



GLADESVILLE PRIMARY SCHOOL No 5066

STUDENT ENGAGEMENT & WELLBEING POLICY

Rationale

Gladesville Primary School

- Promotes positive relationships to strengthen our whole school community
- Maximises student engagement and learning (Appendix 1)
- Maintains a safe, caring and inclusive environment
- Works as a team and challenge ourselves to create success
- Encourages resilience, positive mental health and wellbeing

This is achieved through following whole school TRIBES processes and agreements and Kidsmatter Framework.

Aims

- To create a positive school culture through TRIBES Agreements and KidsMatter Framework
- To respect diversity through positive relationships and by promoting positive social behaviours and values
- To encourage active student engagement within our learning programs
- To develop and implement early intervention strategies to maximise student engagement

Implementation

- All members in the school community are included in the "Statement of values" (See Appendix 3 & 3a) which outlines the responsibilities and expectations to ensure an harmonious and inclusive environment that is safe for all based on the Charter of Human Rights.
- There is a hierarchy of consequences/rewards for behaviour. (Appendices 2, 4, 5, 6).
- Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Evaluation:

This policy will be evaluated in line with School Council cyclical review of policy documents and school and DEECD priorities.

This policy was last ratified by School Council in December 2014.

APPENDIX 1

Approaches to Literacy and Numeracy through groupings to target individual learning needs.

Literacy

- AUSVELS
- School wide implementation of Doorway into Practical Literacy (DIPL)
- Reading Recovery
- Multilit
- Toe – by – Toe
- Gateways
- Reading Eggs
- Individual Programs

Numeracy

- AUSVELS
- Targeting maths
- Mathletics
- Quicksmart
- Maths Incursions
- Individual Programs
- Maths Workshops

Student Wellbeing

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| <ul style="list-style-type: none">• TRIBES,• KidsMatter Framework• Clubs (different programs focusing on engagement needs within the school)• Restorative Practices• Reviewing student wellbeing and engagement values• Developing class mission and value statements• Whole school focus on values development• Healthy eating days• Breakfast Club (supported by Woolworths)• Free fruit THURSDAY (supported by the Community group & Woolworths)• Canteen• Encourage water bottles in the classroom in line with our hydration policy | <ul style="list-style-type: none">• Individual learning plans initiated• Effective wellbeing support staff process• Girlfriends Program• Kids Hope Mentoring Program• Social Skills Program• Independent Living Skills• Inter school Sport• Parents Support Groups• Parent Forums and Information Nights• Whole School Proactive Behaviours Management (Expected Behaviours, Stepboard)• Handwriting Club• Effective transition programs at Kinder to Foundation and grade 6 – year 7 |
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Resources

- Partnerships with Community Organisations
- Wellbeing support staff (Primary Welfare Officer, Psychologist, Speech Pathologist)
- Modern fleet of computers including a laboratory and classroom computers (therefore high ratio of computers to students 1:2)
- Up to date software targeting a wide range of learning skills
- Vegetable garden/ Indigenous garden
- Education sub-committee through School Council providing advice and recommendations on engagement initiatives
- Sustainability Program through DEECD Resource Ed/ CERES
- Yarra Ranges Council
- Accessing Local support Services e.g. Connections
- Child driven initiatives e.g. sandpit, environmental group, performing at assembly

APPENDIX 2

Gladesville Primary School Expected Behaviours

2014

<p>APPROPRIATE DRESS</p> <ul style="list-style-type: none"> Wear uniform specified in School Uniform Policy. (school colours) Jewellery – sleepers and studs only Hats as specified in Sun Smart Policy (wide brimmed and legionnaire) and winter blue beanies with no logos or brand names – NO BASEBALL CAPS at any time of the year School Uniform (school colours) (If out of uniform without a note from home – 1st time a note sent home, 2nd time Reflection Time at school, 3rd or subsequent times phone call to parent by Principal. No makeup/ no nail polish Long hair to be tied back Hoods must not be worn in class Shoes should be safe and appropriate (enclosed –sneakers or school shoes) for school environment (no sandals or skate shoes) On Free Dress Days – shoulders, stomachs to be covered and no heeled shoes. No visible tattoos Children with no hat during Term 1 and Term 4 are to sit outside the canteen area. 	<p>APPROPRIATE LANGUAGE</p> <ul style="list-style-type: none"> Courteous appropriate language with no swearing or put downs. Inadvertent swearing – apology No threatening language to be used Intentional abusive swearing – sent to Principal 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> If you have a problem share it with your teacher Listen to staff and follow directions Appropriate tone and volume Reflection step – do not speak to students on step Stop, listen and respond to messages over the loud speaker
<p>BIKES and SCOOTERS</p> <ul style="list-style-type: none"> To be wheeled in and out of school grounds – no riding the pedals Bike rack area out of bounds during school times Roller blades and skate boards not to be used during school times or school pick up zone. Helmets must be worn 	<p>FIRST AID / YARD PROBLEMS</p> <ul style="list-style-type: none"> If hurt at recess or lunch tell Yard Duty teacher. If there is a problem or issue speak to Yard Duty teacher or classroom teacher who will give you a first aid pass. <p>SHOES</p> <ul style="list-style-type: none"> All shoes to be taken off when entering building. Shoes must be placed in pairs in lockers. Only touch your own shoes. 	<p>LINING UP AND MOVING INTO CLASSES</p> <ul style="list-style-type: none"> Music is a signal to stop play. Listen to the music and move straight away, to get a drink, go to the toilet, to be standing at your line up point in your safety lines when the bell goes. Line up at the beginning of all sessions quietly Move into classrooms quietly No swinging or jumping up to hit covered ways No sitting or climbing on hand rails <p>MOBILE PHONES</p> <ul style="list-style-type: none"> Mobile phones are discouraged If you need to bring it to school a parent permission form must be signed and returned to classroom teacher. Principal to be notified. Mobile phones must stay in bags in the classroom and turned off. Phones brought to school at your own risk.
<p>MOVING AROUND SCHOOL</p> <ul style="list-style-type: none"> Quiet when moving between classrooms No running or playing under breeze way Aboriginal garden/ Arts Room verandah for walking and sitting – quiet area only Keep away from out of bounds areas – bike shed, water tanks, containers, car park, Vegetable garden, behind shed, driveway, Lift, Behind Arts Building To visit the Office you MUST have an out of class pass from your teacher, during class time. Only serious matters sent to office, teachers to monitor basic first aid issues When in the Office Foyer, you MUST behave in an appropriate manner – quiet and respectful. Do as the Office staff request. 	<p>ASSEMBLY</p> <ul style="list-style-type: none"> All grades and staff to be punctual to Assembly so that it can start on time. If late, wait whilst National Anthem is sung and then move to line. Children to stand appropriately <p>SAFE & RESPONSIBLE BEHAVIOUR</p> <ul style="list-style-type: none"> Hands, feet and objects to ourselves No access to car park without a teacher or parent to supervise you between 8.45 - 3.45 pm Once you have arrived at school you must not access car park No playing with sticks or rocks Rough play not allowed Students fighting will be sent to the Office Only touch school pets when given permission by teacher. If you need a teacher when outside look for orange vest. No tackling during football games No hard cricket balls No sharp objects and potentially dangerous objects to be brought to school No balls in Canteen area 	<p>PUNCTUALITY</p> <ul style="list-style-type: none"> Parent or student to write their name in the Late Book at the office. Absence and lateness refer to Policy and processes <p>RUBBISH</p> <ul style="list-style-type: none"> Children DO NOT leave classroom with rubbish Purchases at canteen MUST be eaten at the canteen under cover area Rubbish then to be put in bin provided Encourage rubbish free lunch every day. No slurpies inside
<p>TOILETS</p> <ul style="list-style-type: none"> Appropriate use of toilets (e.g. using urinal correctly) Flushing toilets after use Correct use of toilet paper Locking doors only when using cubicle Level 4 – no pass out during school times without parent permission/request *No playing in and around toilet area 		<p>VISITORS</p> <ul style="list-style-type: none"> All visitors must sign in at front office. Visitors must have a Visitors badge, if you notice that visitors do not have a badge inform a teacher.

CONSEQUENCES

<p>Yard</p> <ul style="list-style-type: none"> ☺ Praise, cooperation and environmental awards ⊗ 1. Warning 2. Warnings – after 2 warnings a third offence to reflection time 3. Reflection time – incident recorded and note sent home 4. Reflection time x 3 parents contacted 5. School detention 6. Suspension 7. Expulsion <p>Teacher to record in Yard Duty Book</p>	<p>Classroom</p> <ul style="list-style-type: none"> ☺ Praise Stickers, rewards, special activities, certificates etc ⊗ Hierarchy of consequences in each classroom <p>u:\2010\school planning\proformas\wellbeing\expected student behaviours.doc</p>
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**GLADESVILLE PRIMARY SCHOOL
STATEMENT OF VALUES**



EXPECTED BEHAVIOURS IN PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Gladesville 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 Statement of Values 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 Statement of Values 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 as a community working together.

Our Vision for the Gladesville Primary School Community is to:

- Promote positive relationships to strengthen our whole school community
- Maximise student engagement and learning
- Maintain a safe, caring and inclusive environment
- Work as a team and challenge ourselves to create success
- Encourage resilience, positive mental health and wellbeing

We will achieve this by:

- Following our whole school TRIBES agreements: Mutual Respect, Attentive Listening, Appreciations/ No Put Downs, Participation/ Right to Pass, Personal Best
- Communicating effectively
- Utilising and valuing our strengths
- Sharing skills and experiences
- Forward Planning
- Being: actively involved, flexible, proactive, mutually supportive and reflective

IN ORDER FOR GLADESVILLE'S VISION TO BE MET WE ARE ALL RESPONSIBLE TO UNDERTAKE:

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. Refer to continuum of consequences

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 whole school community 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.
- Concerns regarding other students must be reported to staff or Principal.

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.
- Concerns regarding other students must be reported to staff or Principal.

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 STATEMENT OF VALUES

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 principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends abusive, threatening letters, emails or text messages
- uses social media to defame individuals/ school
- 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.
- approaches other students and disciplines

CONSEQUENCES

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

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values 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.



APPENDIX 3a

Statement of Values and Parent letter



PARENT AND PRINCIPAL AGREEMENT

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

This agreement can be used when a school has already taken steps to address unreasonable parent behaviour. By providing information on what constitutes unreasonable behaviour, and potential consequences, it is expected that this agreement will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

This Agreement is made on [date] BETWEEN [name and address of school] AND [name of parent] on (date).

I, (parent) agree not to exhibit any of the following behaviours on or adjacent to school grounds or in relation to school business.

Unreasonable behaviours 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.

I understand that principals are responsible for determining what constitutes reasonable and unreasonable behaviour on or adjacent to school grounds or in relation to school business.

I also understand there may be consequences for unreasonable behaviour. These consequences may include:

- 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.

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.

.....
Parent

.....
Parent

.....
Principal

.....
Date

APPENDIX 4

Suspension and or Expulsion protocols

NOTICE OF INTERNAL SUSPENSION



School information	
School name: GLADESVILLE PRIMARY SCHOOL	
School number: 5066	School phone number: 9728 1877
Contact person name and number:	

Student contact information	
Name:	Year Level:
Address:	
Date of birth:	Phone:
Email:	

Parent/carer details	
Name	Relationship to student
Address	
	Phone
Email	

Internal Suspension details			
Current internal suspension			
Previous internal suspension/s (if any) in this school year	From	to	(inclusive)
Previous internal suspension/s (if any) in previous school years	From	to	(inclusive)

Reason for internal suspension

Under Ministerial Order 184, this student was internally suspended for (please tick):

- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

Explanation of the circumstances leading to internal suspension**Strategies implemented to support the student:****Checklist:**

Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 4 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines for more information.

Student absence learning plan agreed upon and strategies to assist the student are provided to the parent / carers.	Yes / no
Any other relevant information is attached	Yes / no
A copy of the Notice of Internal Suspension has been provided to the student, their parents/carers and the central student file.	Yes / no

Principal's signature: _____ **Date:** / /

Grounds for expulsion

In order for expulsion to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school; or
- travelling to or from school; or
- while engaged in any school activity away from the school; or
- travelling to or from any school activity

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.



APPENDIX 5 Consequences

**GLADESVILLE PRIMARY SCHOOL CONSEQUENCES
FOR INAPPRPRIATE BEHAVIOUR**

Fighting (aggressive) Bullying. Physical, verbal or cyber Refusing to follow instructions	In school suspension – sitting in room rest of the day Principal to contact parents
Consistently disturbing class	Time Out in another grade Reflection Room - sheet After School Detention In school suspension
Throwing sticks and stones.	Time out step-15 minutes in yard * If a student is injured as a result of throwing an object they are to be sent straight to the Principal After School Detention In school suspension
Leaving school without permission.	After School Detention In school suspension Principal to contact parents
Riding bikes in the school ground or skateboards in the school grounds.	1) One warning. (<u>Why</u> and <u>What</u>) 2) Banned from riding bike for one week
Running inside School Building	1) One warning (<u>Why</u> and <u>What</u>) 2) 15 minutes time out step 3) Reflection Room /After School detention
Climbing Trees or structures	1) One warning (<u>Why</u> and <u>What</u>) 2) 15 minutes time out step 3) Reflection Room /After School detention - sheet
Being in School Building unattended	1) One warning (<u>Why</u> and <u>What</u>) 2) 15 minutes time out step 3) Reflection Room - sheet
Swearing	1) 15 minutes time out step 2) Continuous use of offensive language 3) Reflection room/ After School Detention - sheet
Teasing and Name Calling	1) One warning (<u>Why</u> and <u>What</u>) 2) 15 minutes time out step 3) Reflection Room - sheet 4) After School Detention
Talking on 'Time out step' Talking to someone on 'Time Out step'	10 more minutes Gets to sit on step as well

APPENDIX 6

GLADESVILLE PRIMARY SCHOOL REWARDS for POSITIVE BEHAVIOUR

Throughout the school, in classrooms/ specialist areas/ office area, there are a variety of positive rewards to reinforce positive behaviour.

Stickers	Leadership opportunities
Students of the week	Visit to Principal
Photo opportunities	Positive praise - verbal
Celebration of achievement at assemblies	Encouragement
Early finishers can do special tasks	Listen
Nonverbal acknowledgment e.g. high five/ smile/ pat on the back	House points
Show an interest and ask questions	Appreciation statements
Special activities	Certificates
Free time	Acknowledging students outside of school e.g. web site
Record good behaviour	Yard book acknowledgment for assembly
Personal comments written on work	Work shared and displayed
Acknowledgment in front of peers	Special responsibilities
Food e.g. icy poles	Trophies/ end of year shield
Prizes	Step board