

Student Wellbing & Engagement POLICY

This policy was last ratified by School Council in....

June 2017

CONTENTS

- | | |
|-----------|---|
| Section 1 | School Profile Statement |
| Section 2 | Whole School Prevention Statement
School Rules |
| Section 3 | Right and Responsibilities |
| Section 4 | Shared Expectations
School Goal and School Values |
| Section 5 | School Actions and Consequences
Prevention and Intervention strategies
Suspension and Expulsion information |

List of APPENDICES

References:

SECTION 1 : SCHOOL PROFILE STATEMENT

Woorinen District Primary School is committed to continuous improvement and achieving excellence in teaching and learning at all levels supported by a vibrant and involved community. The school has gained a reputation for exceptional care in the area of welfare and support for students with special needs and talents and runs a variety of valuable programs designed to cater for the individual needs of a diverse range of students.

Cliental of the school predominately come from low socio economic families whose parents have limited education post-secondary school and work in jobs nominated as N, D and C. The current years SFO is .5896. There is a small pool of parents with further education working in A or B nominated jobs.

The school is justifiably proud of its grounds and facilities and has the belief that the school presents to the community as one that is cared for and valued.

The school community places emphasis on leadership development, aspirations and community along with a focus on ICT integrated across all curriculum areas. These mix well to provide an interesting, challenging and supportive learning environment within a local and global community. Many parents see education as the key for further opportunities for their children.

There is an exceptionally united relationship between the school and wider community. Parent and staff partnerships are strong with Pre-School and many other community organisations forming an integral part of the school community. Partnerships with neighbouring schools are fostered and highly valued as are links to the SHRCC, Woorinen Progress Association.

SECTION 2 : WHOLE SCHOOL PREVENTION STATEMENT

Woorinen District Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. Our school works collaboratively with students and parents/careers to establish fair and respectful behaviour policies and practices, based on the school's values, respect, collaboration and high expectations guide and direct our work both in the school, with parents and with the community. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Respect: builds a sense of belonging, identity and connectedness to our school community.

Collaboration: essential for growth and learning. We all learn together and actively participate towards achieving our goal to educate and prepare our children for a rapidly changing world, where they can negotiate, share, conserve, contribute and be resilient and happy in their community.

High expectations healthy, whole development of each child though active participation by all teachers, administrators, students, community members and families is expected. High standards of conduct between students, staff, parents and community members within our school.

OUR GOAL: To build a positive, inclusive environment that develops children as functioning and successful members of society and the world. Students who are empowered, well rounded, who love learning and who develop to their potential with purpose.

SCHOOL RULES: Keep hands feet and objects to yourself
Follow adult instruction immediately
Do not swear, tease or call others names
Do not call out.

CLASSROOM RULES/NORMS: are created collaboratively with student groups and the teacher. They are written in a positive way, owned by all, fair and certain and make expected behaviour and the consequences clear in advance.

*Our **philosophy** at Woorinen District Primary School educational hub is that all students can learn and have the right to learn given time, support and appropriate resources. Learning occurs with dedicated teaching staffs that are committed to positive relationships and the best possible learning outcomes for all students. Learning occurs within a social context in a safe, engaging, personalised and caring environment. Student engagement and wellbeing are school priorities and everyone's responsibility; this acknowledges a team approach where all voices are valued and sought. Programs and strategies are implemented to promote student engagement, high attendance and positive behaviours.*

*Our **programs** ensure opportunities to broaden students' experience and provide an environment which celebrates intrinsic motivation, self-regulation and respect of achievements. Students are expected to display responsibility for their own learning and a commitment to improvement including self-discipline and respect for themselves, each other and their environment. The development of strong interpersonal skills will be rewarded with positive relationships, warmth and friendships. The confidence and resilience this fosters, will enrich the belief, that each individual is special: a unique and valued member of our school and wider community, EVERY FACE HAS A PLACE. Programs are guided by AusVELS and have digital technologies embedded with an emphasis on literacy, numeracy and integrated studies. These studies include learning through studies of the environment, performing arts and social/emotional learning.*

Strategies: An *environment* rich in ICT resources that support and engage students learning and help them develop a global knowledge, empathy for cultures and current digital technology skills. This leads to an understanding of personal strengths and development of thinking skills, empowering the creativity of individuals to problem solve, plan and act appropriately in an ever changing world.

Frameworks and programs: Our students develop healthy minds and bodies through a balance of active, passive, creative activities and social, emotional programs. Students achieve success through developing responsibility and cooperation which allows them to make connections with the broader world.

School organisation: The school is organised into three learning communities, Prep-1, 2- 3 and 4-6, within these there are Year levels groupings each with a home teacher as a significant adult and contact person for parents. Open learning spaces and glassed break out rooms provide flexible learning spaces and allow flexible student groupings to ensure engaging, differentiated learning. Our timetable maximises productive learning time in the morning with a dedicated 2hr literacy block and 1 & 1/2 hour numeracy block. Our school utilises a consistent management plan for all students underpinned by restorative practices.

Staff coaching, strategic planning by a leadership team, education support officers and community health professionals are available resources to support and ensure student wellbeing and engagement. Student support group meetings, learning and behaviour plans, lunchtime activities and social/behavioural programs, breakfast provision as required, home group teachers support students' academic and social/emotional/behavioural progress.

A *Wellbeing team* leads a consistent approach to student engagement and wellbeing which is most likely achieved with strong, supportive home/school relationships.

Section 3: RIGHTS AND RESPONSIBILITIES

RIGHTS

<p>STUDENTS PARENTS STAFF COMMUNITY All members of our school community have the right:</p>	<ul style="list-style-type: none"> *to be and feel safe *to be treated with respect and dignity in a fair and equitable manner *to fully participate and learn in an educational environment that is supportive, inclusive and without interference, intimidation, harassment, bullying, cyberbullying or disruption
---	---

These principles are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005. (See appendices for further detail)

For rights to be honoured we all need to take responsibility:

RESPONSIBILITIES

<p>STUDENTS</p>	<ul style="list-style-type: none"> *To stay within the designated areas within the school grounds *To obey school rules and follow teacher instructions *To punctually attend class regularly and be organised and prepared to learn and not interfere with the learning of others *To treat others with respect and resolve differences through restorative practices and not conflict *To take care of personal, school and others property and environment *To play safely and sensibly and not engage in anti-social behaviour (fighting, teasing, swearing, put downs)
<p>STAFF</p>	<ul style="list-style-type: none"> *To display mutual respect and courtesy to other staff, parents, students and community members *To be punctual and prepared and meet professional accountability requirements *To continue to learn and improve professional and instructional practice *To engage students, families and community effectively and build positive relationships that enable success *To collaboratively establish and consistently apply behavioural expectations and consequences that promote positive behaviours and provide positive reinforcement *To provide an educational environment that ensures all students are valued, cared for, feel they belong and can effectively engage in their learning and experience success

References:

PARENTS/FAMILIES/COMMUNITY	<ul style="list-style-type: none"> *To treat all members of the school community with respect and courtesy *To support staff in their maintenance of a safe, secure and productive teaching and learning environment. *To ensure their child is punctual, attends regularly, in school uniform, with a healthy lunch and snack and well rested and fed to maximise learning. *To raise concerns promptly, respect privacy and confidentiality of all parties, value other points of view and work towards an outcome acceptable to all parties
-----------------------------------	--

SECTION 4: SHARED EXPECTATIONS

At Woorinen District Primary School we expect to provide an educational environment that ensures all students are valued and cared for, engaged effectively in their learning and can experience success.

	Expectations: All members of our school community are expected to be polite, courteous and well mannered
Students	<ul style="list-style-type: none"> Take responsibility for their own learning Participate in the school community Set goals and achieve them Fully participate and attend the school program Display positive, safe, inclusive behaviours that demonstrate respect for self, peers, teachers and members of the school community and the rights of others
Staff	<ul style="list-style-type: none"> Know and model the school values Provide a highly predictable environment that allows students to understand what is expected of them and of each other Build positive relationships and collaboration Value diversity- address and celebrate it, seek a range of points of view Focus on positive pro-social behaviours Build parent/carer and community partnerships and liaison Provide appropriate student services
Teachers	<ul style="list-style-type: none"> Demonstrate inclusive teaching practices: value student contributions, embrace contemporary teaching practices, embrace differences in thinking, scaffold and support students Develop a culture where it is acceptable for students to value and learn from errors Make learning accessible through educational provision featuring differentiation for all students. Develop and provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
Parents/families/Community	<ul style="list-style-type: none"> Promote positive educational outcomes for their children Take an active interest in their child's educational progress Collaborate with the school through regular communication Support the maintenance of a safe and respectful learning environment for all students Ensure their child attends school regularly and notify the school of absences Trust school staff professional judgement and have a collaborative approach to problem solving

References:

Diversity in the school community:

Woorinen District Primary School aims to address diversity through maintaining a highly skilled, motivated and energetic workforce who meets the needs of our school community. We invest in professional development both within the school and from external sources and networks. We embrace new technologies, curriculum initiatives and educational philosophies. Our Staff Leadership group, Student Leadership and School Council consider and respect the diversity of perspectives and opinions. We value our staff, parents and students working in teams to create more effective work, increase participation levels and increase our capacity to solve problems. School values are the core of Shared Expectations.

RESPECT: demonstrated by

Students	<ul style="list-style-type: none">*Acknowledging people as individuals*Treating people in a polite and friendly manner*Listening to and having consideration for others*Appreciating differences in themselves and others*Caring for their own and other's property and for the school environment
Staff	<ul style="list-style-type: none">*Valuing each other as professionals, individuals and team members*Responding appropriately to individual needs and differences*Treating others fairly and consistently*Recognising that positive relationships are vital and essential for student and school success*Modelling and teaching respectful behaviours
Parents & School Community	<ul style="list-style-type: none">*Seeking to understand and support decisions made by the school*Communicating with the school through appropriate process and in a positive manner*Being open to varied points of view*Being positive ambassadors and representatives for our school*Modelling and teaching respectful behaviours

COLLABORATION: demonstrated by

Students	<ul style="list-style-type: none">*Being willing to take on tasks and see them through to completion*Forming positive relationships that enhance learning and cooperation*Developing partnerships with people who enrich their educational journey*Working in a variety of groupings and providing support for others
Staff	<ul style="list-style-type: none">*Taking on a range of tasks and roles and seeing them through*Interacting positively and building positive relationships with students, colleagues and the community*Providing a challenging, progressive and supportive curriculum*Supporting all students to experience success*Supporting children to be organised and develop independence
Parents/School Community	<ul style="list-style-type: none">*Forming positive partnerships with the school*Supporting children's learning tasks in school and at home*Recognising that learning occurs at home, school, and globally*Keeping informed of what is happening within the school- reading the newsletter

HIGH EXPECTATION: demonstrated by

Students	<ul style="list-style-type: none">*Appropriate behaviour within school and classroom norms*Support of others*Application to learning and high levels of attendance
-----------------	--

References:

Staff	<ul style="list-style-type: none"> *Meet accountability measures, perform to teaching standards *Meet deadlines *Display high levels of professional behaviour
Parents/School Community	<ul style="list-style-type: none"> *Provide constructive feedback and inform school of absences and home events, interests that impact school learning success *Participate in school community events and in school learning and activities

Section 5: SCHOOL RESPONSE, SUPPORT AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school preventative strategies supported by targeted and individualised support when required. Consistent and fair practices are developed and in place through policy, consultative approach, staff team approach, feedback from students and parents. Each behavioural situation that requires support will be processed individually and student behaviour records, severity of incident, student intent, level of aggression, number of situations involved in and developmental level of each student will be taken into account. Aggressive, physical behaviours are not tolerated and will result in parent/student meetings and may result in suspension depending on severity.

The following **protective factors** support student engagement:

- ☐ Positive behaviour support
- ☐ Clear, fair and consistent rules and behavioural expectations
- ☐ Understanding of individual student needs
- ☐ Accessible staff support
- ☐ Positive and supportive parent, teacher and peer relationships
- ☐ Feeling safe and valued at school
- ☐ Reasonable and consistent consequences
- ☐ Academic success

Continuum of support for student well-being and behaviour:

STAGE ONE:	WHOLE SCHOOL PRIMARY PREVENTION	-focus on all students and staff across all settings	100% of student cohort
STAGE TWO:	TARGETED EARLY INTERVENTION	-focus on responses to problem behaviour in order to aim to reduce it	20% of student cohort
STAGE THREE:	INTENSIVE INTERVENTION	-focus on the complexity of individual behaviour resistant to primary and secondary prevention efforts	5% of student cohort

	Within the classroom	Across the School	Health and Wellbeing	Attendance
STAGE ONE: WHOLE SCHOOL PRIMARY PREVENTION STRATEGIES	<ul style="list-style-type: none"> *fair, democratic classrooms and school environments established collaboratively from the beginning of the school year- student voice, rules and norms *classroom expectations and routines are taught and encouraged *active supervision and instruction by teachers *ratio of positive feedback to negative 3:1 *consistently acknowledging all students *redirections for minor infrequent behaviour errors *empowering student by creating multiple opportunities for them to take responsibility and be involved in decision making *ensuring classroom space is conducive to positive behaviours and effective engagement in learning *providing personalised learning programs where appropriate for individual students 	<ul style="list-style-type: none"> *understanding the student *consistent school and classroom environments *school values and rules are modelled by all members of the school community-including a duty to remind others when this is not evident *Whole school involvement with wellbeing initiatives *School data collection and analysis utilised by staff to inform planning to match instruction to individual student needs *Team planning for staff members to ensure consistency in learning and wellbeing approaches in classrooms *School Policies *Use of restorative practices- student ownership of own behaviours and emotions- 'naming it' *Record of incidences, consequences and parent contact *Parents contacted by class or duty teacher 	<ul style="list-style-type: none"> *Use of support personnel for programs. Eg Chaplain and Wellbeing Coordinator and team - lunchtime programs *Provide breakfast, lunch and fruit as required *Monitoring of playground (safe play data) 	<ul style="list-style-type: none"> *electronic rolls marked by 9:30 (or a hard copy done and sent to office if this is not possible) *a culture of "punctuality" and "It's not ok to be away " is modelled and explicitly taught *Benefits of regular and timely school attendance is conveyed to students and the community via the newsletter *Promote positive attendance through Attendance Certificates and weekly awards *Displayed on attendance data on Semester *Attendance is monitored daily and followed up by the Class teacher
STAGE TWO: TARGETED EARLY INTERVENTION STRATEGIES	<ul style="list-style-type: none"> *commitment to restorative practices *Use of behaviour supports and supports for vulnerable learners *staff consultation with a support person from the Principal Class and/or Student Wellbeing staff *Student Support Group meetings and Individual plans *tracking of social, emotional and behavioural success and planning and record keeping 	<ul style="list-style-type: none"> *team sharing of data and professional discussions to brainstorm support for students experiencing difficulties with learning and parent contact *Individual learning Plans *Inclusion in support programs like Reading Recovery *Individual behaviour plan- this may include alternative play time, play in a different setting, direction to a lunchtime program, designated play setting and safe play communication book or flexible attendance plan *secondary consultations with Professionals (paediatrician, speech therapist etc) and SSSO staff (psychologist, social worker) *mentoring/counselling and/or referrals to Community Support 	<ul style="list-style-type: none"> *Involving community support agencies *Working with parents to provide support /assistance *Home visits/phone calls *removal of privileges, time out during recess breaks, re-location within the school *Individual plan targeting needs 	<ul style="list-style-type: none"> *immediate follow up of individual student absence and/or lateness *individual student attendance goal setting and data driven improvement plans *parent and/or agency involvement *use of technology such as SMS messages to parents

References:

<p>STAGE THREE:</p> <p>INTENSIVE INTERVENTION For approx. 5% of students whose behaviour places them at high risk of disconnecting from school and previous interventions have been unsuccessful.</p>	<p>This stage represents an intensity of strategies listed in the Early Intervention Column an</p> <ul style="list-style-type: none"> *Individual Modified Attendance Plan and/or *Individual Modified Education Plan *Parent contact: sent home if required due to unsafe behaviour 	<p>organisations</p> <ul style="list-style-type: none"> *Contact with support staff *Contact with the region *Contact with School Council president *Regular meetings with parents after infringements prior to re-establishment in classroom *In school suspension *As a last resort: suspension or expulsion. 	<p>Chaplain and support staff and agencies to work with parents, teachers and students</p>	<p>*monitored and collaborated with parents and support services</p>
---	---	---	--	--

SUSPENSION AND EXPLUSION INFORMATION

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in “Effective Schools are Engaging -School Student Engagement Policy Guidelines”. Appendices 12-18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may 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, where all other options have been exhausted or where the wellbeing or safety of another student is at risk.

Key changes to this area include:

- ☐ Maximum consecutive suspension is 5 days
- ☐ Maximum period of suspension in one year is 15 days
- ☐ Student support Group must be held before a student is suspended (except in a case of immediate suspension)
- ☐ School must provide appropriate and meaningful schoolwork for period of suspension
- ☐ Copy of the Procedures for Suspension brochure must be provided to the student and their parent/carer and school council president
- ☐ Regional Director must be informed if expulsion is being considered and their nominee attends a Support Group meeting to discuss expulsion.

References:

LIST OF APPENDICES:

A. List of 10 Positive Behaviour Supports and 10 Vulnerable Learner Supports

B. Bullying Policy

C. School Action Chart- Consequence Examples

D. 5 R's sample

E. Summary of relevant acts pertaining to rights and responsibilities

Equal Opportunity, Charter of Human Rights, Disability Discrimination Acts

Relevant Legislation-website listing

APPENDIX A

10 POSITIVE BEHAVIOUR SUPPORTS FOR ALL LEARNERS

Reference: Loretta Giorcelli 2009

1. Creation of an Ethical code (all students have a right to learn in their own way) modifications such as music, squeeze balls can be used)
2. A ratio of 3:1 positive to negative feedback
3. Softer and closer (an approach to managing students where teachers will talk quietly and get within arm's distance to correct behaviour rather than yell)
4. Broken record (an approach for managing students where the same instruction is repeated until the task or behaviour is performed)
5. Recognition of compliance (eg: 'what a friendly voice you used'-the response differs from empty/general praise)
6. Use of global phrases (eg "in this school we don't swear)
7. Working for a group reward
8. Naming behaviour (eg bullying)
9. Managing change (situation rule) prepare the child for the situation and the situation for the child
10. Reinforcing positive behaviour with home.

11 POINT PLAN FOR VULNERABLE LEARNERS IN SCHOOL

1. Structure
2. Removal or application of stimulation
3. Student consultation (using students to set the engagement tool-giving students a choice of 3 strategies)
4. Partnership with parents and other persons
5. Medication (if prescribed)
6. Use of a mentor/buddy
7. Professional development for staff
8. Use of "wrap-around" techniques (in SSG meeting)
 - no blame, no shame
 - no past baggage
 - futures orientated
 - solution driven
9. Use of self-regulation mantras and music eg: where am I now, where I should be, What am I doing, what should I be doing (REF: "Talk to yourself-Geoff Wragg ACER)
10. Use of consistent positive behaviour strategies
11. Team teaching approach to problem solve and plan