



## WATTLEVIEW PRIMARY SCHOOL

### STUDENT ENGAGEMENT AND WELLBEING POLICY

#### **1. SCHOOL PROFILE STATEMENT**

Wattleview Primary School's **purpose** is *to educate learners for life*. This means providing a learning environment that :-

- Challenges and supports all students to achieve their individual learning goals through rigorous Teaching and Learning practices
- Encourages students to learn in an atmosphere of mutual respect, cooperation and participation.
- Supports students in making informed decisions that prepare them for life in a global community.
- Encourages friendship, connections with others and celebrates all successes
- Values socially competent students who are aware of their responsibility towards the wider community

The **values** that form the basis of the actions of the whole school community are implemented through the Social Competencies Program "You Can Do It" and incorporate the Tribes Agreements.

#### Getting Along

- Respecting the diversity (and individual differences) of our school community
- Demonstrating appropriate behaviour and standards of safety
- Showing care and concern for other people
- Establishing and maintaining friendships

#### Confidence

- Taking risks and attempting new and challenging things
- Being independent and working interdependently

#### Persistence

- Questioning and Posing problems
- Applying past knowledge to new situations
- Thinking flexibly

#### Organisation

- Setting Individual and Team Goals
- Planning time effectively
- Striving for accuracy

#### Resilience

- Remaining open to the notion of continuous learning
- Accepting the consequences of our actions

- Coping with and accepting of, change.

Wattleview Primary School is situated at the foothills of the Dandenong Ranges in the Eastern Metropolitan Region of Victoria. The school currently has an enrolment of 218 students. We provide attractive facilities and grounds and have recently upgraded our facilities to provide our students with flexible and modern learning areas. We provide a well-rounded curriculum from Levels 1-4. This is delivered through alignment with the AusVELS curriculum. Our specialist programs include Physical Education, Performing Arts and Visual Arts and the introduction of LOTE (Indonesian) in 2014 throughout Prep – Yr 2. We continue to maintain an ICT focus across the school with implementation through all facets of student learning. Our school aims to provide a dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation.

Wattleview Primary school is proud of its reputation and proven history in catering for diverse needs within the community. We have 8 students catered for in our Program for Students with Disabilities. We offer two reading based Language Intervention programs and a school based speech pathology service in addition to regular DEECD school support service officers in psychology and speech pathology. The school is seeing an increase in ESL students and we are providing support in this area with one class teacher and BELS support through the Out Reach Program and resources.

The school's staffing profile has remained stable with a cross section of Graduate, Accomplished and Expert teachers. At the beginning of 2011 the school was successful in the appointments of both a new substantive Principal and Assistant Principal.

Wattleview Primary School provides a safe and supportive community of life long learning where respect, diversity and pride are valued by all. The school has links with the extended community through the Chaplaincy Program, Knox Council, the local Salvation Army and Aged Care facility. These links provide extra curricular activities and leadership opportunities for students. We provide our student leaders with opportunities to be involved in school decision making within the school community. The school places high value on the expertise of our teachers and the role of parents as partners in learning.

Wattleview Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and ambitions. The school sees parents as vital partners in the educational process and seeks their active participation, through various support bodies in the school.

## **2. PREVENTION STATEMENT**

### **Preventative School Culture**

Wattleview Primary School is very proud of its achievements in building a strong foundation for our positive school culture. It is based on a belief that all students have the right to be provided a safe and secure learning environment which provides meaningful opportunities to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and **procedural fairness** with logical consequences to address appropriate and inappropriate behaviour. The school also uses the Tribes Process which provides all members of the community a clear, shared understanding of the "ways we should treat others and be treated."

This process is strongly supported through the provision of a number of complementary programs including Restorative Practices, You Can Do It, Solving the Jigsaw, supporting a World Vision Child through sponsorship and other targeted Social Skills Programs.

**A Welfare Team comprising of the Principal, Assistant Principal, a Teacher, Chaplain and the DEECD Psychologist and Speech Pathologist meet fortnightly or as the need arises to discuss students who may be at**

risk and what future direction we need to take to support the child.

The School Council and Leadership team regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Our positive school culture has a solid foundation on the belief that student engagement is the basis for learning. To support this, the school leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Departments e5 instructional model and the VELS curriculum.

The school also supports the school community through building relationships with outside agencies to support individual student and family needs. These are provided through our Chaplaincy program, School based Speech Pathology program and the partnership with The Salvation Army.

## **Prevention Programs**

### **- Attendance**

Wattleview understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The school has actively embraced the "EVERY DAY COUNTS" approach and closely monitors student attendance with effective and regular follow-up to parents.

### **- Restorative Practices**

Wattleview uses Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This practice is also used in the classroom and out in the yard and is the basis for respectful communication, relationships and how to respond to behavioural issues.

### **- Inclusion, Wellbeing & Transitions**

The Student Pathways Team focuses on transitions from Pre-School to Prep; Level 2 to Level 3; and Level 4 to Secondary College. Current practices are investigated and recommendations for improvement of transitions at every year level of the school.

### **- Professional Learning**

Teacher Professional Learning is given high priority at Wattleview to ensure the strategies and approaches adopted are implemented with integrity. The e5 instructional model and embedding ICT in the learning process has been the current focus from 2010. In 2013, there was a whole year focus on Numeracy and this will continue throughout 2014 with the bigger focus on Literacy. All teaching staff are members of a professional learning team which is aligned to our school strategic plan. The focus is on student learning, student engagement and well-being and student transitions and pathways.

## **How we support positive behaviour and relationships**

Wattleview requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through first day interviews, reports, parent-teacher interviews, phone calls, meetings, digital portfolios, use of diaries/communication books, email and school website.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs Wattleview will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents in these processes.

The following restorative approach will be used.

### A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done? In what way?</li> <li>• What do you think you need to do to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you think when you realized what had happened?</li> <li>• What impact has this incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul>

### A Staged Response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves the Principal and/or Assistant Principal; all persons affected in the incident; and documentation.
- There will be situations where a formal conference involving the aforementioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

### **3. RIGHTS AND RESPONSIBILITIES**

The Charter of Human Rights and Responsibilities Act (2006) outline 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 demands 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.

Students are better prepared for learning when they are healthy, safe and happy. We aim to have a safe, supportive and stimulating school environment where:

- Everyone has the right to feel safe
- Everyone has the right to learn
- Teachers have the right to teach
- Parents, the school and broader community work together to enhance student wellbeing

#### **Student Rights and Responsibilities**

- To be provided with the opportunities to reach their full potential
- To work in a healthy, safe and non-discriminatory environment
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance

- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification
- To have specific needs addressed
- To be responsible learners and assist in the creation of a safe learning environment
- To be positive and enthusiastic members of the school community
- To follow class and school rules
- To respect own and school property
- To respect and value the opinions of others
- To treat all members of the school community with respect
- To set realistic goals which are attainable and challenging, to promote personal growth

### **Staff Rights and Responsibilities**

- To build positive relationships with students as the basis for engagement and learning
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyberbullying)
- To work in a healthy, safe and non-discriminatory environment
- To work effectively in a supportive, safe and stimulating environment
- To pursue professional development
- To treat all students, staff and parents with respect, courtesy, dignity and fairness
- To teach appropriate curriculum, content and follow school and department policy and procedures
- To be positive role models at school and in the community
- To work collaboratively with colleagues and share expertise and knowledge in a variety of collaborative contexts
- To work in partnership with parents, carers and members of the wider school community and maintain a professional relationship at all times
- To behave and dress in an appropriate and professional manner
- To promote a positive image of the school in the community
- To respect privacy and confidentiality
- To treat all members of the school community with respect

### **Parent Rights and Responsibilities**

- To know that their children are in a safe and happy learning environment
- To be informed about student behaviour and consequences- both positive and negative
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyberbullying)
- To be active partners in the learning and development of their children
- To positively support class/school behaviour expectations
- To ensure students are punctual and attend school regularly
- To support the school's dress code
- To use appropriate grievance procedures
- To promote a positive image of the school in the community
- To respect privacy with confidentiality

### **Students with Disabilities & Impairments**

All students with a disability, should be treated with dignity and enjoy the benefits of an education in a supportive environment, which values and encourages participation by all students.

Wattleview Primary School has a high number of students enrolled under the PSD program. All of these students have access to an engaging, age-appropriate curriculum supported by an Individual Learning Plan, regular Student Support Group meetings, passionate and caring Education Support Officers and highly skilled and understanding teachers.

### **Bullying and Harassment**

Every student has the right to feel safe from bullying at school.

By definition, **Bullying** is when someone or a group of people, who have more power at the time, deliberately hurt or upset another person, their property, reputation or social acceptance on more than one occasion. **Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

### Types of Bullying

There are three broad categories of bullying:-

- **Direct physical bullying** – eg: hitting, tripping and pushing or damaging property.
- **Direct verbal bullying** – eg: name calling, insults, homophobic or racist remarks, verbal abuse.
- **Indirect bullying** – eg: this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying which involves the use of electronic means to humiliate or distress

### What Bullying is Not

Many distressing behaviours are NOT examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- Mutual Conflict
- Social Rejection or Dislike
- Single- episode acts of nastiness or meanness or random acts of aggression or intimidation

These situations are not regarded as Bullying unless they are directed towards someone specific, and targeted repeatedly.

Wattleview Primary School maintains a **zero tolerance policy** to the bullying **and/or harassment** of students and staff. As a consequence, it is the responsibility of staff, students and parents to work together in an attempt to eliminate it from the school. This will only occur if we treat the matter as a curriculum issue and take a whole school approach. We aim to teach social skills and confident behaviours to students. Parents also need to be involved in supporting school programs and when needed, to attend meetings and support disciplinary action which may result from student actions. Students, staff and parents must promote an anti bullying atmosphere in the school and an attitude that is okay to tell parents and teachers if one is being bullied or witnesses bullying. To achieve this, we are encouraging students to take an active role in eliminating bullying. Therefore, reports will not be dismissed as telling tales but will be acted upon.

Staff will supervise the yard duty areas interacting with students, looking for 'hot spots' and diffusing situations when they arise. This approach and Wattleview Primary School's commitment to the Restorative Practices process creates a supportive, responsive school community and reduces bullying opportunities.

### A Staged Response

In the event of an incident by students or parents involving bullying or harassment in any form, the school will take the following actions accordingly:-

### What do you do if you are being bullied or harassed?

- Tell the person you don't like what they are doing and you want them to stop
- Discuss the matter with a teacher that you feel comfortable with or the Principal / Assistant Principal
- The school will take your concerns seriously - all complaints will be treated confidentially

### How will your complaint be dealt with?

- Your concerns will be taken seriously.
- All complaints will be treated confidentially.
- School procedures for responding to a student who bullies or harasses others are set out as below.

### **Level 1**

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or Principal/Assistant principal.

### **Level 2**

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator/Principal/Assistant Principal.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”

### **Level 3**

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

### **Level 4**

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organizations that can offer more intensive services to the student and student’s family.

## **Cyberbullying**

Multimedia technologies have created new domains in which young people learn and interact. Technology such as mobile phones, SMS, Internet, in-phone cameras, emails, chat rooms, etc can be an effective way to learn and a great way to communicate. Unfortunately, some people use this technology to bully others by sending threatening or unwanted messages or spreading nasty rumours. This is called Cyberbullying.

At school we have excellent filters in place both through the Education Department and via our own service

provider. We often discuss the correct use of computers and the network at our school. It is important that parents do the same and ensure that their children are safe when using the computer. The Federal Government has an information web site about this issue at [www.netalert.com.au](http://www.netalert.com.au).

The DEECD approach to “Duty of Care’ is by:-

- Providing and supervising technology use. Schools should take positive and reasonable steps to protect students from risks.
- Enforcing “Acceptable Use Agreement”.
- Taking responsibility to equip students with the curriculum that they will need to face a global world in the future.
- Taking responsibility to ‘open’ certain sites but must make all staff aware of and how the site will be used and how the students will behave on it.
- Teaching students a “Moral Compass” - To be Smart, Responsible, Ethical, Caring Kids Online.

All students and parents sign an ‘Acceptable Use Agreement’ at the commencement of each school year and this has consequences for inappropriate use. (This will replace the Internet Agreement Consent.)

The DEECD Privacy Law states that the “Posting and sharing of information online or in any other way, requires “consent”. Consent must be fully informed; freely given; current and specific in how the information will be presented (this includes images); and who it will be presented to.

Schools require a signed authority for any work, images or information posted online.

We aim to promote ‘Citizenship in the Digital World’ and to do this we must focus on the *values* that underpin the use of technologies. Students need to work with their teachers and parents in order to understand *cybersafety*. This will develop students of *Digital Citizenship* which teaches them to use moral choices when using technologies; includes the development of age –appropriate ‘rules of engagement’; changes technologies to ‘kid-speak’; and will empower students to reflect on consequences.

The aim of Digital Citizenship is :-

- ‘One integrated life’ – focus for students to use technologies with a personal, community and global responsibility (ie: both at home and at school)
- Balance – understanding past, present and possible future effects.
- Safety and security – actions might lead to harm yourself and others.
- Cyberbullying – compassion, empathy and taking responsibility.
- Sexting - negative consequences of using a mobile phone to take and transmit images of a sexual nature of oneself or others.
- Copyright and plagiarism.

In dealing with negative consequences, the school and parents are encouraged *not* to focus on ‘what’ happened *but* ‘why’ it happened? This reinforces the moral, ethical, compassionate and consequences of the action.

### **A Staged Response**

In the event of an incident by students or parents involving cyberbullying in any form, the school will take the following actions accordingly:-

- Print off any evidence, then remove ‘post’ from online.
- Offer restorative practice through a community conference with all parties involved. Explain the harm that has been done; who it has affected; and how we can reconcile the action.
- Offer counselling if advised. There are education on-line courses/sites for parents.
- Disciplinary outcomes after post removal could involve consequences for breach of confidentiality; parent information/education; advice from Victorian Police Youth Resource Officers.
- Ring the Region for advice if required. Store the evidence properly for future needs.
- If the incident is serious, then DO report to Victoria Police.
- Free employee help/counselling is available for teachers which is confidential.



#### **4. SHARED EXPECTATIONS**

Wattleview Primary School has a real sense of community and each of our children is considered an individual to be valued, known and cared for by all staff. Our school is a 'learning community' based on shared expectations and values, so that all children, staff and parents work in harmony to realise our vision. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

The values of Wattleview Primary School Community are demonstrated by the following shared expectations and behaviours: Getting Along, Confidence, Persistence, Organisation and Resilience.

#### **Expectations - Staff**

##### **Engagement**

The leadership team will:

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Collaborate with the Wattleview Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

That teachers:

- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends students learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice developing a positive school culture in and outside the classroom.

##### **Attendance**

The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support

### **A Staged Response:**

- *All students are expected to:*
- attend and be punctual for all timetabled 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
- collect a late pass from the office
- *Parents/Carers are expected to:*
- ensure that enrolment details are correct
- ensure their child attends regularly
- advise the school as soon as possible when a child is absent
- sign in their child at the office when arriving late
- sign their child out at the office when leaving school early
- account for all student absences in written form or by phoning the school promptly
- 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
- *In accordance with DEECD procedures the school will:*
- proactively promote regular attendance through newsletters, enrolment packages, Parent Information Booklet, Parent/Teacher Information Nights and Interviews, phoning individual parents for unexplained absences
- mark rolls accurately each lesson and follow up on absence/s
- teacher or office staff phone parents for unexplained absence/s
- if no response, send letter home asking for explained absence/s
- still no response, send registered mail
- Principal to phone parents
- Contact and report situation to Region
- 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**

Wattleview Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Wattleview Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The Leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers will:

- negotiate a class-based set of shared expectations with students;
- teach students social competencies through curriculum content and pedagogical approach;
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours;
- involve appropriate specialist expertise where necessary;

### **Expectations - Student**

All students are expected to:

- respect, value and learn from individual differences;
- have high expectations that they can learn and share responsibility for personal growth, goal setting and reflection;
- attend school every day that the school is open to students. (If students are absent, they must provide an explanation from their parents/carers to their teacher. Students should arrive punctually to each class, be on time and ready to learn. Absences should be monitored and followed up.)
- have high expectations that they can learn;
- be considerate and supportive of others; and
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

### **Expectations – Parents/Carers**

- Parents/carers are expected to actively participate in supporting their child’s learning by building positive relationships with the school through attendance at student- parent-teacher meetings, student activities, school celebrations, student support groups and responding to all communications.
- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.
- Parents/carers should understand the school’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of school.

### **Expectations of Principal**

- Provide appropriate professional development opportunities for all staff to build their capacity in their teaching and learning
- Involve staff, students and parents in decision making processes
- Model Instructional Leadership and pursue and participate in professional learning opportunities
- Be positive, supportive and approachable to staff, students and parents
- Keep abreast of DEECD initiatives, trends and goals and share these with staff
- Communicate effectively with staff, students, parents and the wider community
- Work to create an environment which promotes mutual respect

- Make decisions in the best interests of the students and school as a whole

## **5. SCHOOL ACTIONS AND CONSEQUENCES**

### **Appropriate Behaviour**

Wattleview Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

### **Inappropriate Behaviour**

When students do not meet these expectations, a staged response is implemented consistent with **procedural fairness and logical consequences as outlined below**. This is to be implemented using the restorative approach outlined in the **prevention section** and summarised as following:

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships;
- ensure consequences for misbehaviour are relevant and meaningful;
- foster and develop individual responsibility and empathy

### **LOGICAL CONSEQUENCES**

<b>Appropriate Behaviour</b>	<b>Inappropriate Behaviour</b>
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> <li>• Celebration assemblies</li> <li>• Reports</li> <li>• Newsletters</li> <li>• Leadership opportunities</li> <li>• Leadership Badges</li> <li>• Positive feedback</li> <li>• The right to represent the school.</li> <li>• Awards night/ Graduation</li> <li>• Achievement awards</li> </ul>	<ul style="list-style-type: none"> <li>• Talking to the student and referring them to the shared expectations</li> <li>• Discussing appropriate behaviours in the classroom</li> <li>• Contact with parents</li> <li>• Making changes to the student's learning program to better equip him/her to behave positively</li> <li>• Implement restorative practices</li> <li>• Conference: Apology</li> <li>• Action to make it right agreed too (may include clean up damage to property)</li> <li>• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future</li> <li>• Counselling</li> <li>• Appropriate behaviours taught and agreed to.</li> <li>• Payment for damage sought.</li> <li>• Withdraw privileges;</li> <li>• Withdraw student temporarily from class</li> <li>• Hold Student support group meetings</li> <li>• Give the student detention</li> <li>• Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.</li> </ul>

### **Ongoing Behaviour issues**

Where students exhibit ongoing behaviour patterns; as part of a staged response a range of strategies will be used. These may include:-

**Discussing** the behaviour problems and reaching an agreement for future behaviour

**Explicit Teaching** of appropriate behaviours.

**Monitoring and providing feedback** (Student diary)

**Time Out** allowing students a “Cooling Off” period

**Withdrawal** a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting with in the school.

**Counselling** for individuals in order to modify inappropriate behaviour

**Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behaviour

**Detention** will be given to a student for serious and/or continual misconduct. Detention will be taken after parents/caregivers have received notification.

**Suspension & Expulsion:** For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances**

## **6. RESPONSIBILITY OF THE PRINCIPAL AND SCHOOL COUNCIL**

The Principal and School Council will be responsible for the Student Engagement Policy process and overview. The following steps are an outline of those responsibilities:-

1. Determine the school’s policy requirements by considering the detailed guidelines in Effective Schools are Engaging Schools – Student Engagement Policy Guidelines.
2. Consult with the school community about the Student Engagement Policy requirements, including rights, responsibilities and expectations of members of the school community.
3. Develop a policy that includes all of the Student Engagement Policy Requirements.
4. School Council ratifies the policy.
5. Principal provides information about the policy to all: students, parents/guardians, staff and other members of the school community.
6. Principal monitors the effectiveness of the policy.
7. Evaluate the policy.
8. School Council reports on the policy through the School Accountability and Improvement Framework.

## **7. APPENDICES**

### **“You Can Do It” – Foundations of Achievement Program**

You Can Do It Education’s (YCDI’s) main purpose is to support communities, schools and homes in a collective effort to optimise the social, emotional and academic outcomes of all young people. Its contribution is identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing and have positive relationships including making contributions to others and the community (good citizenship).

YCDI’s mission is realised through the following beliefs and actions:

- YCDI’s focus is on building social, emotional and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- As a strength building approach, YCDI also seeks to build the capabilities of adults (community, school and home) associated with positive outcomes in young people, including positive, caring relationships with young people, providing for their safety, high expectations for achievement and behaviour, involving young people in decision-making and providing them with special responsibility, accommodating young people’s interests, communicating and modelling of social and emotional capabilities including values and resilience and a high quality academic program that provides young people with multiple opportunities for success.

At Wattleview Primary School, You Can Do It, is the main social competencies program underpinning our school values. It is supplemented by the following programs, processes and support.

### **The Five Keys of YCDI and our School Values**

The core purpose is the development of young people’s social and emotional capabilities, including:-

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience

### **“Restorative Practices”**

The Restorative Practice approach emphasises personal responsibility and accountability for actions and behaviours, as well as for the solutions to those actions and behaviours. It requires a commitment to do one’s best to implement the solutions and to change behaviour. The model also ensures that consequences are fair and appropriate. In using the restorative practice approach, we model and teach the processes to be used when there is a breakdown in relationships between students and work together on fixing the problem.

The greatest benefit of this approach is that it provides a continuum of informal and formal strategies for teachers and students to use. The informal ones are used throughout the school on a daily basis as the need arises. They include class discussions, talking circles and individual or small group conferences which aim to solve any problem collaboratively. These sessions incorporate ‘affective’ questions and statements that focus on the behaviour, rather than the doer. They use ‘relational questions’ to draw out who was affected and how, and most importantly, what can be done to make things right. The more formal processes include restorative conferencing, mediation and meetings with all stakeholders. These are used much less often, but help immensely when any situation has become more serious.

Probably the most important aspect of restorative practice is that it focuses on all staff using a common language and process in relation to dealing with everyday, minor inappropriate behaviours, both in the classroom and in the

playground. It enables us to teach students appropriate strategies for dealing with conflict. It empowers the participants to develop empathic listening skills and the personal responsibility for using strategies that will resolve the problem and renew the relationship. All teachers, students and parents know and understand the process. They know that any issue or problem will be discussed in a climate of mutual respect and a fair and reasonable solution will be reached and agreed by all.

### **“Solving the Jigsaw”**

“Solving the Jigsaw” is a preventative program which teaches the strategy to students to increase their communication skills; empower them to speak up; focus on the victim/not the perpetrator.

- Students develop skills and build on strategies in conflict resolution, assertive communication, decision making and anger management, in order to reduce incidents of bullying and violence in the school context. Jigsaw promotes optimism and resilience and reduces the effects of violence on young people. Jigsaw strengthens relationships between students and school and their families.
- Solving the Jigsaw deals with bullying and violence by talking openly about violence, and about its types, effects and where it occurs. The program explores concepts of the misuse of power, deliberate harming, and the use of power to control and belittle. It teaches children, young people and teachers strategies for dealing with violence and bullying, and presents a clear position that violence is unacceptable and must not be ignored or condoned.
- Solving the Jigsaw helps kids learn to manage the growing threats of bullying at school and violence at home and in the community. The program was developed by EASE, a domestic violence support service based in Bendigo, in response to the devastating statistic that 25 per cent of children and young people in Australia witness violence in their homes. Launched in 1997 in two local schools, Jigsaw today operates throughout Victoria and includes more than 80 schools and 20,000 children. Importantly, 650 teachers have taken part in comprehensive training programs.
- The *Solving the Jigsaw* project aims to increase the feeling of safety and ‘culture of well-being’ of children by building optimism and resilience in students and parents. It also aims to create a safe environment where open dialogue and discussions about challenging topics can take place. The project aims to assist children to develop skills in conflict resolution, assertive communication, decision-making and anger management, while also promoting positive regard between students, teachers, parents and external support services.
- This program is offered to students from Years 3-6 by two fully trained teachers on our staff. We run this program one grade at a time over the course of a term with weekly sessions.

### **Habits of Mind**

Persisting

Listening with Empathy and Understanding

Thinking About your Thinking (Metacognition)

Questioning and Problem posing

Thinking and Communicating with Clarity and Precision

Creating, Imagining and Innovating

Taking Responsible Risks

Thinking interdependently

Managing Impulsivity

Thinking Flexibly

Striving for Accuracy and precision

Applying past knowledge to new situations

Gather data through all senses

Responding with Wonderment and awe

Finding Humour

Remaining open to Continuous learning

## **Tribes**

Tribes is about creating a culture that maximizes learning and human development.

Tribes is a 'process' - a way to establish a positive culture for learning and human development throughout a school community.' The process makes use of studies of child development, cooperative learning, cognition, systems theory, multiple intelligences, human resilience and the skills needed for the 21<sup>st</sup> century.

It is proven through the many school communities using the Tribes process that a number of changes occur

- The school undertakes a re-structure and re-culture into a learning community
- Teachers develop collegiality, use reflective practice and plan collaboratively
- The focus is on the socialization of students as well as intellectual development
- Academic achievement increases

Throughout the process the school community learn to use specific collaborative skills and reflect on the interaction and learning that is taking place. The Tribes process establishes a caring environment for cooperative learning and provides structure for positive interaction and continuity for all groups in the school community.

The Agreements can become the school rules/norms and form the basis of the school and classroom community:-

- Mutual Respect
- Participation – Right to Pass
- Appreciations - No Put Downs
- Attentive Listening

## **Transition Programs**

### **Pre-School to Prep**

The aim of our transition program is to provide a smooth transition from Pre-school to Primary School. The program commences early in Term 2 where opportunities are provided for prospective students and parents in a variety of experiences which include: school tours on request; Bedtime Stories Night; Parent Information Nights on Readiness and Reading. The program culminates with Kindergarten visits during school time with the Kinder Directress in Terms 3 and 4. Kinder students attend on a fortnightly basis for an hour activity session. This promotes familiarity with peers, teachers and orientation with buildings, canteen, playground and facilities.

Transition activities are also organised throughout the school to enhance the transition process between year levels, eg: series of end of year activities in the students' new AusVELS levels with their new classmates and teachers. Professional conversations are encouraged between AusVELS Levels to prepare the students for the changes and expectations in the next level of their education.

### **Yr 6 to Yr 7**

The aim of Yr 6-7 Transition is to help prepare and support our exiting students and families in making many important decisions such as selecting the most appropriate secondary school which best suits the needs of each individual student. In Term 1, the Knox Network arranges an Expo night for families to see and hear about prospective schools within our region. We have close links with our neighbourhood schools ie: Fairhills High School and Scoresby Secondary College. Regular visits are pre arranged for our Level 4 students throughout the year to experience lessons and routines.

Throughout the year, Level 4 teachers conduct various activities designed to prepare our students for secondary school eg: use of diaries for homework and communication to home; familiarisation with the use of padlocks for lockers; reading and interpreting secondary school timetables.

In December of each year, students attend an orientation day at the secondary school to which they have gained entry for the following year. Prior to this visit, our Yr 6 teachers and Yr 7 Transition Coordinators will have exchanged relevant information and discussed individual needs of students they will be receiving.



Planning for students on the PSD program commences through the ENQ process. Discussions with parents and school support officers, determines the appropriate secondary school for individual students, taking into consideration their specific needs. The school makes every effort to engage the student in school visits to ensure a smooth transition for the next stage of their schooling.

### **Buddy Programs**

Level 1 students buddy with Level 4 students. These groups will meet for a variety of activities with their buddies, providing an opportunity for them to bond and build relationships. This assists the Preps and helps younger students assimilate into the larger playground setting more easily and gives them someone to find in the yard if they feel they need the support. The older students take a very responsible attitude to the role they play within the relationship.

### **“Seasons For Growth”**

Two staff members have been trained for this program. They hold these sessions for a specific 8 week period, throughout Terms 3 & 4. Students are selected by the Welfare Team, class teachers and Chaplain with parental consent, if they are experiencing ‘loss’ or ‘grief’. This program helps students to deal with these issues in their lives.

### **Individual Learning Plans – Parent Support Group (PSG’s)**

ILP’s are developed for PSD students (Program for Students with Disability) and students identified by class teachers as working below or above expected level. Realistic and attainable learning goals are set at the beginning of each semester. Teachers assess student progress in consultation with parents at mid year reporting and then adjust learning goals and expectations accordingly for the following semester.

PSG meetings with class teacher, support staff, parents and assistant principal, are held each term for PSD students, to review student progress and further educational, social or physical requirements.

### **Junior School Council / School Leadership Program**

The School Captains and House Captains are elected by their peers from the Level 4 student body. Students may nominate for these positions and must prepare and deliver a speech to the student body, outlining why they would like the position and what they will contribute to the role and school. After voting by peers, the elected students are announced in the final week of the school year.

At the commencement of each new school year, school captains and house captains are awarded their badges at a special assembly by the State Member of Parliament.

The JSC meets weekly and organises Monday assemblies, special whole school ceremonies periodically, house yard duty, house sport activities, world vision sponsorship of a child, charity donations and fundraising activities. School Captains and Junior School Councillors attend and deliver their JSC report at each monthly School Council meeting on a rotational basis. School Captains have a variety of opportunities to meet with their peers from other schools throughout the year and attend Luncheons provided by the State Member of Parliament.

JSC is also involved in Leadership programs throughout the year to develop their leadership skills.

### **Camping Program**

Wattleview Primary School runs a Camping program from Prep to Yr 6.

Late in Term 4, students in Prep to Yr 2 engage in either a breakfast or dinner at school. This provides students with an opportunity to mix and eat a meal together with their peers in a school setting.

Students in Years 3-4 attend a beach/outdoors camp over 3 days/2 nights. Students in Years 5-6 attend a 5 day/ 4 night camp based on outdoor adventure activities. Students are encouraged to attend these camps for a variety of socialisation purposes, learning independence, new found skills and opportunities to make new friendships and build relationships with their peers and teachers.

### **Swimming Program**

Students from Prep to Year 6 are offered a 2 week intensive Swimming Program by professional staff at a local swimming pool. Water Safety activities are offered to students who do not attend these intensive swimming programs.

### **School Chaplaincy**

The school employs a School Chaplain through a partnership with a neighbouring school and an associated grant. The Chaplain works closely with the Principal and Welfare Team to monitor students requiring assistance with social and emotional needs. The Chaplain is an excellent resource and contact with outside agencies as required. Our chaplain works one-on-one and in small groups of selected students as identified by staff, parents or indeed by themselves. The Chaplain also visits classrooms and provides sessions in specific programs or skills dependent on the need and circumstances as they arise. The Chaplain is an integral part of our school community and a most valued attribute. The school chaplain engages in staff training and professional development. The Chaplain initiated and implemented the “Solving the Jigsaw” program at Levels 3 & 4.

### **Parents & Friends Association**

The Wattleview PFA is an integral part of our school community and exists through the goodwill and commitment of parents and friends of the school. The PFA plays a key role in developing quality relationships that underpin a true sense of community, as they work with other parents, students and staff to provide support in different ways for our school.

This hard working group supports the delivery of high quality learning programs. They tirelessly raise funds for much needed resources and facilities.

Parents and friends involved, volunteer in the organisation of fundraising activities, help out in the canteen, attend and actively participate in monthly meetings, chair sub-committees, help in class and special school events and assist in grounds maintenance.

They are an active and positive group who are appreciated by the whole school community.

### **Boys and Girls Club**

Level 4 students are involved once a week in a program that caters for single gender groups. This provides an opportunity for students to engage in activities relevant specifically to that age group and gender with staff and parents of the same gender leading. All aspects of our social competencies are reinforced within these sessions as applicable to the needs of the cohort.

Student-lead projects are often initiated, planned and implemented. Guests, visiting speakers and role models are often invited to attend a variety of activities; Charity projects within the wider community are student driven; participation in craft activities and games; programs such as ‘MPower’ can also be facilitated.

### **Environment Sustainability**

At Wattleview, we promote sustainable practices that are environmentally friendly. Wrapper free lunches; rubbish free days; saving electricity consumption; saving water; watering programs for gardens; planting trees; etc are some of the areas of particular interest for our students. Students are also encouraged to use on-line programs that monitor school energy usage.

Our Parent body has built and prepared a Vegetable Garden which teachers and parents, together with students are encouraged to plant vegetables and herbs.

### **Every Day Counts – Student Attendance**

The school promotes school attendance in a positive manner. Students are rewarded for attending school regularly with an “end of term raffle”, for regular and sustained attendances. All staff monitor carefully student absences. Teachers and office staff remain diligent in contacting parents to enquire for non-explained absences.

### **Out of School Hours Program**

Wattleview offers an Out of School Hours Program which caters for students of working parents. The hours are from 7am to 8:45am; and from 3:30pm to 6:30pm each day. This is an accredited program through the National Standards. The students are provided with healthy food, a variety of physical and passive activities and an opportunity to complete homework if desired.

### **Traditions**

Community Picnic at the commencement of the year, “Footy Day”, “Book Character Parade”, “Open Days” in Education Week, House Sports and “Christmas Concerts” are some of our favourite traditions at Wattleview which encourages family participation on these special days.

<b>Date Implemented</b>	20/08/2014
<b>Author</b>	M. Roberts
<b>Approved By</b>	Wattleview Teaching Staff Education Committee of School Council
<b>Date Ratified by School Council</b>	Wattleview PS Council 20 <sup>TH</sup> AUGUST 2014
<b>Date Reviewed</b>	24/07/2014
<b>Responsible for Review</b>	Education Committee of School Council
<b>Review Date</b>	As per cyclical review schedule
<b>References</b>	•