



# MACCLESFIELD PRIMARY SCHOOL

## *STUDENT ENGAGEMENT AND WELLBEING POLICY*

# 2023

## MACCLESFIELD PRIMARY SCHOOL

### **Mission:**

Our unique setting at Macclesfield Primary School aims to develop a community hub, which provides a quality, inquiry-based education. This allows everyone to reach their full and unique potential within a caring and joyful environment, celebrating cultural diversity and sustainable practices.

### ***Our communal goals are:***

To cultivate a desire of learning in children and provide them with the skills they need to be knowledgeable, adaptable, empathetic and resilient in a rapidly changing world.

To educate students to be mindful of other perspectives, to take personal action towards shared guardianship of planet Earth and to have a positive influence on our global community and create a more peaceful world.

### **Vision:**

*Macclesfield aims to create an inspiring teaching and learning community, where we nurture curiosity and bestow a life-long love of learning.*

## SCHOOL VALUES

The PYP framework and Learner Profile attributes form the basis of actions for the whole school community;

Units of Inquiry	Attributes	High expectations for excellent behaviour
Who we Are	Inquirer	Norms:
Where We Are In Place and Time	Thinker	We are ready to learn
How the World Works	Knowledgeable	We are polite, friendly and kind
Sharing the Planet	Principled	We are safe and responsible
How We Express Ourselves	Caring	
How We Organise Ourselves.	Open-minded	
<b>Approaches to Learning</b>	Communicator	
Self-Management Skills	Risk-Taker	
Social Skills	Reflective	
Thinking Skills	Balanced	
Research Skills		
Communication Skills		

## SCHOOL PROFILE

Macclesfield Primary School, first established in 1909, is situated within the semi-rural residential area on the eastern edge of the Dandenong Ranges, approximately 50 kilometres east of Melbourne in the Shire of Yarra Ranges. While there is no specific township, the school offers a community focal point, alongside the town hall, for parent interaction at the beginning and end of the school day and a venue for social, sporting and recreational activities.

The school is set in spacious grounds with plentiful playing areas, sporting facilities and sheltered quiet areas. The school community is proud of its school grounds which are well maintained and regularly improved; as recently as the sandpit and riverbed works over the new year break of this year.

A major capital works program commenced in 2005 and was completed in 2009 - the completed project includes new classrooms, library, art & physical education spaces. A new administration building was completed in 2006. The Federal Government's Building Education Revolution program in 2009, enabled more building to occur at Macclesfield Primary School. Four new classrooms, large and small defined learning spaces were completed in 2012.

In 2014 a focus on inquiry based teaching and learning was established which resulted in Macclesfield Primary School applying for IB PYP candidacy and becoming a IB candidate school by early 2015. Verification visits were held in late 2016 with Macclesfield Primary School officially becoming an accredited IB World School by the end of the year.

Macclesfield is a foundation and active on-going member of the Emerald District Education Community (EDEC), and is a member of the North Eastern Region of the Victorian Department of Education.

Macclesfield Primary School's SFO density is plotted as 0.46 which is characterised by a low proportion of families having English as a second language. Our community has a proportion of families in receipt of Educational Maintenance Allowance.

## *OVERVIEW*

Macclesfield PS is a well-established school with a focus on whole school student wellbeing to ensure a foundation for learning is provided for all students. It is seen within the community to be a friendly, family orientated school providing strong student and family support. This high level of support combined with smaller student numbers has led to Macclesfield becoming the school of choice for families seeking a smaller, more personal setting or a placement for children in need of extra educational or emotional support.

The Primary Years Programme aims to provide an inclusive and engaging learning environment for all of its students. The wellbeing of our students is highlighted through the school's beliefs in the everyday practice and use of the PYP Learner profile attributes and attitudes. The PYP framework for teaching and learning encourages students to be internationally minded with the ability to recognise their common humanity and shared guardianship of the planet to help create a better and more peaceful world.

The school offers a variety of learning opportunities designed to extend and enrich students' schooling experiences academically, physically, socially and emotionally.

## WELLBEING AND ENGAGEMENT STRATEGIES

*Macclesfield 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*
- *teachers at Macclesfield 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*
- *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 Student Representative Council and other forums including classroom daily discussions. Students are also encouraged to speak with their teachers, Wellbeing leader, 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 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*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. 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:

- 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
- we support learning and wellbeing outcomes of students from refugee background through engagement with support networks and services. We engage with DET support to implement a smooth transition and access to English as an Additional Language training.
- 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](#). We have purchased books and games with characters who identify as LGBTIQ or where this may be a theme throughout the book, both fiction and non-fiction.
- 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
- 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

Macclesfield 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 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, utilising visual aids, providing a predictable, visible routine for the day.
- referring the student to:
  - school-based wellbeing supports and external providers who visit the school (OT's Speech therapists etc).
  - 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 and Good Life Farm.*

*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*
- *engaging with our regional Koorie Engagement Support Officers*
- *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.*

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

*Macclesfield Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Principal and classroom teachers and aids for that individual child) plays a significant role in developing and implementing strategies that help identified students in need of support and enhance student wellbeing. Macclesfield 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, behavioural reports and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

## **2. 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:

- 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.

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. Further information about raising a complaint or concern is available in our Complaints Policy.

### 3. Student behavioural expectations and management

*Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.*

In 2022 We embarked on an improvement journey for understanding how schools can play a significant role in shaping excellent behaviour in schools. We participated in the Inclusive Schools suite of training and began exploring high expectations for successful behaviour. Through professional reading and discussion, staff have identified 3 key norms for explicit instruction around high expectations for excellent behaviour. Staff agreed that for students to behave well, our responsibility is to drive 'norms' of excellent behaviour by targeting routines, transitions and classroom expectations that reinforce the norms.

The three school-wide norms we want to become 'typical, normal ways to behave and interact' are:

We are ready to learn;

We are polite, friendly and kind;

We are safe and responsible.



We are motivated by three key understandings from our shared learning- make it easy to behave well, and hard to misbehave; be explicit and check for understanding; what we permit we promote.

Example routines, transitions and expectations:

**Ready to learn (students)**

We are in the classroom and ready to learn by the bell for each session.

We choose good locations to sit.

We follow class protocols to contribute to learning (cold calling/hand up/run the room etc).

We are organised and have what we need.

We use the music time for toilet breaks and filling drink bottles.

We demonstrate active listening- body facing the speaker, eyes looking, ears listening, body still.

We are prepared to share our thinking and being open to learning.

**At Macclesfield Primary School, we are polite, friendly and kind means:**

We use each other's preferred names always.

We greet one another in a friendly, polite way.

We allow others to talk without interruption.

We ask for permission to leave the classroom.

We respond to questions and discussions in complete sentences.

We say please and thank you to show appreciation and gratitude for others.

We use partner, table and group level protocols to monitor and observe volume.

We open doors for others.

We check in with others.

**We are safe and responsible:**

We use music time before the bell to pack away, get a drink and go to the toilet.

We line- up in roll order (P-2) at the designated class line-up spot, or are already in class by the time of the bell.

We always ask for permission before leaving the classroom.

We walk inside all buildings and on concrete.

We follow instructions and class protocols promptly.

We use equipment safely and for its intended purpose, and we pack away what we use, when we are finished.

We seek support to resolve conflict when we cannot manage this safely or effectively by ourselves.

We wear hats in Term 1 and Term 4.

We keep our hands and our feet to ourselves.

*Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.*

*When a student acts in breach of the behaviour standards of our school community, Macclesfield Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.*

*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.*

*When a student behaves in a way that does not meet our expectation, the teacher's first response is to check to ensure the child understands what the expected behaviours are. Following this, the student has an opportunity to meet the expectation, or will be taught the expected behaviour. If the student again does not meet the expected behaviour, they are required to talk with the teacher to discuss why our expectations are in place, and what might be going on for that student that limits them from meeting expectations.*

*Teachers will use proactive measures to promote the 'norms' and expectations for excellent behaviours. These might include:*

*SWPBS tokens*

*Engagement strategies from:*

*Running the Room: A teachers guide to behaviour by Tom Bennett*

*Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support by Bill Rogers.*

*Teachertoolkit.com*

*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 support and intervention meetings*

- *suspension*
- *expulsion*

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Macclesfield Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

#### **4. Engaging with families**

Macclesfield 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 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.

#### **5. Evaluation**

Macclesfield 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, including attendance and absence data
- SOCS

Macclesfield 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 ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request
- Communicated in draft form and final form via Compass and school newsletters.

Our school will also ensure it follows the mandatory parent/carers 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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	Feb 2023 (staff meeting)
Consultation	Staff
Approved by	Principal
Next scheduled review date	Feb 2025

List of engagement strategies:

*Macclesfield Primary School uses a range of evidence-based strategies to positively engage students in learning, promote regular attendance and positive behaviours.*

<b>Across Whole School (targeted/universal)</b>	<b>Class Levels (targeted)</b>	<b>Community / Parent linked (universal)</b>
Whole School responsibility for Student Well-being	Public speaking opportunities aligned with UOI's and engaging experts such as Toastmasters, Rotary Public Speaking Competitions.	Active After-school Communities
Whole school norms for high expectations for excellent behaviour		Community celebration Days (Science week, International Men's and Women's Day, book week)

Prioritising positive relationships staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.	Swimming Program	Parents Friends Association
Individual Learning Plans for students 6 months or more below expected level and 12 months or more above expected level.	Sustainability built into UOI's	Working Bees
Welcoming parents and carers as partners in learning.	HeHo ambassadors	Engagement with learning through UOI's
Consistency with whole school instructional models	Camping and school camp programs	Participation in raising awareness: Jump rope for heart, MS Readathon.
ICT rich environment	Learning spaces conducive to learning	Family Helpers actively sought and encouraged.
Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued.	Reading intervention across the school P-6.	Reshaping enterprise as a community market, aligned with Year 5 UOI.
Assembly Awards: SWPBS, Reading nights and Attribute/PYP awards.	Buddy Program Yr Prep & 5/6	Work Experience connections with local high schools.
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	Carefully planned transition programs to support students moving into different stages of their schooling	Parent Information Sessions
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	Teachers in Prep/1 have participated in training to promote social skill development through LEGO.	Parent/Teacher Interviews
Sunsmart policy- what we permit we promote	Development of essential agreements for learning	Student led conferences are an opportunity for families to attend school and observe learning and growth with their child/ren, led by the child.
PYPx	Engagement and understanding protocols embedded in daily routines.	School Uniform Shop run by volunteer parents.
Whole School Assembly run by students.	Peer teaching opportunities	

Teachers at Macclesfield 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	Targeted expenditure of board games, card games and co-operative play resources to build social and cooperative play skills.	
Engagement with Allied health services (OT, Speech etc) for individual students	Targeted expenditure on high engagement books and refurbishment of a library space that is engaging and accessible.	
Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents	A graduation process that celebrates the journey of school life for each individual student.	
We create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs	Opportunities for children to create and participate in clubs at recess and lunch time, including STEM, creativity club, performing arts club, LEGO club etc.	
Ssg meetings (Student support group)	Behaviour Support Plans or individual students.	
Athletics and cross country events		
Lunch orders run and facilitated by parent volunteers every fortnight.		
<p>Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level</p> <p>We engage in school wide positive behaviour support with our staff and students, which includes programs such as:</p> <ul style="list-style-type: none"> <li>○ Respectful Relationships</li> <li>○ Bully Stoppers</li> <li>○ Kids Helpline</li> <li>○ BeYou</li> </ul> <p>We use E-safety commission as a valuable resource in building knowledge of safe online practices.</p>		



<p>Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)</p> <p>For example, in 2021 we engaged TESSA to run protective practice training and in 2022 we participated in the Inclusive Classrooms suite of training.</p>		
<p>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.</p>		
<p>Engagement strategies will be implemented in like with Inclusion Works, a program facilitated in 2023 with Monash University to increase student engagement, particularly for neuro-diverse learners. This program involves whole school engagement weekly with a psychologist to observe current practice and implement measures to increase engagement- with consent and permission from teachers and families.</p>		

## ***BULLYING AND CYBER BULLYING***

### **What is Bullying?**

**Bullying** is a wilful conscious desire to hurt another psychologically or physically and put him/her under stress. The act of bullying is continual negative behaviour (not merely thoughts) by a more powerful person or group of people in a situation where there is imbalance of power and the weaker person is really hurt. It can take a number of forms:- physical, verbal, gesture, extortion , exclusion and indirect. Individuals or groups may be involved and it can be planned, or it may be spontaneous. People who use the internet, email, intranets, phones or similar technologies to bully others or hold power over others are termed **cyber bullies**.

Indirect bullying is harder to recognize and is often carried out behind the bullied student's back. It is designed to harm someone's social reputation and or cause humiliation.

- ✦ Every student has the right to feel safe from bullying at school.
- ✦ Bullying behaviour at Macclesfield Primary School will be addressed as part of the school's duty to provide a safe and supportive environment.
- ✦ The Macclesfield Primary School Student code of Conduct will identify goals and standards for student behaviour. Included will be a safe school and specific anti-bullying strategies that aim to promote positive student behaviour, prevent anti-social behaviour and encourage respect, compassion and cooperation.

#### **Implementation:**

- ✦ Safety and wellbeing promotion within the school will be the catalyst to deter bullying practices from becoming apparent.
- ✦ Macclesfield Primary School has a clear school policy on "Bullying", which encompasses a series of consequential and educational strategies to work through if such an intervention was required. The school policy follows a four phase program: 1. Primary Intervention, 2. Early Intervention, 3. Intervention, 4. Post Violation.
- ✦ The school's 'Bullying' policy as well as a "Bullying Awareness" brochure can be found on the school's website: <http://www.macclesfieldps.vic.edu.au/>
- ✦ The school will adopt the improvements suggested from the E Smart Committee after their investigations, following the implementation of E Smart . Being E Smart means knowing how to minimise against the security and privacy risks online, being able to research and reference information and download content in ways that are ethical and legal, as well as being able to manage reputation and relation-ship based issues associated with being in cyberspace.
- ✦ The community will be consistently reminded of our commitment to being E Smart through the E Smart Logo on the website, newsletter E Smart tips and information regarding current cyber safety practice regularly distributed to parents.

## ***BEHAVIOURAL EXPECTATIONS AND RESPONSES TO CHALLENGING BEHAVIOUR***

The school uses a four-phase approach to bullying.

### **1. Primary Prevention:**

Professional development for staff relating to bullying, harassment and proven counter measures.

Community awareness and input relating to bullying, its characteristics and the school's programs and response.

To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Student survey administered each year (years 4-6 & incidental at other year levels)

School wide values based on IB-PYP Learner Profile

Each classroom teacher to clarify at the start of each year the school policy on bullying.

Junior School Council, buddies, staff and students to promote the philosophy of 'No Put Downs'.

Electives and structured activities available to students at recess and lunch breaks.

## **2. Early Intervention:**

Promote children and staff reporting bullying incidents involving themselves or others.

Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.

Parents encouraged to discuss concerns with the school

Public recognition and reward for positive behaviour and resolution of problems.

## **3. Intervention:**

Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.

Students and staff identified by others as bullies will be informed of allegations.

Both bullies and victims will be offered counselling and support.

If student bullying persists parents will be contacted and consequences implemented consistent with the school's 'Bullying Policy'.

## **4. Post Violation:**

- Consequences for students will be individually based and may involve:-
  - Exclusion from class.
  - Exclusion from yard.
  - School suspension.
  - Withdrawal of privileges.
  - Ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of students
- Rewards for positive behaviour.

# *SUPPORT MEASURES*

Strategies	School Actions
School wide processes to identify students at risk of disengagement from learning	<ul style="list-style-type: none"> <li>• Classroom Monitoring</li> <li>• Inform Student Welfare/ Curriculum Co-ordinator</li> <li>• Communicate with parents</li> <li>• Referral Process – SSSO staff</li> <li>• Employ Integration/Special Needs Teacher</li> <li>• Student Attitude to School Survey</li> <li>• Utilise Transition information</li> <li>• Monitor and analyse attendance</li> <li>• Promoting PYP attitudes and attributes</li> </ul>
School-wide processes and programs for early intervention	<ul style="list-style-type: none"> <li>• Engage SSSO staff through referral process</li> <li>• Conduct Diagnostic Assessments</li> <li>• Seek advice from Community Support Agencies</li> <li>• Liaise with kindergartens, primary schools and feeder schools</li> <li>• Conduct testing and determine funding levels for DIP.</li> <li>• Reading Intervention</li> <li>• Specialist support for Literacy/Numeracy</li> <li>• Implement / revisit School-wide norms activities</li> <li>• Promoting PYP attitudes and attributes</li> <li>• Establish a Student Support Group</li> </ul>

Strategies	School Actions
Understanding of the life circumstances of the child/young person	<ul style="list-style-type: none"> <li>• Review previous school/grade files</li> <li>• Parent Teacher Interviews</li> <li>• Teachers develop a positive relationship with students</li> <li>• Students undertake effective transition programs throughout school life</li> </ul>
Establish data collection strategies	<ul style="list-style-type: none"> <li>• Use school roll/Compass records to determine patterns</li> <li>• Survey students using behaviour scatter plot and observations.</li> <li>• Attitude to School Survey data</li> <li>• Staff and Parent Opinion Survey data</li> </ul>
Plan for improvement based on data, and review regularly	<ul style="list-style-type: none"> <li>• Individual Learning Plan, Behaviour Support Plan, Return to School Plan</li> <li>• Whole Staff discussion</li> <li>• Develop a Professional Learning Team based on the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey</li> </ul>
Explicitly teach and/or build replacement behaviours	<ul style="list-style-type: none"> <li>• SWPBS activities</li> <li>• Promoting PYP attitudes and attributes</li> <li>• Restorative Practices –</li> <li>• Buddy Program</li> <li>• Leadership Program</li> <li>• Promoting PYP attitudes and attributes</li> </ul>
Determine strategies for monitoring and measurement of student progress	<ul style="list-style-type: none"> <li>• Assessment Schedule Cycle</li> <li>• Review NAPLAN results</li> <li>• On Demand Testing Yrs 4-6</li> <li>• English On Line Interview P-2</li> <li>• Prep Assessments (EOI, MOI)</li> </ul>
Inclusive and consistent classroom strategies	<ul style="list-style-type: none"> <li>• Promoting PYP attitudes and attributes</li> <li>• Differentiated Curriculum – cater for individual differences</li> <li>• Individual Learning Plans</li> <li>• Utilise a variety of engagement strategies endorsed by- teachertoolkit, Teach Like a Champion, Running the Room, Tools for Teachers.</li> <li>• Teacher aide support</li> </ul>
Out of class support strategies	<ul style="list-style-type: none"> <li>• Engage SSSO staff</li> <li>• Designated retreat spaces for students</li> <li>• Community service activities</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Allied Health support where possible (OT, Speech, counselling).</li></ul> |
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## DISCIPLINARY MEASURES

When inappropriate behaviour occurs the following stages of consequences exist.

### Consequences of Misconduct

- Stage 1 A reminder and explanation is given to the child that the behaviour is unacceptable. The expected behaviour is checked for understanding and retaught if student does not understand the behavioural expectation.
- Stage 2 If the behaviour continues, a verbal warning is given to the student and a natural consequence may be put in place- moved to a different spot, given a different partner to work with etc.
- Stage 3 If the behaviour continues, the teacher will speak with student outside the classroom to discuss a time at recess and/or lunch to discuss further. This conversation at recess or lunch includes an opportunity for students to voice their perspective so teachers can better understand the function of the behaviour.
- Stage 4 Should the behaviour continue (in an ongoing manner or following action), time to discuss the behaviour with the family will be arranged.
- Stage 5 A meeting is held to discuss the student's behaviour and strategies that will assist the child.  
Recommendations may be made for the student to be referred to appropriate student services.
- Stage 6 Withdrawal or In-school Detention  
Students may be withdrawn from school activities due to inappropriate behaviour or an in-sch detention during recess / lunch time or withdrawal from class may be imposed. Parents will be informed as per DET guidelines.
- Stage 7 Modifications to enrolment may be discussed and implement with student/family/teacher/principal input.  
  
Processes involved in suspension and expulsions are serious disciplinary measures and will follow DECEED guidelines in consultation between students, parents, Principal and staff members concerned as outlined in Appendix 12 – 18 of the Student Engagement Guidelines 2009.

## **Suspension and Expulsion**

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only course of action in response to the student's behaviour. The principal is responsible for student suspensions. The principal has two options available: in-school or out-of-school suspensions. In determining which option is the most appropriate, the principal will consider the educational, social and emotional impacts on the student and school community.

To assist the principal in making the appropriate response, element 4 of the "Effective Schools are Engaging Schools" document is consulted with particular reference to 4.3.2, 4.3.3, 4.3.5, 4.3.6, 4.3.7. This document also has a wide range of support documents which would be used when mediating and explaining to parents/carers of a particular action the school is taking, and the responsibilities of all participants in the Student Support Group meeting

## **STUDENT ENGAGEMENT AND WELLBEING POLICY REVIEW**

The Principal, in collaboration with the ESmart Coordinators and School Council will identify necessary minor changes regularly in-line with the implementation of AIP.

The Student Engagement and Wellbeing Policy will be reviewed every 4 years involving the Principal, SWPBS and wellbeing Coordinators, Home School Partnership, School Council team and other teaching staff. It will be ratified by the Governing School Council.