STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact Parkwood Green Primary School on 94493600

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.

Parkwood Green 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
3. Engagement strategies
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1. **School profile**

Welcoming families through our gates since its establishment in 2004, Parkwood Green Primary School has proudly built a strong reputation within the community. Located in the suburb of Hillside - part of the outer growth corridor of Western Metropolitan Melbourne. We are a large multicultural school with 796 students, who love to celebrate the diversity and uniqueness of our students and staff. From Harmony Day to designing our own Indigenous Garden, and everything in between, culture and community is important to us.

We are constantly reinforcing and strengthening our whole-school approach to the teaching of literacy, numeracy and STEM. This commitment is emphasised with the introduction of the PMSS initiative in science, thus enhancing and demonstrating the ongoing commitment of all staff to develop their professional teaching and learning skills to the highest level. Students are supported by our dedicated teachers and wellbeing team to develop and foster life-long learners to reach their full potential.

Inspiring students to be active participants in their learning, we encourage and promote student voice and agency. Inclusiveness with our students includes ILP's, where collaboration between staff, parents, and students achieve appropriate learning outcomes. Our teachers strive to meet the needs and strengths of students through differentiation and the use of 21st century learning.

Families form an integral part of the learning experience through our strong volunteer base and allow us to provide valued and necessary programs. Our successful Kitchen Garden Program is led by a qualified nutritionist, facilitated by a qualified horticulturalist and supported by numerous volunteers.

We embrace our families to celebrate the learning accomplishments of all students. Special Persons Day, Footy Day, Book Week, Science Week, our annual Christmas Concert and Art Show are just some of the events our families are able to attend and come together to unite our diverse and inclusive community. Creating a positive learning environment that empowers and supports students will encourage a sense of belonging and build a strong school community at Parkwood Green.

At the end of each school assembly we always conclude with "Look after one another"

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

Parkwood Green Primary school's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at:

3. Engagement strategies

Parkwood Green 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
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Parkwood Green Primary school use the School Wide Positive Behaviours Support 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 Parkwood Green 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. For example - Principal's award, star of the week, class dojos and privileges.
- 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. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections For example - buddy classes
- All students are welcome to self-refer to the Wellbeing team, Year level Leaders, Assistant Principal and Principal or one of their 5 safe people 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

- o eSmart
- o Safe Schools
- o Wellbeing start up program
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion For example - student leadership programs, lunch clubs and calm club.

Targeted

- each year group has a Year level Leader and a Leading Teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Parkwood Green 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 based on the Student Support Plans overview
- 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 Plans in collaboration with the student and their family

- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Parkwood Green 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 to help identify students in need of support and enhance student wellbeing. Parkwood Green 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, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Parkwood Green Primary school's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Parkwood Green 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 implements positive and non-punitive interventions to support student behaviour as documented in the Responses to Negative Behaviours documents (Appendix A)

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.

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 Parkwood Green Primary school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Parkwood Green 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.

8. Evaluation

Parkwood Green 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
- compass chronicle data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Parkwood Green 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
- Available to staff on the school drive

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

For more information please refer to http://www.parkwoodgreenps.vic.edu.au/ to view related policies including:

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards

POLICY REVIEW AND APPROVAL

Policy last reviewed	5th November 2021
Consultation	PGPS Staff and Education committee
Approved by	Principal
Next scheduled review date	November 2023

PARKWOOD GREEN Excellence & Opportunity

Positive Recognition

April 2021

Why Should We Do It?	When Should We Do It?	How Do I Do It?
Recognising students for following rules, directives, directions, participating, etc, is one of the most effective tools for managing, promoting, and correcting undesired behaviours. Children respond far much better typically to positive reinforcement then negative. Numerous studies continue to support and validate this social dynamic.	The big and very small things students do correctly/appropriately. When students are exhibiting appropriate behaviours, following rules, displaying our values, are on task, using materials properly, utilizing their time well, are organised and prepared, do something nice for one another, pay attention etc. As frequently as possible.	Students indicate a 6:1 ratio, or 6 confirmations, praise and approvals for every 1 criticism or disparagement. **Important!** When giving praise, it is essential that you display a positive affect or demeanor while doing so. Express excitement and that you are pleased. This will increase the effectiveness of the technique.

ClassDojo

- Class Dojo's are used as one way to positively recognise and encourage good behaviour.
- Class Dojo's are given for students using one of the 4 school values (Respect, Responsibility, Resilience and Empathy)
- Dojo's should be given to students when working on their **personal goals** and **communal class** goals
- Students receive 1 Dojo at a time and each goal is worth 1 point
- Whole Class Dojo's can be given for communal goals (have a class Mojo, to track whole class privileges)
- Once students get to 10 Dojo's they receive an agreed upon privilege (students and teachers collaboratively agree on class privileges at the beginning of each term)
- To minimise disruption to learning time, students can only visit another student/class/teacher during the 2nd eating time
- Students will need a privilege slip to book in time if visiting another class to eat their lunch
- Students can choose to hold onto their 10 Dojo's and build up to 30 Dojo's for a 'Principal's AfternoonTea'
- Bobby will communicate when Principal Afternoon Tea will occur (generally a few times a term on a Friday afternoon).
- Once students have used their privilege, Dojo's get **wiped back** to 0 to start again

Created through a collaborative process in 2019

PARKWOOD GREEN PRIMARY SCHOOL

This is what our school values look like as positive behaviour.

	At all times	Learning Time	Break Times
We show Respect by	• Using right words, right place • Following staff instructions • Caring for the environment • Greeting and acknowledging each other • Showing gratitude; saying 'thank you' • Speaking in an appropriate tone and volume • Listening and acknowledging each other's opinions • Being aware of our body language	• Using words to communicate feelings • One person speaking at a time • Showing '5 Star Listening' • Listening to other points of view • When appropriate, putting our hand up to speak • Focusing on your task • Treating everyone equally • Maintaining respectful relationships	• Following the agreed game rules • Allowing 'my space, your space' • Playing the right game in the right space • Leaving other people's property alone • Placing our rubbish in the bin • Picking up any rubbish around • Maintaining respectful relationships
We show Empathy by	• Being kind to self, others and our environment • Looking out and supporting others • Trying to understand the feelings of others • Considering how our words and actions can affect others • Considering how we would feel in this situation	• Using accountable talk • Respectfully offering our opinions • Having appropriate body language • Helping each other • Being mindful of people's personal space	• Playing fairly • Being inclusive • Resolving issues through restorative conversations
We show Resilience by	• Taking ownership of our own behaviour • Telling the truth • Trying to sort out problems before asking for help • Using 'Accountable Talk' • Using different strategies to 'bounce back' • Displaying a growth mindset • Learning from our mistakes • Giving things a go	• Telling the truth • Self-Independently problem solving • Attempting set tasks • Being productive • regulating • Doing our personal best	• Asking Yard Duty teacher to get the ball • If we can't sort out a problem we ask a teacher or one of our '5 Safe People' • Using '3 Step Telling' • Taking ownership of our own actions
We show Responsibility by	• Wearing our school uniform • Tying long hair up • Taking care of our own and others' belongings • Using words to communicate • Keeping hands, feet and objects to self • Prioritising safety and learning • Transitioning to and from our destination in pairs and quickly with walking feet and quietly • Using materials and equipment for their intended purposes	• Using the Calm Down Space • Monitoring our noise level so it is appropriate for the task and situation • Engaging in learning tasks • Having all equipment necessary for the task • Utilising time in class effectively • Asking for permission to leave the space • Maintaining a neat and tidy workspace • Packing up neatly; putting materials and equipment into their correct spot	• Use your breaks to ensure you are ready to learn. • Toilet. Water. Transition at first bell. Line up by the second bell • Using toilets in an appropriate manner • Walking under shelters • Sitting down to eat in the Eating Areas • No tackling or physical contact • Yard Duty teachers dealing with yard issues • Speaking to a Yard Duty Teacher after an incident

PARKWOOD GREEN
PRIMARY SCHOOL

Vision

To create a learning community that empowers and supports each student to grow and achieve their own personal best. Every day we are inspired to develop life-long learners, who make positive contributions to their community.

Values

Our values guide the decisions and behaviours of all members of our school community:
We have respect for ourselves and others.
We show empathy, by understanding, accepting and appreciating ourselves and others.
We encourage responsibility by taking ownership of our actions and words.
We build resilience by encouraging and supporting.

Respect

We demonstrate respect by:
- Encouraging a professional and positive environment
- Holding each other in high regard
- Accepting and valuing ourselves and others and demonstrating this in our behaviour
- Holding each other to account
- Respecting others' opinions, regardless of differences
- Welcoming students, staff, families and friends
- Fostering acceptance of others
- Promoting a sense of belonging and sharing in our school
- Celebrating cultural diversity

Empathy

We show empathy by:
- Being caring and compassionate to others and to ourselves
- Encouraging sharing, tolerance and compassion
- Listening with genuine interest and concern
- Speaking with an authentic voice
- Valuing the contribution of others
- Withholding judgement
- Understanding the thoughts, feelings and emotions of others
- Creating environments of trust and mutual understanding
- Ensuring everyone feels physically safe and emotionally secure
- Encouraging collaboration in the classroom, across the school and between families and teachers

Responsibility

We develop responsibility by:
- Demonstrating a positive relationship to learning
- Encouraging responsible and engaged learners
- Encouraging independence
- Having high expectations of ourselves and others
- Providing opportunities for all students
- Encouraging all in the community to take ownership of their behaviour and be accountable for our own actions
- Caring for our classroom and our resources
- Encouraging a happy and safe playground for all
- Encouraging care of the school environment
- Encouraging a positive attitude towards protecting our local and global environment

Resilience

We build resilience by:
- Promoting a sense of pride and belonging
- Developing self-esteem and confidence
- Strengthening a sense of meaning and purpose
- Demonstrating positive decision making
- Being a community that shows positive and effective ways to cope
- Providing a caring and supportive environment, where getting things wrong is acceptable
- Taking an active part in promoting a supportive culture
- Building, strengthening and promoting supportive relationships
- Creating opportunities to challenge ourselves and thoughtfully responding to challenge
- Working to express and manage all emotions

PARKWOOD GREEN PRIMARY SCHOOL

Parkwood Green Primary School: Response to Negative Behaviour

Staff member to observe behaviour:

Minor 1		Minor 2	Major Behaviour
Learning Time	**Breaks in the Yard**		
Step 1: **Hint & Acknowledge** **Hint** A hint using values "I hope everyone is showing respect by showing 5 Star Listening" **Acknowledge** Acknowledge the students who are doing the preferred behaviour.	**Step 1: Hint & Name Behaviour** **Hint** Hint or question Example: "Are you showing respect by screaming when you go out?" **Name the behaviour** Name the preferred behaviour and the current non-preferred behaviour. Conference with those involved.	**Step 1: Conference with Student** Staff member to have a conference with the student that focuses on: - naming the negative behaviours - naming the preferred future behaviour - linking to the school values. Staff member may need to relocate student until an appropriate time to conference with them. If in the yard, the staff member may have to refer the incident to another staff member or Principal Class if the safety of other students is at risk.	
Step 2: Re-direction Redirection specific to the student- naming the preferred behaviour and value.	**Step 2: Re-direct or Relocate** - New game - New location - Identify those doing preferred behaviours in the area		
Step 3: Visual Reminder Can include: - Direct to the matrix - Body language - Name on the board - Move spots	**Step 3: Accountability** - Logical consequence - Focus on accountability - Focus on building skills	**Step 2: Accountability** Accountability to match the behaviour with a focus on being accountable and building capacity to improve behaviour. Staff member to log incident onto Compass.	
Step 4: Accountability May include time away: - within the classroom - buddy room Accountability to match the behaviour. Example: If wasting learning time, they make it up during their break time. **Step 5: Communication** Staff to contact parents and document behaviour on Compass.	Student returns to Step 1 after each break. If a student has had time away 3 times within a week the staff member will contact parents/carers/ guardians and log it on Compass.		If leadership support needed, Contact office (#2000) and they will contact an available Principal Class/Leadership Member. Prin Class/Leadership Member to manage any accountability. Staff member who observed the incident is responsible for documenting the incident on Compass. Leadership member will update the Compass report.

Respect. Empathy. Resilience. Responsibility.

Minor 1 Behaviours

Accidental Physical Contact
Dropping rubbish in the yard
Not listening to staff instructions
Not wearing a hat (and not in the shade)
Playing in the wrong area
Running in walking areas
Talking during instruction
Teasing (friendly banter)
Unsafe Use of Equipment- Minor
Work Refusal

Last edit: 25th March 2021

Minor 2 Behaviours

Climbing/ Swinging Back Tree
Exiting the Classroom- in line of sight or in known space
In an out of bounds area (within school)
Inappropriate use of equipment
Pushing a peer (line up etc)
Repeated Minor Behaviours
Spitting (not at or on someone)
Swearing socially (contextual)
Swearing at a student- within context or to express emotion including anger
Swearing at a staff- within context or to express emotion including anger
Throwing sand
Walking away from the teacher midway through conversation
Intimidation

Major Behaviours

Aggressive Physical Contact
Bullying (known to be bullying)
Cyber Bullying
Exiting the Classroom- out of line of sight and unknown
Leaving the school grounds- returning
Physical Contact (one punch or kick)
Repeated Minor 2 Behaviours
Spitting (at or on someone)
Swearing directly at a student (with malicious intent)
Swearing directly at a staff (with malicious intent)
Teasing (with malicious intent)
Unsafe Use of Equipment- Major
Leaving the school grounds- refusing to return

Swearing with malicious intent refers to swearing directly at a student or staff member with targeted language that is to intended to insult.

Created through a collaborative process in 2019 with all staff and refined and edited at different intervals.

Refer to definitions of behaviours.

Respect. Empathy. Resilience. Responsibility.