SCHOOL PROFILE
Concord School is a prep to year 12 specialist school for students with additional learning needs. It provides a safe and supportive learning environment where students are expected to achieve and their successes are acknowledged and celebrated.

The Concord School community is committed to the provision of a safe, stimulating and engaging learning environment. Student well being is of primary concern. Our goal is to ensure that students attend school regularly, participate in engaging programs and are encouraged to adopt positive behaviours.

The Concord School community is diverse and this diversity is valued. People of all cultures, religions and abilities are respected and encouraged to participate, to their fullest capacity, as students, parents/carers, staff members and volunteers, in the daily life of the school. Every person in our community has special talents and knowledge to share with others and we welcome the contributions of every person.

GUIDELINES
This policy is written in accordance with the Child Protection Reporting Policy and Education and Training Reform Act, Child Safe Standards, Managing the Risk of Child Abuse in Schools, Ministerial Order No. 870. As emphasised in the schools’ Child Safety Policy, “Concord School is committed to child safety and has a zero tolerance of child abuse”.

STUDENT ENGAGEMENT STATEMENT
- The Concord School values are Happiness, Cooperation, Respect, Honesty and Personal Best. All members of the school community are encouraged to act in accordance with the school motto “to be the best I can be.”
- The Concord School vision encompasses a commitment to achieving excellence in education for students with additional learning needs. This is achieved through a curriculum which integrates learning technologies with best practice in teaching and learning.
- The Concord School educational philosophy is that all students can learn and that students with additional learning needs have the right to an equal opportunity education.

SCHOOL VALUES FOR STUDENTS

<table>
<thead>
<tr>
<th>VALUE</th>
<th>THIS MEANS</th>
<th>THIS IS SHOWN WHEN I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Best</td>
<td>To try as hard as you can.</td>
<td>● give it a go</td>
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<td></td>
<td></td>
<td>● try to be confident</td>
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<td></td>
<td></td>
<td>● try to do my best</td>
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<td></td>
<td></td>
<td>● don’t say it’s too hard and persist</td>
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<td></td>
<td></td>
<td>● am organised</td>
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<td>● can do things for myself</td>
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<td></td>
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<td>● work when the teacher tells me</td>
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<td></td>
<td></td>
<td>● am not afraid to make mistakes</td>
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<td></td>
<td></td>
<td>● am being myself</td>
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<td></td>
<td></td>
<td>● feel good about what I am doing</td>
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<td></td>
<td></td>
<td>● join in</td>
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<tr>
<td>Honesty</td>
<td>Telling the truth and doing the right thing.</td>
<td>● tell the truth</td>
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<td></td>
<td></td>
<td>● return something that I have found that is not mine</td>
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<tr>
<td></td>
<td></td>
<td>● admit to making a mistake</td>
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<td></td>
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<td>● say sorry when I have done something wrong</td>
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<tr>
<td></td>
<td></td>
<td>● do the right thing</td>
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<tr>
<td></td>
<td></td>
<td>● accept responsibility for my actions</td>
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<td></td>
<td></td>
<td>● honestly say what I am thinking</td>
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<td></td>
<td></td>
<td>● look someone in the eye when I talk to them</td>
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<td></td>
<td></td>
<td>● ask if I can use someone else’s property</td>
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<tr>
<td>Happiness</td>
<td>When everyone is getting along and being friendly. When you feel good inside.</td>
<td>● do things I like</td>
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<tr>
<td></td>
<td></td>
<td>● do well at school</td>
</tr>
</tbody>
</table>
| When I am enjoying school and friends. | • learn at school  
• feel pleased with myself  
• look after myself  
• get along with everyone  
• cooperate with others  
• am independent  
• am kind to my friends |
|---|---|
| Respect | Being nice, polite, caring, kind and fair | • am being polite and using good manners  
• listen to others  
• get along with others  
• show people I care  
• tell the truth  
• am nice to others  
• play fairly |
| Cooperation | Helping, sharing and understanding one another and working in groups | • get along with others  
• behave at all times  
• listen to the teacher and my friends  
• help a person in need  
• encourage others to do their best  
• take turns  
• share with others  
• help my friends and others with their work  
• follow the rules in a game  
• stop and listen to others ideas  
• don’t put people down |

The following programs, staff and policies support student engagement, encourage attendance, promote positive (pro-social) behaviour, as well as address student wellbeing at Concord School:

**Programs**
- Active After School Care
- Anti-bullying
- Be Your Best Group (Boys’ Group Secondary)
- Classroom and extension camps
- Drug education
- Excursions, incursions and special events
- Girls’ group (Secondary)
- Human Relations and Sexuality (year 7 to year 12)
- Peer mentor/buddy programs
- Restorative Practice
- School values education
- Signposts Parenting
- Social Competencies programs such as Stop, Think, Do, You Can Do It! and Circle Time
- Student behaviour management/at risk individualised plans
- Student Leadership - SRC
- Sub-school behaviour management guidelines
- Supported play
- Transition to school (prep), post-school (year 12) and between sub-schools
- Travel education (Transition)
- VCAL Personal Development
- VELS Personal Social Learning
- Work experience (Transition)

**Staff**
- Assistant Principal - Student and Staff Support
- Camp Coordinator
Policies
- Bullying
- Camping
- Class Formation
- Dress Code
- Drug Education
- Enrolment
- Equal Opportunity
- Human Relations and Sexuality
- Illegal, Dangerous and Offensive materials
- Post School Options
- Racial and Religious Tolerance
- Responding to Child Abuse and Allegation of Student Sexual Abuse
- Student Engagement (this policy)
- Teaching and Learning
- Time Away Room
- Travel Education
- Work Experience

RIGHTS AND RESPONSIBILITIES
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Enrolment
All students who live within the Concord School designated transport zone and meet enrolment eligibility criteria have the right to enrol at Concord School.

Participation
Concord School staff respect the right of each student to participate in all aspects of school life. Participation is only restricted if and when a student’s behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and/or the provision of a limited timetable will be negotiated with students’ parents/carers as part of a staged response to managing student behaviour and/or wellbeing.

Harassment and victimisation
All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Concord School community, including students, are expected to treat others in the manner in which they would like to be treated. Everyone is encouraged to respect individuality, diversity, differences of opinion, rules and rights of others.

Student support services
Behaviour management practices and social competency programs within each section of the school are aligned with Concord School’s philosophy that the key to effective student management is in balancing corrective action with frequent positive reinforcement of commendable and appropriate behaviour.
Cooperative home/school partnerships assist the school to achieve positive outcomes with students. Students who are at risk will be referred, via the relevant documented protocols, to specialist staff within the school, or to outside agencies, for support. Concord School:
- quickly identifies issues of concern and communicates these to parents/carers.
- is focussed on prevention and early intervention.
- teaches children pro-social behaviours.
• articulates expectations regarding acceptable classroom and yard behaviours.
• enforces fair and reasonable consequences for inappropriate behaviours which are directly linked to the nature of the behaviour (for example, time off the yard for rough play).

Curriculum development
All students have the right to access a curriculum which addresses their academic, physical and social needs. Sub-schools are responsible for curriculum delivery and design. Each sub-school produces a curriculum document which is available to staff as well as parents/carers. Each student has a Student Learning Plan which outlines in detail the learning goals for students in a given academic year.

The Concord School Principal, teachers, wellbeing and education support staff are expected to:
• teach and role model the school values.
• treat all members of the school community including students, parents/carers, colleagues, para-professionals, volunteers and visitors/contractors with respect.
• adopt inclusive teaching practices.
• ensure accessible educational provision for all students.
• conduct honest and open communications with parent/carers.
• work in partnerships and liaise with parents/carers.
• develop community partnerships to support students.
• provide student services and/or refer students to appropriate outside agencies for support.
• develop and provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
• address and celebrate diversity.
• Understand that Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Concord School students are expected to:
• take responsibility for and reflect upon their own learning. As students progress through the school they will be actively supported and encouraged by teachers to manage their own learning and growth.
• participate fully in the school’s educational program and to attend school regularly. Concord School staff recognise that sometimes students need support to achieve this and will work with students whose attendance could be improved.
• display positive behaviours that demonstrate respect for themselves, their peers their teachers and all other members of the school community.
• respect the rights of others, including the right of others to learn, in order to contribute to an engaging educational experience for themselves and other students.
• learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be actively supported by staff to achieve this goal.

Concord School parents/carers are expected to:
• promote positive educational outcomes for their child by taking an active interest in their child’s educational progress.
• cooperate with the school, which includes participating in regular, constructive communication with school staff regarding their child’s learning and wellbeing.
• display respectful behaviours toward Concord School staff.
• respect the rights of others in the school community, including school staff.
• speak respectfully about school staff in their child’s presence.
• actively support their child’s engagement in the school environment.
• support the school in maintaining a safe and respectful learning environment for all students.
• support their child by ensuring regular attendance, modelling positive behaviours and assisting their child with their school work.

SCHOOL ACTIONS AND CONSEQUENCES
• Student engagement, regular attendance and appropriate behaviour are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.
• Actions and consequences are incremental (a staged response) and will be applied fairly and consistently.
• Positive consequences as well as negative consequences are part of the Concord School's approach to supporting student engagement.
• Actions and consequences have an educational role and aim to foster positive relationships as well as retain the dignity of the student.
• Actions and consequences that isolate a student from learning will be avoided wherever possible.

The following whole school and classroom practices articulate Concord School’s philosophy actions and consequences.
• Predictable, fair and democratic classroom and school environments.
• Student participation in the development of classroom expectations regarding student behaviour.
• Personalised (individualised) student learning programs documented in student learning plans.
• Acknowledgement of students via:
  • classroom positive behaviour reinforcement programs – such as the raffle ticket program
  • Student of the Week awards
  • fortnightly Principal’s awards (end of year celebratory lunch for recipients)
  • end of term classroom, sub-school and whole school celebrations
  • newsletter articles highlighting student achievements within and outside school
  • annual graduation/presentation ceremonies.
• A commitment to de-escalating situations in which students are displaying inappropriate behaviours.
• Providing a physical environment that is clean, stimulating and conducive to positive behaviours as well as effective engagement in learning.
• School wide positive behaviour and educative behaviour support strategies as described within the DEECD safe schools are engaging schools, restorative practices and calmer classrooms guidelines.

Discipline procedures – external suspension and/or expulsion
Inappropriate behaviours, including irregular attendance, will be responded to through a staged response including early intervention/prevention and disciplinary consequences.

Prevention and early intervention may include:
• understanding individual student needs.
• providing clear expectations of students.
• providing consistent school and classroom environments.
• scaffolding student learning programs.
• providing individualised positive reinforcement programs.
• frequent communications between teachers and parents/carers via the telephone or student communication books.
• developing behaviour management plans for individual students.
• providing broader education programs, for example experiential learning, work education, camps/outdoor education and/or creative arts.
• individualised, flexible learning programs or attendance schedules.
• participation in ‘Restorative Practices’ processes.

Consequences following student failure to comply with the school rules/classroom and/or yard expectations regarding behaviour may include:
• a verbal warning.
• specialised seating plans within classrooms.
• time away from the class to provide the students with reflection and/or calm down time (Time Away Room in the Junior School).
• making up work time during play time.
• isolation within the playing area.
• referral to the Team Leader and/or Assistant Principal.
• parent/carer contact initiated by the Team Leader or Assistant Principal.
• supported play and/or participation in special programs during break time.
• red card warning – students are given three red cards (warnings) for inappropriate behaviour before being given a suspension.
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- referral to a student wellbeing team member and/or outside (community) agency/support service.
- convening a Student Support Group Meeting.
- student counselling or participation in individualised/special group programs.
- internal suspension – suspension at school supervised by school staff.
- modified timetable which may involve negotiating part time attendance at school with parents/carers
- external suspension - the maximum duration of an external suspension is 5 days.
- expulsion – last resort.

All Concord School suspension and expulsion procedures are in line with the Department of Education and Early Childhood Development guidelines. Students will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour; for example, following an assault upon a student or teacher, or failing to obey a member of the Concord School Leadership Team, or where another student's safety or wellbeing is compromised.

EVALUATION
This policy will be reviewed as part of the three year policy review cycle, in line with DEECD policy and directives.

REFERENCES
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act 2006
- Disability Standards for Education 2005
- DEECD policy guidelines, Safe Schools are Effective Schools, 2005
- DEECD policy guidelines, Effective Schools are Engaging Schools, 2009
- Time Away Room policy