Grey Street
Primary School Traralgon

Student Wellbeing and Engagement Policy	**School Council Consultation:**	**May 2023**
	Next Review:	**May 2025**

Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 51742055.

PURPOSE

Our purpose is to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world.

At Grey Street that means that we are all active and resilient learners, who learn in different ways. We challenge and support each other with our learning through setting goals, working persistently, problem solving, using feedback and reflecting on our progress. We value a culture of collaboration and mutual support that is focused on achieving success for all staff, students and members of the school community.

At Grey Street Primary School we are committed to maintaining a safe and inclusive environment for everyone, everywhere, all of the time.

The purpose of this policy is to ensure that all students and members of the Grey Street Primary 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.

Grey Street is committed to "Working Together" to develop a learning environment that is friendly, safe and supportive for our students, teachers and parents/carers. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Therefore, we are inclusive of all families and consider the diverse backgrounds of our students to be enriching for all.

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 which are Respect for Self, Respect for Others, Respect for Learning and Respect for the Environment (see the schools Statement of Values and School Philosophy).

SCOPE

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

CONTENTS

POLICY

1. School profile

Grey Street Primary School is situated in the CBD of Traralgon, the Latrobe Valley's largest town, and is located 160kms South-East of Melbourne. It was established in 1912 and holds a long tradition of excellence in education. Grey Street attracts students from a wide geographic zone. Current enrolment is 519, with 23 classrooms and 4 specialist areas. ICT is a well-developed area with a range of devices and learning technology in every classroom. Our purpose is to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world.

The school community at Grey Street upholds the values of respect for self, respect for others, respect for learning and respect for the planet. Our vision is 'Working Together' and our ethos for learning is that we are a Professional Learning Community and all teachers work together in collaborative teams. At Grey Street we all take responsibility for all of our students. We also work closely with students so that they own their own learning through the development of student agency, proficiency scales and culminating in student led conferences. Our wellbeing approach goes hand in hand with our teaching and learning processes so that we support the development of the whole child. We have a community approach with teams of people working together to ensure all students are supported in their learning journey.

2. School values, philosophy and vision

Our aim at Grey Street Primary School is to empower learners for individual excellence, community contribution and global understanding. Therefore, we value respect for self, others, learning and the planet. Through these four pillars of respect, students, teachers and members of our school community are empowered to reach their personal best. As a school we strive to fully equip learners to contribute positively to society as happy, healthy young adults. See Statement of Values and School Philosophy for further information.

3. Wellbeing and Engagement Strategies

Grey Street Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- 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 Grey Street Primary School use an 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 Grey Street 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 and School Philosophy 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.
- We plan transition programs to support students moving into different stages of their educational journey.
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents through 'Star of the Week' and 'Kindness' awards.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Identification of students of concern through the use of data and the implementation of key programs that assist in the development of the whole child, including their social, emotional, academic and behavioural wellbeing.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Welfare Officers, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through athletics, music programs and peer support programs.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, 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, parents/carers and staff are partners in learning.

- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:

  o The Resilience Project
  o Respectful Relationships
  o Bully Stoppers
  o Zones of Regulation
  o Ready to Learn

- Programs, incursions and excursions developed to address issue specific behaviour (i.e. social skills and anger management programs)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities) buddy programs, peers support programs
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- The Principal team at Grey Street Primary School, along with the welfare team, monitor the health and wellbeing of students in the school, and act as a point of contact for students who may need additional support.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- we support learning and wellbeing outcomes of students from refugee background through our EAL program.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support [insert any specific measures at your school to support LGBTIQ+ students]
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Grey Street Primary School runs targeted intervention programs through its welfare department that are tailored to the needs of individual students.
- 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 and a Trauma Informed Plan (TIP) will be created where required.

- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
  - Use Restorative Practices language and processes to resolve issues.
  - Use programs such as The Resilience Project, 'Circle Time', 'Ready to learn', 'Zones of Regulation' and 'Respectful Relationships' with students as a positive, preventative approach to emotional and social situations.
  - Encourage the involvement of parents in individual classes - this may be assistance with learning programs, excursions or extra-curricular programs.
  - Run a Breakfast Club program in conjunction with the Lions Club of Traralgon and Food Bank before school each day.

Individual

Grey Street Primary School 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 student/s and their parent/carer to talk about how best to help increase engagement with school.
- Developing an Individual Education Plan, Trauma Informed Plan, a Behaviour Support Plan and/or a Safety Plan.
- Considering if any environmental changes need to be made, for example changing the classroom set up.
- referring the student to:

  - o School-based wellbeing supports.
  - o Student Support Services.
  - o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst.

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
- Engaging with our regional Koorie Engagement Support Officers
- Plans in collaboration with the student and their family
- Running regular Student Support Group meetings for all students:

  - o with a disability
  - o in Out of Home Care
  - o and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Grey Street Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Engagement and Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Grey 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.
- Attendance, think time 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. All members of our school community have the right to be treated equally. We aim to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age. We value diversity in our school community and consider the human rights of all individuals when making decisions and delivering services.

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, racism, 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.

All students, teachers and parents have the right to work in an environment free from bullying, this includes physical, verbal and cyber bullying which will not be tolerated. We use a restorative practices approach to bullying. (see Anti-Bullying Policy).

Shared Expectations

At Grey Street we have high expectations for the whole community. We believe that we each have a role to play in the education of our students and each other. There are expectations for School, Students and Parents/Carers.

School - Principals, Teachers and School Staff

- At our school, we endeavour to provide an educational environment that ensures that all students and families are valued and cared for, feel they are part of the school, and where students can engage effectively in their learning and experience success.
- Provide a school curriculum that is inclusive of all and caters for individual students. A curriculum that is relevant and challenging and gives students the opportunity to experience success with their learning. This curriculum will include a whole school approach to student attendance, engagement and appropriate behaviour.
- Provide appropriate student services and develop parent/carer partnerships that focus on the wellbeing and engagement of students. Provide a staged response approach to student behaviour.
- There is an expectation that Principals, Teachers and all school staff abide by the four pillars of respect - Respect for Self, Respect for Others, Respect for Learning and Respect for the Planet.

Students

- With support from their families, the expectation of all students at this school is to participate fully in the school's educational program and to attend regularly.
- With support, students, as they progress through the school, will take greater responsibility for their learning, setting goals and managing resources to reach those goals.
- With encouragement and support from adults and other students, through the whole school approach to student wellbeing and behaviour, students will behave in a safe and inclusive way.
- There is an expectation that students abide by the four pillars of respect - Respect for Self, Respect for Others, Respect for Learning and Respect for the Planet.

Parents/Carers

- Parents/carers will take an active interest in their child's educational progress through regular and constructive communication with school staff and support their child's learning by modelling positive behaviours and assisting their children with their school work.
- Parents/carers will ensure that students have a regular and punctual pattern of attendance.
- There is an expectation that parents/carers abide by the four pillars of respect - Respect for Self, Respect for Others, Respect for Learning and Respect for the Planet.

6. **Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Grey Street Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Grey 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.

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. A positive, restorative, whole school approach to student behaviour will be used.

Classroom Actions

- Classroom rules are developed with students each year with each class following the 'Respect' values of Self, Others, Learning and the Planet.
- Each classroom devises its own reward system for recognising positive behaviour. This may include casual clothes days for the class, shared lunch, individual stickers, reward cards etc.
- 'Respect for Learning' and 'Respect for others' awards are presented by the classroom teachers and specialist teachers at whole school assembly.
- Verbal praise is given to students.
- The school newsletter 'The Bridge' is used to convey positive actions in the school.
- Student behaviour is monitored using the Compass program or similar technology.

Classroom Consequences

- A **classroom behaviour tracking book** is provided to each teacher and a hierarchy of consequences is developed at the Team level and discussed with the students. The hierarchy of consequences may include a warning, time out in the classroom, time out in another classroom, removal / time out at the office, or time during a recess / lunchtime for re-thinking their behaviour.
- The approach to help students own and work through their problems is a **restorative practices approach,** involving any or all of the following personnel: teachers, Principal, Assistant Principal (AP), Student Support Services personnel and the welfare team (including the Chaplain).
- **Severely disruptive or unsafe behaviour** results in removal from the classroom by the Principal or AP.
- Negative behaviour that forms a repeating pattern, will result in further investigation, support and intervention to address the problem.
- **Parental involvement** occurs when the behaviour becomes a pattern that is disrupting the student's learning and the teacher's teaching.
- When behaviour forms a negative pattern, parents are contacted and invited to help work on a **Positive Behaviour Support Plan** with the teacher and Principal / AP. Outside student and parent support agencies may be contacted for ongoing support.

Playground Actions

- Our school has a well-developed Rules and Consequences process for outside behaviour. The school rules follow the four pillars of Respect - Self, Others, Learning and the Planet. Inappropriate behaviours result in logical consequences. The playground is
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supervised at recesses and lunchtimes (staff are made aware of their weekly responsibility via the Yard Duty Roster).
- Verbal praise is given by yard duty teachers to students who exhibit exemplary behaviour.
- Student behaviour is monitored using the Compass program or similar technology.

Playground Consequences

- Each Yard Duty teacher carries a **Yard Duty folder** that contains the Rules and Consequences (Appendix 1) for easy reference, a format pro forma for recording what happened should there be an incident in the playground, THINK room forms, and First Aid information about students.
- The approach to help students own and work through their problems is a **restorative practices approach**. A laminated script is provided in the Yard Duty Folder for teachers to use.
- Should the negative behaviour in the playground form a repeat pattern, the hierarchy of consequences may be shortened to address the problem.
- **Parental involvement** occurs when the behaviour becomes a pattern that is unsafe for the student, teacher or others.
- When behaviour forms a negative pattern, parents are contacted and invited to help work on a **Positive Behaviour Support Plan** with the teacher and Principal / AP. Outside student and parent support agencies may be contacted for ongoing support.

Before and After School

- The school gates are locked between **5pm and 8.15am.** There will be no access to the school grounds unless by staff or other authorised personnel.
- The playground is supervised before school from 8.45am until the bell rings at 9.00am. Students need to arrive at this time so that they can make their way to the classroom and organise themselves for the day.
- Students are discouraged from arriving too early and parents will be contacted if this becomes a pattern.
- Students are dismissed at 3.25pm and must make their way home. Bus travellers are to assemble at appropriate gateways to be marked off by a staff member before boarding a bus. Students are supervised at the drop off and pick up zone at the end of each day for 10 mins.
- Students are to walk their bikes or scooters through the playground to an exit gate. Logical consequences apply should this not be followed as requested.

Attendance

- **Attendance at school is a legal requirement.**
- Regular attendance at school is positively encouraged and reminders through the weekly newsletter are a regular occurrence.
- Unexplained absences are addressed via a letter home to each family requesting a reason for the absence.
- A history (when student learning is affected) of unexplained absences will result in a phone call to parents and a meeting to discuss the absences and a plan of support to address the issue.
- Verbal recognition is given to students with an excellent attendance record.

Suspension and Expulsion

- At anytime a student is considered for a suspension sanction, Ministerial Order No. 184 – Procedures for Suspension and Expulsion' will be referred to and followed accordingly. This Department policies is available at: https://www2.education.vic.gov.au/pal/suspensions/policy, https://www2.education.vic.gov.au/pal/expulsions/policy
- Corporal punishment is prohibited by law and will not be used in any circumstances at our school.

7. Engaging with families

Grey 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, supported by our Communicating with School Staff policy.
- Providing parent volunteer opportunities so that families can contribute to school activities and organise fundraising events.
- Involving families with homework, transition and other curriculum-related activities.
- Involving families in formal school decision making through the School Council.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Grey 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 include:

- Student survey data
- Incidents data
- School reports
- Parent survey
- Compass student management
- SPA (Student Performance Analysis – student achievement data program)
- CASES21
- SOCS (Student Online Communication System – Department of Education support request program)
- Student forums

Grey Street Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon reques

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

FURTHER INFORMATION AND RESOURCES

Grey Street Primary School's Statement of Values
Grey Street Primary School's Bullying Policy
Grey Street Primary School's Cyber Bullying Policy

REVIEW CYCLE

This policy was last updated May 2023 and is scheduled for review in May 2025.

Appendix 1.

PLAYGROUND RULES AND CONSEQUENCES

Minor Behaviours	Problem Behaviours	Serious Behaviours
Only record in yard duty book if behaviour is consistent. • Warning & Redirection • Apology • Restorative or reflection conversation	Name recorded in yard duty book Record on Compass, open to parents • Walk with the teacher • Community service (picking up rubbish etc)	Name recorded in yard duty book Record on Compass, open to parents • Red behaviour relocation process • Relocation/community service • Possible suspension
• Climbing/damaging trees • No hat (terms 1 & 4) • Out of bounds/In wrong playground • Food/wrappers outside classroom areas • Playing with sticks etc. • Throwing sand etc. but not directly at others • Playing rough in context of a game (not deliberate) • Not playing fairly, taking turns, excluding others etc. • Inappropriate gestures • Running in a no running area • Squirting water at others • Playing in the toilets • Disrupting others games • Excessive noise outside classrooms • Littering • Misuse of playground equipment • Spitting in playground • Accidental/non deliberate hurting others • Improper use of sports equipment	• Consistently playing dangerously (risky behaviour) • Consistently not following football rules (no tackling) • Repeatedly not following instructions • Answering back • Persistent swearing • Walking/Running from yard duty teacher • Throwing objects (sand, acorns etc.) with intent • Stealing • Spitting with intent • Teasing/Name calling • Deliberate rough play • Stalking/harassing others • Gang mentality	• Physical, *sexual, verbal and psychological* violence with intent • Considerable Graffiti • Vandalism • Sexualised behaviour • Leaving school grounds • Bullying • Racist/sexist/homophobic remarks/discrimination • Sexual harassment • Repeat or escalation of problem behaviours in the amber section.

1. If a student is not compliant then a RED card needs to be sent to the office for leadership assistance
2. If there are more than three incidents of the same manner recorded in one term, yard restrictions may apply. Parents may need to be informed and a positive behaviour plan implemented in consultation with teachers, parents