 Totally unacceptable conduct in a school setting. Wilfully violates the rights of others.

- Failing to comply (to behaviour plan, to teacher/principal instruction)
- Danger to Staff/Students
- Suspension
- Expulsion
- Principal convenes a student support group meeting (including parents)
- Enrolment and support in transitioning to another school
- Referral to counselling and community agencies if required
- Regional involvement |

Depending on the student’s situation, a referral to Student Support Services staff will be relevant.


6. Evaluation
This policy will be reviewed every three years.