



Teesdale Primary School Policy

ENGAGEMENT AND WELLBEING POLICY

July 2020

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.

Teesdale Primary 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.

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2. School values, philosophy and vision
3. Engagement strategies
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Policy

1. School profile

Teesdale Primary, a school with proud traditions, was established in 1878 on the eastern side of the rural township. It is nestled in an attractive setting near the Native Hut Creek, 35 kilometres west of Geelong on the Main Road. The school offers a secure environment and encourages and recognises the rights of all students to reach their full potential.

The effective teaching of literacy and numeracy is recognised as the foundation to successful learning and is a key aspect of teaching throughout the day. Staff work hard to provide a teaching pedagogy reflective of 21st century designs including ICT rich environments and personalised learning for students. The school promotes sustainable practices and environmental responsibility including the development of lifelong healthy habits. The curriculum is delivered in a positive, stimulating and challenging environment where every child experiences success and is supported to develop a love of life-long learning. The students explore their world through inquiry to become informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community.

Teesdale's educational facilities include generous teaching spaces, an Arts/Science Room, Computer Lab / Library Resource Centre, a mud brick kitchen and extensive garden. The facilities, grounds and gardens have been significantly enhanced to provide an appealing environment that better meets the needs of the school and the community. The school has a very strong commitment to ICT; with access to wireless Internet and extensive resources including interactive whiteboards, Apple TVs, iPads, and computers. Outside, the expansive grounds allow for a mix of passive and active areas with hard court areas, a large oval, landscaped vegetable and garden areas, sandpits and protected spaces.



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There is a strong partnership between parents and staff, with a high level of parent participation in fundraising and social activities and on school council, the Parent's Club and as kitchen / garden volunteers. Teesdale Primary School also offers its students a very successful Outside School Hours Care facility.

2. School values, philosophy and vision

Teesdale Primary's Statement of Values and School Philosophy is integral to the work that we do and is 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: Every child at Teesdale Primary School is provided with a positive, safe and supportive learning environment which enables them to achieve their personal best. Our school is a learning community where all children have access to a broad, balanced, enriching and relevant curriculum, which is differentiated to meet their individual needs. Our learning environment fosters the dignity, respect and self-esteem of all children and enables them to succeed academically, socially and emotionally.

Our school's Statement of Values: Teesdale Primary School expects students, teachers, parents, carers and the community to display our school values of Excellence, Respect, Friendship, Honesty and Resilience. We seek to promote our school values throughout the curriculum, in co-curricular activities and in our daily operations. We foster a learning community where everyone aims to do their best; values diversity, embraces differences and cares for the environment. We aim for an environment where we are united, supportive and kind to each other; are truthful in all that we say and do and can maintain a positive and resilient attitude.

3. Engagement strategies

Teesdale Primary 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 Teesdale Primary use a consistent instructional framework 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 Teesdale Primary 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



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- 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 the School Committees and Student Leaders and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and Buddies programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders 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
 - Bully Stoppers
 - Safe Schools
 - Zones of Regulation
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan or Student Safety Plans
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout



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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the 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 ChildFirst
 - Re-engagement programs such as Navigator

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

Teesdale Primary is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Coordinator, Team Leaders and Principal play a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing.

Teesdale Primary 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
- referrals from staff or parents

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



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dignity. Our school's Statement of Values highlights 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 school's Statement of Values. Student bullying behaviour will be responded to consistently with Teesdale Primary's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Teesdale Primary 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. Please refer to the Code of Conduct and Restorative Practices script attached in the Appendix.

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
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- 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>



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

7. Engaging with families

Teesdale Primary 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 Parent Concerns policy.
- 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 education plans for students.

8. Evaluation

Teesdale Primary 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
- Sentral
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Further information and resources

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Inclusion and Diversity Policy
- Parent Complaints and Concerns policy
- Duty of Care Policy
- Bullying Prevention Policy
- Digital Technologies Policy
- Child Safety Standards Code of Conduct and Commitment Statement.

Review cycle

This policy was last updated in July 2020 and is scheduled for review in 2022.

APPENDIX

STUDENTS

STAFF

PARENTS



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Students have the right to:

Play and learn happily

- Be accepted and valued
- Be treated and spoken to fairly and with respect
- Have equal access to school facilities and equipment
- Be provided with a positive and safe learning environment in which their academic, social and physical potential can be fully developed

Student responsibilities are to:

- Follow our School Values
- Bring a note from their parents/carers explaining an absence/lateness
- Allow others to learn and play happily
- Act so that no harm comes to themselves or others
- Treat others with respect and fairness
- Participate to the best of their ability in all school activities
- Be careful in the use of facilities and equipment
- Follow all school rules and staff instructions
- Respect and care for our buildings and grounds

Staff members have the right to:

- Be treated with respect
- Work in a safe, pleasant and happy environment
- Be supported by the school community

Staff responsibilities are to:

- Model and promote our School Values
- Proactively promote regular attendance and support students and families to implement individual strategies where attendance is problematic
- Contribute to a positive school climate
- Treat others equally and with respect
- Communicate regularly with parents about their child's education and behaviour
- comply with all duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students
- provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

Parents and carers have the right to:

- Be treated with respect
- Be attended to professionally and effectively
- Work in partnership with the school to support and be informed about their child's education

Parents and carers

responsibilities are to:

- Model and encourage their child to follow and promote our School Values
- Ensure their child is punctual and attends school each day and on time
- support their child's learning during absences
- Inform teachers of relevant medical and family situations
- Promote positive outcomes by valuing the importance of education
- Support their child in their preparedness for the school day and in the provision of a supportive home environment
- Monitor their child's school involvement and progress and communicate with the school when necessary
- Are informed and supportive of school programs and actively participate in school events/parent groups
- Ensure that enrolment details and required student information are up to date and correct

STUDENT CODE OF CONDUCT



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ACCEPTABLE BEHAVIOUR	CONSEQUENCE
<p>Level: Gold Students that have gone above and beyond displaying exemplary behaviour</p>	<p>May include: gold sticker in diary, class reward system acknowledgment, benefit of some simple privileges e.g. line leader.</p>
<p>Level: Green Following behaviour matrix expectations. A student has improved behaviour and moved from Yellow back to Green.</p>	<p>May include: class reward system acknowledgment, verbal praise and recognition</p>
UNACCEPTABLE BEHAVIOUR	CONSEQUENCE – FOLLOWING INVESTIGATION
<p>Level: Yellow For example: Not following teacher’s instructions Name calling Invading personal space Swearing Returning late to class Rude behaviour (disrupting class) Playing and moving inappropriately Refusing to complete class work Similar offences at staff member’s discretion</p>	<ol style="list-style-type: none"> 1. Stating and naming of the behaviour using behaviour matrix language. Warning and teacher discussion using Restorative Practices script. Teacher encouragement to support the student to make the desired behaviour choice. The student moved to ‘Yellow’ as part of the traffic light management system. If behaviour stops, and the student complies, they are moved back to ‘Green’. 2. If behaviour continues or escalates, see Red section.
<p>Level: Red For example: Repeated ‘Yellow’ behaviours Teasing Rough play such as tackling Physical contact (punching, tripping, kicking) Playing dangerously with sticks, rocks etc. Damaging school and other students’ property Leaving the classroom without permission</p>	<ol style="list-style-type: none"> 1. For repeated ‘Yellow’ behaviour: A second warning is given and 5- 10 minutes time out or moving the student away from others within the classroom. The student moved to ‘Red’. 2. For an escalated behaviour with potential to become extreme in the future/or if not intervened: Student moved to ‘Red’. A SENTRAL Incident Report will be completed. Parents will be notified in person or via phone call. ‘Cooling Off’ strategy will be implemented such as going to a reflection space or being moved to another classroom with their work. Student reflection with a Teacher/Area Leader/Principal as deemed suitable. Recess Time Out (15 minutes). 2. If behaviour continues or escalates, see Black section. <p>Parents notified of ‘Red’ level behaviour via Sentral message, in person or phone. Teachers log an incident report on Sentral.</p>



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<p>Level: Black For example: Escalation of Yellow and Red behaviours Repeated physical contact (fight) Verbal and Physical bullying Posing a threat to self and others</p>	<p>Teacher and Principal to meet with parents/ carers to determine future consequences, which may include:</p> <ul style="list-style-type: none">● Develop a Behaviour Management Plan, to be completed on Sentral. Principal and/or Team Leader to be present for the development of this plan.● Loss of privileges (eg. attending excursion/ camp, loss of leadership role, loss of ICT privileges)● In school detention● Out of school suspension● Expulsion <p>Parents notified of 'Black' level behaviour via Sentral message, in person or phone. Teachers log an incident report on Sentral.</p>
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Restorative Practices Script.

Q1: What did you want when you...?

What were you thinking about when you?

Q2: What have you thought about since it happened?

Q3: Did you do the right thing or the wrong thing?

Q4: Who has been affected by what you did, and in what ways?

Q5: What do you think you need to do to make things right?

Q6: What can I do to help you?

Q7: Can we move on from what happened?