

STUDENT WELLBEING AND ENGAGEMENT POLICY

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) Our school's policies and procedures for responding to inappropriate student behaviour.

South Yarra Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

This policy applies to all school activities, including camps and excursions.

Contents

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

Policy

1. School profile

Information about the school profile can be accessed on the South Yarra Primary School website.

<http://www.southyarraps.vic.edu.au/>

2. School values, philosophy and vision

In terms of student engagement and wellbeing, Teaching and Learning practices at South Yarra Primary School are underpinned by the following set of values:

- Respect for each other and the environment in an atmosphere that fosters honesty, trust and tolerance.
- Commitment to each other in an atmosphere that fosters honesty, trust and tolerance.
- Quality teaching and learning.
- Teamwork to achieve the best possible outcomes for all.
- Celebration of the positive contributions made by individuals and groups in our school community.

School Staff at South Yarra Primary School work towards an educational vision in which they are encouraged and supported to provide a rich, connected learning community that is inclusive and maximises opportunities for all. South Yarra Primary School recognises that this vision is more likely when School Staff are supported by the wider school community and therefore fosters positive connections to this wider community network. Such connections are also promoted with the knowledge that these links work towards fostering student engagement and wellbeing.

South Yarra Primary School recognises the role of effective individualised teaching and learning practices in improving student engagement, alongside the maintenance of a vibrant and positive school culture with a shared enthusiasm for learning. In addition, the following values are actively promoted to students as per South Yarra Primary School's Student Welfare and Behaviour Policy, with an understanding that they contribute significantly to student engagement and wellbeing:

- Respect
- Friendliness
- Responsibility
- Valuing differences
- Including others
- Caring for others

We foster the values promoted through the "better Buddies" program; Alannah and Madeline Foundation.

The principles of organisation, confidence, persistence, getting along and resilience as explored through the values of the You Can Do It program compliment the above guidelines. These guidelines are also supported by the values and foundations of the Student Code of Conduct.

SOUTH YARRA PRIMARY SCHOOL EXPLICITLY PROHIBITS CORPORAL PUNISHMENT

Corporal punishment is banned in all Victorian Schools.

Corporal Punishment **MUST NOT** be used at South Yarra Primary School under any circumstances.

3. Engagement strategies

South Yarra Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing

- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at South Yarra Primary School use an instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at South Yarra Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through Junior School Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Better Buddies
 - You Can Do It!
 - Safe Schools
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

South Yarra Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, Child and Adolescent Mental Health Services or Child First
 - Lookout

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

South Yarra Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.

- Participate fully in the school's educational program.

Students have the responsibility to:

- Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others, including the right to learn, contributing to an engaging educational experience for themselves and other students.
 - As students progress through school, they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with South Yarra Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, South Yarra Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices (refer to appendix)
- detentions
- behaviour reviews
- suspension
- expulsion

Expectations and consequences of student behaviour are outlined in our school code of conduct.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

South Yarra Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with reading programs
- involving families in school decision making
- coordinating resources and services from the community for families
- Including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

South Yarra Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Further Information and Resources

See attached code of conduct

Review Cycle

This policy was last updated on 19th April 2018 and is scheduled for review in April 2020.



Values and Foundations

Student Code of Conduct

2018

South Yarra Primary School

This booklet is provided for each student as a guide for student behaviour at our school. It is to be used in conjunction with our school programs, student wellbeing programs and school policies. The booklet may be kept at home for reference.

Introduction - Our school

We are a Better Buddies school. We promote a safe, supportive and inclusive learning environment, where students are challenged to achieve their personal best.

Our children are vital and active participants in our school.
We involve them when making decisions, especially about matters that directly affect them.
We listen to their views and respect what they have to say.
We promote diversity and tolerance in our school.
People from all walks of life and cultural backgrounds are welcomed.

Our Purpose is:

To be a learning community that is inclusive and provides opportunities for all.

The **Better Buddies Values** form the basis of the actions of the whole school community, which are:

- **Caring for others** - showing kindness and concern for others
- **Friendliness** - being friendly, pleasant and considerate
- **Respect** - being considerate to people
- **Valuing difference** - recognising that differences give us an opportunity to learn - about people, places, ways of being
- **Responsibility** - making sensible decisions, being accountable for your actions
- **Including others** - being aware of others and thinking about how they might be feeling.





- **We encourage students to:**
- have a positive approach to learning
- accept responsibility for their actions
- form caring relationships
- have a sense of belonging to our school
- cooperate with others at school and in the school community
- Develop independence and positive self-esteem.

Student Wellbeing and Student Behaviour Management

Students are encouraged to be independent and responsible for their own actions through:

- Classroom programs and special school programs e.g. Leadership programs, 'Kids Matter' programs, such as 'Better Buddies' and 'You Can Do It'
- Positive reward programs - house points, achievement awards, playground awards
- Being acknowledged for personal success and positive achievements in the school. e.g. notices in the 'Link', and at assemblies
- Behaviour and consequences in line with our Student Code of Conduct booklet, and SYPS Values.

Expectations

All students can expect to:

- Feel secure and be safe at all times
- Be treated with courtesy, kindness and respect
- Work and play in an atmosphere of cooperation
- Be valued for their individuality, including that of race, gender, culture, physical or intellectual difference
- Experience quality teaching and learning
- Feel that their personal property is safe.



Everyone Has Responsibilities

All students have the responsibility to:

- Maintain a safe school environment
- Treat others with courtesy, kindness and respect
- Listen to others
- Accept and support school rules
- Develop responsibility for their own actions
- Value others for their individual differences
- Work hard to achieve their personal best whilst allowing others to do the same without interference

- Care for all property - personal and school.

Caring About Our Safety

We can keep ourselves safe by:

- Staying inside the school boundaries during school hours
- Only being inside the school building with teacher supervision
- Walking in the classroom and around the school buildings in a sensible way
- Playing safely on equipment and during games
- Using equipment in the correct manner inside school and in the playground
- Reporting any damaged or unsafe equipment, items or situations to a staff member immediately.

To ensure we have a safe and secure school environment, I understand that the following actions are unacceptable:

- Climbing trees, fences or structures other than designated playground equipment
- Bringing glass containers of any kind to school
- Bringing toys/equipment which are dangerous to school
- Bringing harmful substances to school
- Bringing chewing gum to school
- Bringing expensive games or equipment
- Running in the quad before school
- Playing ball games in the quad before school
- Riding bikes, scooters, skate boards or rollerblades in the school grounds
- Playing in and around the toilets
- Throwing sticks/stones
- Any unsafe behaviour.

Caring About Ourselves and Others

I can care for myself and others by:

- Speaking and acting politely to other students and adults
- Making people feel welcome
- Cooperating with others in all activities in the school and at play
- Respecting others, the opinions of others and each other's property
- Sharing resources and equipment fairly
- Helping others in need.

To ensure we have a caring environment it is unacceptable for me to:

- Tease, harass or bully others
- Use offensive language
- Intentionally harm others e.g. fighting, tease or name call others

Responding To Others

I will speak to others in a pleasant way by:

- Listening to them and trying to see things from their side

- Talking and discussing instead of yelling and arguing
- Treating everyone with respect

I can settle conflicts by:

- Trying to solve problems so that everyone is satisfied
- Asking a student leader or a staff member to help me
- Letting people know how I feel about something
- Apologising if I hurt someone's feelings.

Fair Play

I can help others by:

- Making sure the games I play are safe and include others
- Using good sporting behaviour at all times and following agreed rules
- If I am unsure of rules and fair play I will talk to a staff member
- Cooperating with others while I play
- Respecting other people's property



Our Learning in the Classroom

I can help our learning by:

- Persisting with a task
- Cooperating with others
- Working independently and managing distractions
- Completing tasks to the best of my ability
- Arriving at school on time
- Being punctual after play or lunch
- Asking my teachers for assistance when I am unsure about my learning

Caring for our School Environment

I show pride in our school by:

- Keeping our school buildings and playground tidy
- Using the play equipment sensibly

I understand it's not acceptable for me to:

- Drop litter in any area of the school premises
- Play in the toilet area
- Take food/drinks into the park at recess breaks

Courtesy

I can show courtesy to others by:

- Arriving at school on time
- Coming in from play and lunch on time
- Speaking to others in a polite manner

- Knocking on a door before entering a room
- Taking turns and sharing
- Using manners when entering and exiting doors



Restorative Justice

* Dialogue to manage conflict.

To the person who has done harm:

Can you tell me what happened?
 What were you thinking at the time?
 What have you thought about since then?
 Who do you think has been affected by your behaviour?
 How do you think they have been affected?

To the person who has been affected:

What was your reaction at the time of the incident?
 How do you feel about what happened?
 What did you think at the time?
 What have you thought about since?
 How have you been affected?
 What has been the hardest thing for you?

To the person who has done the harm:

Is there anything else you want to say?

To each person:

What would you like to see happen to repair the harm?

Is this fair?

Is this realistic and achievable?

To both people:

Is there anything else you would like to say?

I would like thank you for the way we worked through the issues.

BEHAVIOUR AND CONSEQUENCES



ACTION (with examples)	CONSEQUENCES		
	Step One	Step Two	Step Three
<p><u>Physical</u></p> <ul style="list-style-type: none"> • Rough play • Tackling • Pushing students in line • Drawing on self or others • Spitting • Biting • Throwing objects inappropriately • Hitting (Straight to Step 3) 	<ul style="list-style-type: none"> • Reminder of protocols and expectations • Ask student, "How can we make this right?" • Reflection Time • Move to a different area • Apology 	<ul style="list-style-type: none"> • Time with Yard Duty teacher • Community service • Time on MPR Deck 	<p><i>Restorative Justice</i></p> <ul style="list-style-type: none"> • Time at the Office • Office: Phone call and Parent Meeting • Classroom Teacher informed
<p><u>Verbal</u></p> <ul style="list-style-type: none"> • Disobedience • Swearing • Dishonesty • Bullying (Step 2) • Harassment (Step 2) 	<ul style="list-style-type: none"> • Reminder of protocols and expectations • Ask student, "How can we make this right?" • Reflection Time • Move to a different area • Apology 	<ul style="list-style-type: none"> • Time with Yard Duty teacher • Community service • Time on MPR Deck 	<p><i>Restorative Justice</i></p> <ul style="list-style-type: none"> • Time at the Office • Office: Phone call and Parent meeting • Classroom Teacher informed
<p><u>Cyber safety</u></p> <ul style="list-style-type: none"> • Misusing devices (iPad or laptop) • Inappropriate use of Mobile Phones • Inappropriate use of Web/Email (Step 2) • Cyberbullying (Step 2) 	<ul style="list-style-type: none"> • Reminder of protocols and expectations • Reflection 	<ul style="list-style-type: none"> • Privileges revoked 	<p><i>Restorative Justice</i></p> <ul style="list-style-type: none"> • Time at the Office • Office: Phone call and Parent meeting • Classroom Teacher informed
<p><u>Respectful Behaviour</u></p> <ul style="list-style-type: none"> • Littering • Out of Uniform • Misuse of Equipment • Out of bounds • Stealing • Vandalising/Damaging school property • Deliberate undermining of teachers/manipulating others 	<ul style="list-style-type: none"> • Talk / Warning • Reminder of protocols and expectations • Reflection Time • Ask student, "How can we make this right?" 	<ul style="list-style-type: none"> • Recorded • Time with Yard Duty teacher • Privileges revoked • Time on MPR Deck 	<p><i>Restorative Justice</i></p> <ul style="list-style-type: none"> • Time at the Office • Office: Phone call and Parent meeting • Classroom Teacher informed

At teachers discretion to
escalate beyond initial Level

**Step 4 consequences for all actions:
Suspension / Expulsion procedures as per DET guidelines,
at discretion of Principal**

Each classroom has a focus on the Student Code of Conduct each term. Students discuss aspects to gain greater understanding.

STUDENT CODE OF CONDUCT AGREEMENT

I agree to uphold the values and positive behaviours of South Yarra Primary School, and abide by all the consequences as listed.

I,
Name of student

Have read and discussed the Student Code of Conduct book
with a parent/guardian

Parent/Guardian

Date