



CLYDE PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

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

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

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

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

SCOPE

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

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2. School values, philosophy and vision
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POLICY

School Profile

Clyde Primary School was established on its current site in 1910 and is located approximately 50 kilometres south east of Melbourne. We have approximately 515 students enrolled from Foundation to year 6 however this changes on a weekly basis. The current Principal was appointed in June 2015. She is supported by one Assistant Principal, 36 Teachers (29 full time, 7 part time) and 10 ES staff. Teachers at Clyde PS work within a whole school PLC (Professional Learning Community) and within sub-school Professional Learning Teams (PLTs).

Our enrolments are continuing to increase due to significant housing development in the area and we anticipate that this will continue in the coming years. Clyde Primary School has begun discussions with the education department regarding the construction of a new school, situated on our current school grounds. This is expected to be completed by 2022.

Clyde Primary School's current SFO (Student Family Occupation) is 0.4694 which reflects, on average, medium socioeconomic status. Our school is increasing in families from various ethnic backgrounds and students with a Language Background other than English. (LBOTE) The school also has representation for the Koorie community.

We strive to provide a nurturing and challenging environment that empowers all students to reach their personal best, both academically and socially.

School Values, Philosophy and Vision

Clyde Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our bullying prevention policy for more information.

Vision and Values:

Clyde Primary School has high expectations for all our students and aims to provide an innovative and rich curriculum in a safe and secure learning environment.

Vision: To build a collaborative learning community that supports independence and motivates students to succeed.

Our values of **Respect, Responsibility** and **Resilience** provide the core for everything we do at Clyde PS. We support and encourage students to achieve their personal best both academically and socially.

Engagement Strategies

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

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

Universal

- high and consistent expectations of all staff, students and parents and carers by adhering to our school's code of conduct.
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing by participating in our school's Clyde Communities and transition sessions at the beginning and end of each year.
- creating a culture that is inclusive, engaging and supportive,
- welcoming all parents/carers and being responsive to them as partners in learning. Encouraging parents to become involved in the school through open mornings, assisting in classes, participating in excursions or attending community events.

- 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.
- delivering a broad curriculum, activities and events to ensure that students are able to choose programs that are tailored to their interests.
- teachers at Clyde Primary School use instructional frameworks 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 Clyde Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community.
- carefully planned transition programs to support students moving into different stages of their schooling.
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents.
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- students have the opportunity to contribute to and provide feedback on decisions about school operations through student agency and other forums including student feedback groups. Students are also encouraged to speak with their teachers or other staff members if they have any questions or concerns.
- All students are welcome to speak to the Student Wellbeing Coordinator, School Chaplain, Year Group Leaders, or other staff members if they would like to discuss a particular issue or feel as though they may need support of any kind.
- we engage in school wide positive behaviour support with our staff and students.
- programs, incursions and excursions are developed to address issue specific behaviour.
- opportunities for student inclusion. (i.e. sports teams, clubs, lunchtime activities)
- buddy programs are implemented with our Foundation and year 5/6 teams.

Targeted

- each year group has a PLT Coordinator along with the school's wellbeing leaders 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.
- all Koorie students have regular student support group meetings who monitor the needs of each student and who develop an individual learning plan.
- all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- wellbeing 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

Clyde Primary School implements a range of strategies that support and promotes 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 Positive Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based chaplain
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First

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.

Identifying Students in Need of Support

Clyde Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The student wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Clyde 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, behaviour and suspension data
- engagement with families
- self-referrals or referrals from parents

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 community code of conduct policy highlights the expectations for members of our school community. Please refer to Appendix 1

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to a staff member or their parents/carers.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Community Code of Conduct. Student bullying behaviour will be responded to consistently with Clyde Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Clyde Primary School will institute their minor and major staged response. (Refer to appendix 2 for Clyde Primary School's minor and major staged response) Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Re-teach the appropriate behaviour
- withdrawal of privileges
- referral to the PLT coordinator or leadership
- Positive Support Plans
- Restriction of recess/lunch
- 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>

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

Engaging with families

Clyde 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 School Communication 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.

Evaluation

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

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

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

RELATED SCHOOL POLICIES:

Child Safe Policy, Bullying Prevention Policy, Emergency Management Plan, Inclusion and Diversity Policy, Community Code of Conduct Policy,

Other relevant Department policies and resources on the School Policy and Advisory Guide are:

- Supports and Services Program for Students with Disabilities
- Inclusive Education
- Koorie Education
- Teaching Aboriginal and Torres Strait Islander Culture

REVIEW PERIOD

This policy was ratified on 17/08/2020 and is scheduled for review in August 2022.

APPENDIX 1

COMMUNITY CODE OF CONDUCT POLICY

PROMOTING HEALTHY, SAFE AND RESPECTFUL COMMUNITIES

Clyde Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Code of Conduct sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Code of Conduct acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully and as a community working together.

Responsibilities

As principals and school leaders, we will:

Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.

Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.

Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.

Identify and support students who are or may be at risk.

Do our best to ensure every child achieves their personal and learning potential.

Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

Make known to parents the school's communication and complaints procedures.

Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As Teachers and all non-teaching staff, we will:

Model positive behaviour to students consistent with the standards of our profession.

Proactively engage with parents about student outcomes.

Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.

Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.

Treat all members of the school community with respect.

As Parents, we will:

Model positive behaviour to our child.

Ensure our child attends school on time, every day the school is open for instruction.

Take an interest in our child's school and learning.

Work with the school to achieve the best outcomes for our child.

Communicate constructively with the school and use expected processes and protocols when raising concerns.

Support school staff to maintain a safe learning environment for all students.

Follow the school's complaints processes if there are complaints.

Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

Model positive behaviour to other students.

Comply with and model school values.

Behave in a safe and responsible manner.

Respect ourselves, other members of the school community and the school environment.

Actively participate in school.

Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

Model positive behaviour to the school community.

Treat other members of the school community with respect.

Support school staff to maintain a safe and orderly learning environment for all students.

Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.

Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.

Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.

Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.

Provide schools with practical and legal support as required.

Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE VALUES OF THIS CODE OF CONDUCT

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the values of this Code of Conduct include when a person:

is rude, aggressive or harasses others

sends rude, confronting or threatening letters, emails or text messages

is manipulative or threatening

speaks in an aggressive tone, either in person or over the telephone

makes sexist, racist or derogatory comments

inappropriately uses social media as a forum to raise concerns/make complaints against the school

is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the values of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences. This may include:

utilising mediation and counselling services

alternative communication strategies being applied

formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.

an intervention order being sought

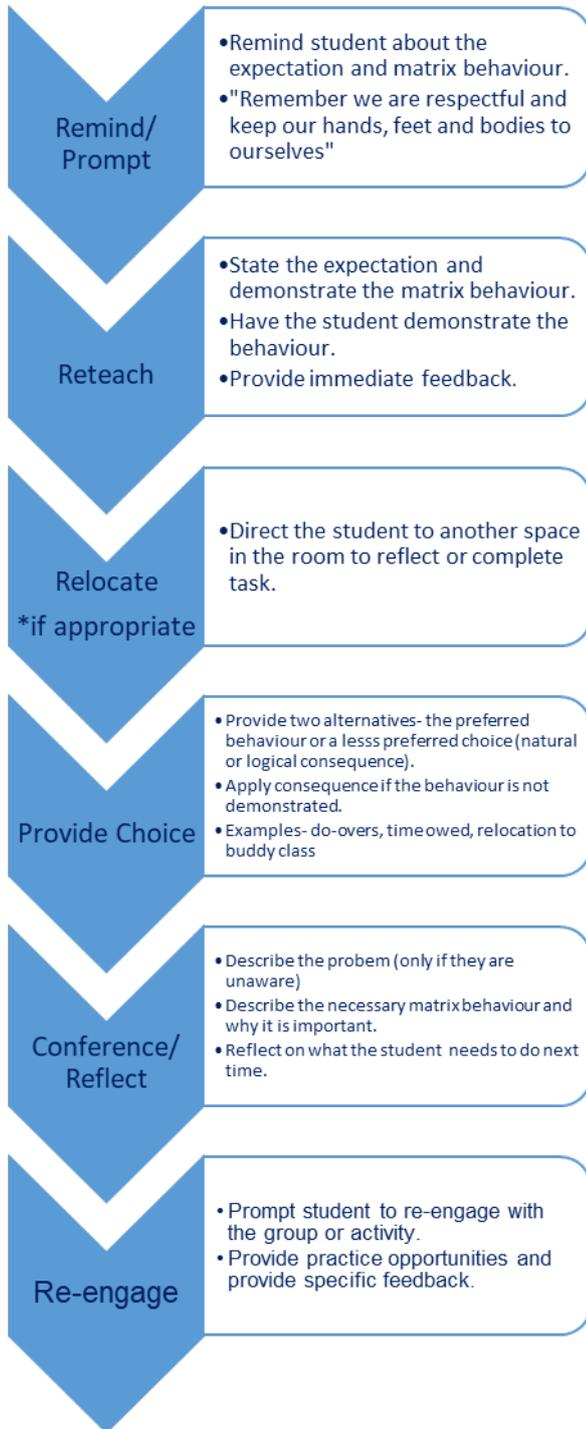
informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.



School-Wide Positive Behaviour Support Minors Behaviour Response

'Clyde Primary School is a place for Respect, Responsibility and Resilience'



Minors

Physical contact without intent

(rough play which includes pushing, wrestling, tackling)

Leaving the learning space without permission, still visible by a staff member

Minor vandalism/destruction of property- drawing on walls, tables, littering

Possession of prohibited items

e.g. chewing gum, mobile phone

Property misuse- (e.g. drawing on other students' work, throwing items, knocking items off the table, throwing toilet paper, flipping a chair, snapping pencils etc.)

Theft/Taking others' property without permission

Inappropriate language- general use of, not targeted at an individual

Disruption- (calling out or interruption)

Being late to class after recess or lunch

Lying/denial/not being accountable/cheating/ plagiarism

One off behaviour that upsets another student that is not physical

e.g. name calling, excluding, making threats that don't involve physical harm e.g. 'you can't come to my birthday party'

Making rude/inappropriate gestures

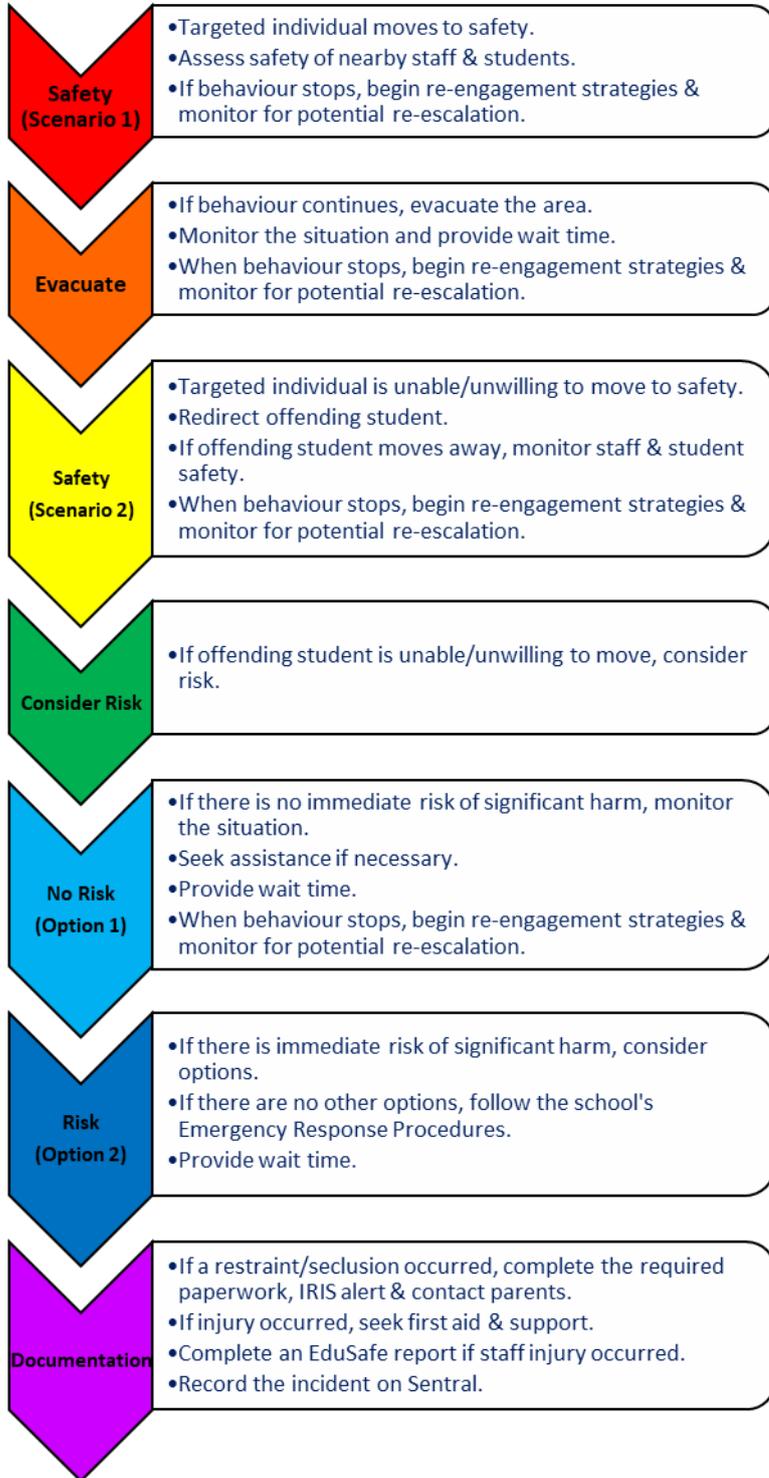
Moving around the school in an unsafe manner e.g. running inside, pushing in line, riding bike in school grounds





School-Wide Positive Behaviour Support Major Behaviour Response

'Clyde Primary School is a place for Respect, Responsibility and Resilience'



Majors

Physical contact with intent to harm others or self-e.g. kicking, hitting, pushing, scratching, spitting, choking, biting, and self-harm.

Bullying- physical, verbal, racism, cyber, direct, indirect, harassment, rumour spreading, excluding.

Major vandalism (graffiti, breaking windows), deliberate property damage (e.g. graffiti, breaking property)

Leaving the school grounds without permission/ leaving the classroom where a staff member cannot view them

Non-compliance/Defiance/ Disrespect - Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow direction after initial request has been made directly to that student.

Sexualised acts/ sexualised comments

Abusive language (swearing or yelling at others)

Making threats to physically harm others

Making threats to physically harm others

