



## Moe (South Street) Primary School 4662

*'Be Safe, Be a Learner, Be Respectful'*

# Student Wellbeing and Engagement Policy

## 1. Rationale or Purpose

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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.

Moe (South Street) 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. School profile

### Contents

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

## 2. Policy Statement

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### 1. School profile

Moe (South Street) Primary School has an enrolment of 350 students (16 grades) and is located within the township of Moe, in Gippsland. The school is an active member of the Latrobe Valley network in the Gippsland Region. We have 26 PSD students and 34 Koori students.

Our Mission is for:

Students, Teachers and Parents to develop a strong partnership that displays mutual respect and trust to provide a stimulating learning environment that meets the academic, social and emotional needs of all students.

In 2018 we implemented SWPBS, known as Positive Behaviours for Learning (PB4L) at our school. This has made a significant impact on the climate of the classrooms and the school.

South Street lies within an area that is characterised by high unemployment and generational poverty. The school has a high Student Family Occupation (SFO) index which reflects a low socio-economic status. Despite these challenging factors, we have a range of intervention and support programs to provide all students with an education that meets their needs.

We have a Principal, Assistant Principal, Leading Teacher, Engagement and Wellbeing Learning Specialist, classroom teachers, specialist subjects of Art, Physical Education, Science and Digi Tech, a Wellbeing Officer, language support, attendance support and integration aides.

## **2. School values, philosophy and vision**

South Street Primary School's mission, vision and expectations are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to grow people who:

- Are creative, curious and independent learners.
- Are resilient and problem-solve when faced with challenges.
- Respect and care about themselves, each other and the world in which we live.

As part of PB4L, our school wide expectations are:

- Be Safe
- Be a Learner
- Be Respectful

## **3. Engagement strategies**

Moe (South Street) 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**

Developing a strong relationship between the teacher and students is first and foremost the key to a successful year in the classroom. Knowing the child, their interests and their parents will establish trust-filled relationships based around the emotional needs of the student.

### **Positive Behaviour for Learning**

We are a Positive Behaviour for Learning (PB4L) school, where we have identified expected behaviours and acknowledge our students when they display them. A behaviour expectation matrix has been developed and is explicitly taught, practiced and acknowledged. Our school's expectations are:

**Be Safe**

**Be a Learner**

**Be Respectful**

We have a token system which we use to acknowledge students when they demonstrate the expected behaviours in our school. When giving out tokens we need to be explicit about the language we use to ensure students understand what behaviours they are displaying at that time.

As part of PB4L, staff have been trained in teaching students to regulate their emotions through the Zones of Regulation.

### **Classroom Expectations**

Teachers develop Classroom Expectations as a class at the beginning of the year in line with the PB4L expectations, to set the standard for what is expected of student behaviour. Being consistent with these expectations will develop a sense of fairness and safety amongst all students.

### **Restorative Practices**

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices help build children's capacity to self-regulate behaviour and contribute to the

improvement of learning outcomes. South Street endeavours to use the techniques practised by Terry O'Connell of Real Justice, Australia.

Restorative Practice is used when an incident arises in that requires teacher intervention. These practices exclude confrontation and intimidation and provide students with a fair hearing of their side. We understand that if a child does not feel heard their behaviour can deteriorate as a result. Through this technique we are able to talk and counsel students when needed without the adverse effects of 'the blame game'. It also allows self-reflection time and gives the students the opportunity to be accountable for their actions.

In addition we also:

- have high and consistent expectations of all staff, students and parents and carers
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and are responsive to them as partners in learning
- analyse and are responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and grade assessment data
- deliver a range of specialist subjects to provide engagement opportunities across the curriculum that are tailored to student interests, strengths and aspirations
- teach using a common instructional model and high impact teaching strategies that are incorporated into lessons.
- adopt and use a range of teaching and assessment approaches and follow the standards set by the Victorian Institute of Teaching
- Incorporate our school's vision statement and expectations into our curriculum and promote them to students, staff and parents so that they are shared and celebrated as part of our school community
- plan transition programs to support students moving into different stages of their schooling
- 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 suggestions and feedback on decisions about the school via the Student Representative Council, Student Engagement Team and PB4L team. They also have opportunities to participate in grade level meetings and focus groups
- create opportunities for cross—age connections amongst students through the school musical, swimming, athletics and special event days such as Book and Naidoc week
- Encourage all students to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Student Engagement and Wellbeing Learning Specialist, 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 and social/emotional wellbeing
- Develop programs, incursions and excursions to address curriculum needs and issue-specific subjects (eg bullying, respect)
- Nurture opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- The buddy program to support our Foundation children's first year at school.

### **Targeted**

Targeted strategies include more specific actions designed to address particular issues or concerns in groups of students.

Our targeted strategies include:

- behaviour data is tracked weekly via Sentral to identify students in Tiers 2 and 3
- Students in Tier 2, twice in a term will be referred to the Tier 2 team
- when recommended by the Tier 2 team, a positive intervention behaviour plan will be developed
- Connection of all Koorie students with our Koorie Inclusion Coordinator
- all students in Out of Home Care will be appointed a Learning Mentor (Student Wellbeing Coordinator), have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- professional development will be provided to staff to support students with their learning, social and emotional needs

- staff will apply a trauma-informed approach to working with students who have experienced trauma

### **Individual**

#### **Individual student specific strategies that may be considered and applied on a case by case basis include:**

- Building supportive relationships with students at risk of disengagement, including meeting with parents and carers if required
- Use of Check In Check Out process
- Program for Students with Disabilities
- referral to Key Contact Team
- referral to Student Wellbeing Team
- Student Support Groups (students who are funded or are out-of-home care) see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan, Positive Intervention Behaviour Plan, Safety Plan
- referral to agencies such as *Anglicare, ChildFirst, Headspace*
- referral to Navigator (for students 12) for re-engagement if required

*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 Plan 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
  - with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

Moe (South Street) Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Moe (South Street) Primary 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
- discussions at PLC team meetings
- teachers following the Wellbeing Referral Process Map when concerned
- 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 PB4L expectations are used as a guide to identify the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education

- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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 PB4L expectations. Student bullying behaviour will be responded to in a manner consistent with the school's Bullying policy.

When a student acts in breach of the behaviour expectations of our school community, Moe (South Street) 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 unacceptable 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.

Measures that will be applied include:

- Using the PB4L staged response for unacceptable behaviour
  - the student will be given a correction (reminder of the expected behaviour)
  - a prompt will then be given for the student to take up the expected behaviour
  - the student will be re-directed and re-taught the expected behaviour
  - the student will be given 2 choices; one of which is the expected behaviour
  - the student will be given an appropriate consequence with staff using the Behaviour Management Process Map or Yard Action Plan
- restorative conversation will occur between the student and staff member issuing the consequence at the earliest time possible
- detention and Reflection Room will be used in line with the Behaviour Process Map
- suspension
- expulsion

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

Moe (South Street) 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- 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 Street 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:

- Sentral Behaviour Referrals
- student survey data
- staff survey data
- school reports
- parent survey
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

Additional School Policies and information can be located on our [website](#), including our policy related to [Child Safe Standards](#).

## REVIEW CYCLE

This policy was last updated on ~~23/4/2020~~<sup>[insert date]</sup>. The policy is due for review ~~[insert date]~~<sup>[insert date]</sup>.



# Behaviour Management Flowchart



## Behaviour of Concern

### Minor

- Non-compliance
- Defiance (out loud/spoken refusal; ignoring direct questions)
- Physical contact (non-serious but inappropriate)
- Sexualised Behaviour (report to Brooke or Leadership)
- Inappropriate language
- Abusive language
- Mild disruption
- Disruption
- Property misuse
- Harassment Cheating/ plagiarism
- Out of bounds
- Theft of classroom or student belongings
- Property Damage

**Staff Managed**

### Major

- Physical aggression (serious physical contact where injury may occur)
- Absconding (out of sight/school)
- Criminal behaviour (including cyber-crimes)
- Intense verbal attacks
- Threats/intimidation with intentional discrimination (race, gender)
- Theft of teacher's belongings or school equipment of value (eg laptop, ipad)
- Bullying

**Staff Managed; Leadership informed**

### Select appropriate intervention

- **Give** a correction (remind them of expectation)
- **Prompt** the student to uptake the expected behaviour and provide uptake time
- **Redirect** and **reteach** the expected behaviour
- Provide a **choice** of 2 options that will lead to the expected behaviour
- Follow Behaviour Management Process Map or Yard Action Plan

### Ensure Safety

**If unsafe; Leadership assistance**

### Leadership Response

- Intervene as required
- Conference with student
- Student Sentral Data consulted
- Complete any other paperwork (e.g.: Suspensions)
- Feedback to staff

### Follow Up Actions

Class teacher / staff member:

- Contact parent/guardian
- Determine consequence in consultation with Leadership
- Document on Sentral

**Parent contact re: behaviours to be documented on Sentral**

Did the behaviour resolve?

**YES**

- Document on Sentral/Yard book
- Reinforce compliance
- Contact parent /guardian if needed

**NO**

- Seek support from others/team
- Document on Sentral
- Contact parent /guardian if needed



# Classroom Behaviour Management Process Map



Establish clear classroom procedures and expectations in line with PB4L

Students to follow classroom and school procedures, expectations and routines.

Use proactive strategies to re-direct unacceptable behaviours.

Remind student of expectations with a clear pathway to adjust behaviour.

Instead of ..... I need you to .....  
You have two choices. You can..... or .....will happen.

**Time-out in the classroom if not followed.**

Repeat of behaviours despite opportunities to adjust:

EXIT to Buddy Room for designated time

**Complete Referral form;** Send with student where possible and place the exit ticket in the grey bag.

Child returns to classroom:

- Teacher has a restorative conversation with the student at an appropriate time to discuss behaviour expectations.
- Student to make up time with teacher.

**Note:** If a student is exited twice in a day, or if a teacher is concerned in regards the number of exits for a student, the teacher is to call parents to discuss behaviours and expectations, record and email Gillian.

3 EXITS in a day: Teacher will call parents and arrange a meeting. Consult with Leadership if needed.

If student has unmanageable or unsafe behaviour in exit room, seek support from Leadership

**Major Behaviours**  
(violence, destructive behaviour, absconding out of sight or school)

**Seek assistance from Leadership**

# Classroom Behaviour Exit Process Map

## Unacceptable Behaviour

Student exited from class

(only after following Classroom Behaviour Management Process Map first)



## Exit

Student given note with exit time on it to take to Exit Teacher's room.

(record on Sentral or fill in referral form and put in grey bag).

**EXIT**

## Exit Teacher

Student taken to Exit Teacher's room where they remain for the agreed amount of time.

**If unacceptable behaviour continues in the exit room, seek support from another staff member or if needed Leadership**

## Restorative Conversation

Student sent back to class at agreed time.

Restorative conversation with teacher as soon as possible.

Further consequence given and administered by teacher (make up work at recess or lunch).

**Note:** If a student is exited twice in a day, or if a teacher is concerned in regards the number of exits for a student, the teacher is to call parents to discuss behaviours and expectations, record and email Gillian.

3 EXITS in a day: Teacher will call parents and arrange a meeting. Consult with Leadership if needed.

## Lunchtime Detention **Seek Leadership Assistance**

- Physical aggression in class

- Major Behaviours of Concern



Moe (South Street) Primary School



**Action Plan 'In the Yard'**

At Moe (South Street) Primary School, we aim to consistently approach all yard issues using restorative questions and a willingness to develop the whole student

Talk	Walk / Rubbish collection
<ul style="list-style-type: none"> <li>- Inappropriate language (indirect)</li> <li>- Walking in the garden</li> <li>- Not playing safely e.g. Climbing trees, Playing with sticks</li> <li>- Splashing / Spraying water</li> <li>- Unfair play – not following the rules</li> <li>- Annoying behaviour / name calling / Gossiping</li> <li>- Playing out of bounds</li> <li>- No hats</li> <li>- Break of school rules</li> <li>- Leaving the school ground without permission e.g. to get a ball</li> </ul>	<ul style="list-style-type: none"> <li>- Repeated minor behaviours ( use yard folder to determine if this is a repeat)</li> <li>- Pushing / Tripping</li> <li>- Tackling in sport</li> <li>- Littering</li> <li>- Swearing (directly) at other students</li> <li>- Threatening behaviour</li> <li>- Consequence of repeated poor classroom behaviour</li> <li>- Cooling off time</li> <li>- Prep students 'reflection time'</li> <li>- Taking others sports equipment</li> <li>- Back Chatting teachers</li> <li>- Play fighting / wrestling / rough play</li> </ul>
Reflection Room	Principal / Assistant Prin Intervention
<ul style="list-style-type: none"> <li>- Bullying (Repeated incidents of / and / or threatening intimidation.</li> <li>- Aggressive behaviour e.g. hitting, punching, kicking, verbally abusive, spitting at another (extreme), e.g. deliberate comments about sensitive issues such as family members.</li> <li>- Stealing</li> </ul>	<ul style="list-style-type: none"> <li>- Fighting Physically (repeat behaviour)</li> <li>- Serious offences e.g.: smoking &amp; weapons</li> <li>- Not co-operating with a teacher</li> <li>- Children Running away from the school / from teacher</li> <li>- When safety for the child or other children in the yard is required</li> <li>- Sexualised Behaviour</li> </ul>

Variables
<ul style="list-style-type: none"> <li>- Vandalism: Cleaning their mess plus an additional job</li> <li>- Sexualised Behaviour: To see Brooke and Simon</li> </ul> <p>NOTE: Students who are on behaviour contracts who are a risk to themselves or others need to have a firm clear path for behaviour. E.g. 3 strikes (serious) and they do not attend camp.</p>