



# CRAIGIEBURN 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.

Craigieburn 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.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. School shared expectations
7. Student behavioural expectations
8. Intervention strategies
9. Disciplinary measures
10. Engaging with families
11. Evaluation

## POLICY

### 1. School profile

Craigieburn Primary School is situated in the northern suburbs of Melbourne. Our enrolment is approximately 870 and is made up of students from diverse multicultural backgrounds, most families have a language background other than English, which we embrace and celebrate. We are proud of our diversity and inclusive school community.

Our caring and inclusive school community takes pride in offering a child centred education based on our core values of Resilience, Responsibility and Kindness. These values are fundamental to our school's programs and expectations. A comprehensive curriculum is offered to all students in Foundation to Year 6 and is based on The Victorian Curriculum. Emphasis is placed on developing a differentiated program for all students where individual goals and high expectations are established. We have developed a culture of continuous improvement at the school where professional development and ongoing learning is important to the school community. The school recognises each student as an individual and staff members are committed to developing the potential of all students.

We encourage parents to take an active role in their child's education by developing a strong home/ school partnership. Parents are encouraged to participate in decision making at the school and to assist in classrooms.

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

### 2. School values, philosophy and vision

Our caring and inclusive school community takes pride in offering a child centred education based on our core values of Resilience, Responsibility and Kindness. These values are fundamental to our school programs and expectations.

Our School Vision is “for all children to reach their full potential and become effective members of society.” Craigieburn Primary School is committed to the academic and personal growth of every student. A balanced and comprehensive curriculum constantly challenges students to extend their learning. We aim to challenge every student to be the best they can. The skills needed for the 21st century will be actively embraced by the school.

Every one of our programs will be designed to enhance a love of learning that goes beyond the classroom. The school takes a warm, caring interest in its students and the community. It works hard to develop a strong school / home partnership. Parents are encouraged and welcomed to take an active role in decision-making, and to support classroom programs. By working together, we know that we can achieve a higher level of success for all students. We will be dedicated to building strong community relationships, positive student achievements and a supportive working environment.

Craigieburn 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 Resilience, Responsibility and Kindness at every opportunity.

### 3. Engagement strategies

Craigieburn 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 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 and school level assessment data
- deliver a broad curriculum including specialists programs such as Performing Arts, Italian Art Immersion, STEM and Physical Education as a way to extend/meet students' interests, strengths and aspirations
- teachers at Craigieburn Primary School use the Craigieburn Instructional Model to ensure an explicit, common and shared model of instruction
- teachers at Craigieburn 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 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. Grade 6 transition program, Step Up program and Kindergarten to Foundation transition program are in place.
- 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, grade and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the School Captains and the Junior School Council
- Events such as Athletics, Harmony Day, Literacy and Numeracy Week, Refugee Week, School Concert and School Carnival are celebrated
- Whole school assemblies every week
- We implement a Wellbeing Scope and Sequence which is developed with the following programs as its basis:
  - Respectful Relationships
  - The Zones of Regulations
  - CASEA
  - Berry Street
  - Victorian Curriculum
- Teachers at Craigieburn Primary School incorporate strategies such as Mindfulness, Circle Time and Brain Breaks as a way to maintain student engagement and support students' wellbeing
- ES staff are utilised to enable students to engage with the classroom programs
- School council and other associated committees encourages extensive parent/community involvement
- The curriculum delivery is differentiated to effectively respond to the diverse learning styles, strengths and needs of our students

## Targeted

Craigieburn Primary School implements a range of strategies that support and promote the engagement and wellbeing of identified groups of students. These can include:

- Grade 6 Interrelate relationship experts 'Moving Into the Teen Years'
- Grade 6 transition program
- Grade 5 leadership skills program supported by grade 5/6 teachers
- Breakfast Club and Fruit Program for whole school to promote healthy eating and wellbeing
- School nurse to visit Foundation students in term 1
- Ensure all students in Out of Home Care have an Individual Learning Plan and are referred to Student Support Services for an Educational Needs Assessment
- A trauma-informed approach will be applied by staff when working with students who have experienced trauma
- Structured circle time and class meetings are a feature of the weekly curriculum program in each level cohort
- Social skills and Managing Strong Emotions groups are supported by the Welfare Officer
- JSC meetings to develop leadership skills in students from grades 2 to 6
- Grades 5 and 6 students to apply for leadership roles such as School Captain, Vice-Captain, JSC and House Captain in term 4 of each year
- Newly arrived students are referred to the English Language School
- First Phase EAL support is provided for newly arrived students
- Student of the Week certificates and ribbons are presented and celebrated at school assemblies
- 'Learning to Learn' program is implemented each school year to support students to settle into their class and establish routines and relationships at the beginning of the year

## Individual

Student Support Groups, see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

Craigieburn Primary School implements a range of strategies that support and promote individual engagement and wellbeing. 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
- referring the student to:
  - school-based wellbeing supports
  - 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
- Identify students to participate in counselling sessions
- Identify students to work with our Speech Pathology and participate in different Speech programs
- Report writing (modified reports for EAL students and special needs students)
- Targeted resources for students at risk provided for classroom use
- Learner profiles developed for students to promote inclusion and success in learning

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

#### 4. Identifying students in need of support

Craigieburn 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. Craigieburn 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
- Contact with external agencies

#### 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 learn
- Students have to be safe

Rights	Responsibilities
<p style="text-align: center;">Students have the <u>right</u> to:</p> <ul style="list-style-type: none"> <li>• participate fully in their education</li> <li>• feel safe, secure and happy at school</li> <li>• learn in an environment free from bullying, harassment, violence, discrimination or intimidation</li> <li>• express their ideas, feelings and concerns</li> <li>• be included</li> <li>• be treated with respect</li> <li>• know what are acceptable behaviours and the consequences of unacceptable behaviours.</li> </ul>	<p style="text-align: center;">Students have the <u>responsibility</u> to:</p> <ul style="list-style-type: none"> <li>• participate fully in their educational program</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community</li> <li>• respect the right of others to learn</li> <li>• display the school values of <b>resilience, responsibility</b> and <b>kindness</b></li> <li>• appreciate the strengths, talents and passions of themselves and others</li> <li>• respect individual differences</li> <li>• care for the school environment and help to make it a safe and happy place</li> <li>• use school equipment/technology in a safe and responsible manner</li> </ul>

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. School Shared Expectations

Effective schools share high expectations for the whole-school community.

Shared expectations	
<b>Expectations for students</b>	<p>Students need to:</p> <ul style="list-style-type: none"> <li>• Participate in a positive manner</li> <li>• Ask for assistance when required</li> <li>• Treat others with respect and dignity</li> <li>• Support classmates and teachers</li> <li>• Value and respect school resources</li> </ul>
<b>Expectations for teachers</b>	<p>Teachers need to:</p> <ul style="list-style-type: none"> <li>• Make sure every student has an equal opportunity to participate and succeed in their learning</li> <li>• Create a stimulating and enjoyable learning environment in the classroom</li> <li>• Provide a wide range of resources to engage students</li> <li>• Listen to students and value their input</li> <li>• Listen to parents' insights into their children's learning</li> <li>• Use ICT to maximise the learning and assessment cycle</li> </ul>
<b>Expectations for the principal</b>	<p>The principal needs to:</p> <ul style="list-style-type: none"> <li>• Provide leadership for staff and students</li> <li>• Ensure staff, students and the wider community understand school expectations,</li> <li>• Provide resources and equipment to assist teaching and learning,</li> <li>• Ensure curriculum provides for the needs of all students with a range of needs</li> <li>• Encourage the participation of parents in the school</li> </ul>
<b>Expectations for the assistant principals, student wellbeing and support staff</b>	<p>Assistant principals, student wellbeing and support staff need to:</p> <ul style="list-style-type: none"> <li>• Ensure that they show understanding and care toward the students and parents they are supporting</li> <li>• Demonstrate the importance of trust and confidentiality</li> <li>• Offer support and advice to students and parents throughout the whole school day</li> </ul>
<b>Expectations for parents/carers</b>	<p>Parents/carers need to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress,</li> <li>• Cooperate with the school and participate in regular and constructive communication with school staff regarding their child's learning and wellbeing,</li> <li>• Actively support their child's engagement in the school environment.</li> <li>• Support their children and ensure they attend school regularly, are prepared for the day and are on time. It is not 'ok to be away'.</li> <li>• Communicate clearly with the school about the needs of their children, and work with the school to promote positive educational outcomes for them.</li> <li>• Support the school by modelling positive behaviours and assisting their children with their school work.</li> <li>• Cooperate with requests from the school.</li> </ul>

## 7. Student Behavioural Expectations

At Craigieburn Primary School we reinforce positive behaviours. We have a matrix which includes expected behaviours. This is represented below.



# Craigieburn Primary School

## Positive Behaviour Expectations

	<b>Resilience</b> Work hard and bounce back from difficult situations	<b>Responsibility</b> Making good choices with your actions and words	<b>Kindness</b> Being caring and looking after people and property
All Areas All Of The Time	<ul style="list-style-type: none"> <li>• Try your best</li> <li>• Solve problems</li> <li>• Have a positive mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Choose words and actions carefully</li> <li>• Look after our school</li> </ul>	<ul style="list-style-type: none"> <li>• Think of others</li> <li>• Speak nicely to others</li> <li>• Take pride in our school and community</li> </ul>
Classrooms and Specialists	<ul style="list-style-type: none"> <li>• Do your best</li> <li>• Accept feedback</li> <li>• Keep trying</li> </ul>	<ul style="list-style-type: none"> <li>• Share equipment</li> <li>• Follow rules of the space</li> <li>• Be honest</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands and feet to yourself</li> <li>• Listen to ideas of others</li> <li>• Support and look after others</li> </ul>
Online and using Technology	<ul style="list-style-type: none"> <li>• Try again if something doesn't work</li> <li>• Ask for help</li> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Look after equipment</li> <li>• Use the internet correctly and appropriately</li> <li>• Report any problems</li> </ul>	<ul style="list-style-type: none"> <li>• Help others</li> <li>• Think before you post (both at school and home)</li> </ul>
In the Yard	<ul style="list-style-type: none"> <li>• Use the 4 steps (Ask, Tell, Walk and Speak)</li> <li>• Stop, Think and Do</li> <li>• Move on from an issue</li> </ul>	<ul style="list-style-type: none"> <li>• Use play equipment safely</li> <li>• Play in the right area</li> <li>• Keep the yard clean</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others the way you would like to be treated</li> <li>• Use the buddy bench</li> <li>• Share and take turns</li> </ul>
Moving around the school	<ul style="list-style-type: none"> <li>• Use the 4 steps (Ask, Tell, Walk and Speak)</li> <li>• Encourage others to do the right thing</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly and safely</li> <li>• Follow instructions</li> <li>• Walk on the paths and in lines with your class</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of people around you</li> <li>• Use your manners</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>• Be patient</li> <li>• Celebrate the achievements of others</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit the gym calmly</li> <li>• Track the speaker</li> <li>• Display self-control and be sensible</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Congratulate award winners</li> </ul>
Office and Sickbay	<ul style="list-style-type: none"> <li>• Enter the office calmly and quietly</li> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Use an inside voice</li> <li>• See a yard duty teacher for a sickbay pass</li> <li>• Walk inside the building</li> </ul>	<ul style="list-style-type: none"> <li>• Say please and thank you</li> <li>• Listen and follow directions</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>• Wait patiently in line for your turn</li> <li>• Ask for help if you need it</li> </ul>	<ul style="list-style-type: none"> <li>• Use your own money and only buy food for yourself</li> <li>• Put your rubbish in the bin</li> <li>• Eat in the canteen area</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite to canteen workers</li> <li>• Say please and thank you</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>• Go to the toilets quickly and at the right time</li> <li>• Report issues</li> </ul>	<ul style="list-style-type: none"> <li>• Go before school, during recess and lunch</li> <li>• Wash your hands</li> <li>• Use the toilets correctly</li> <li>• Wait for your partner</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Be mindful of those around you</li> </ul>
Excursions and Incursions	<ul style="list-style-type: none"> <li>• Join in</li> <li>• Try new things</li> </ul>	<ul style="list-style-type: none"> <li>• Stay with the group</li> <li>• Listen to adults</li> <li>• Be safe</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the rules</li> <li>• Include others</li> </ul>

We have developed whole school staged responses to manage inappropriate student behaviour in the playground and in the classroom. These are represented in the following flow chart:



# CPS Classroom Procedures



## Classroom Management Non Negotiables

1. **Learning to Learn** – Class norms, values, expectations, positive behaviour charts, rewards, routines.
2. **Berry St Model Strategies** – Circle time, brain breaks, I statements, escalation / de-escalation chart, break cards.
3. **Hinting / non-verbal cues.**
4. **Teacher remains in the 'adult'** (Positive behaviour = emotion rich response. Poor behaviour = emotion neutral)
5. **Weekly welfare sessions** – CASEA, Berry St and Respectful Relationships
6. **Treating students as individuals** – all students can experience success (documentation of relevant plans to meet needs including behaviour agreements, behaviour support plans, learning profiles and focus plans).
7. **Labelled praise** (feedback) – use the student's name and behaviour when using positive reinforcement.
8. **Specialist Tracker and Review** – Tracker and review sheets used and shared by classroom teacher to the class. Warnings in specialist program translate to classroom. Student agreements and behaviour plans to be placed in folder.

### Preventative Steps

Use a range of strategies.

- Non-verbal hints.
- Provide a calm down place.
- Check in – are they clear about expectations?
- Assist in identifying emotions.
- Refer to focus plan.

### Warning 1

Name moved down chart or written on board.

- Get the child's attention (make eye contact).
- Say child's name.
- Remind them of the expectation.
- State what they need to do (set limits).
- Tell them how they can get 'back on track'.

### Warning 2

Name moved down a second time or cross placed beside name on board.

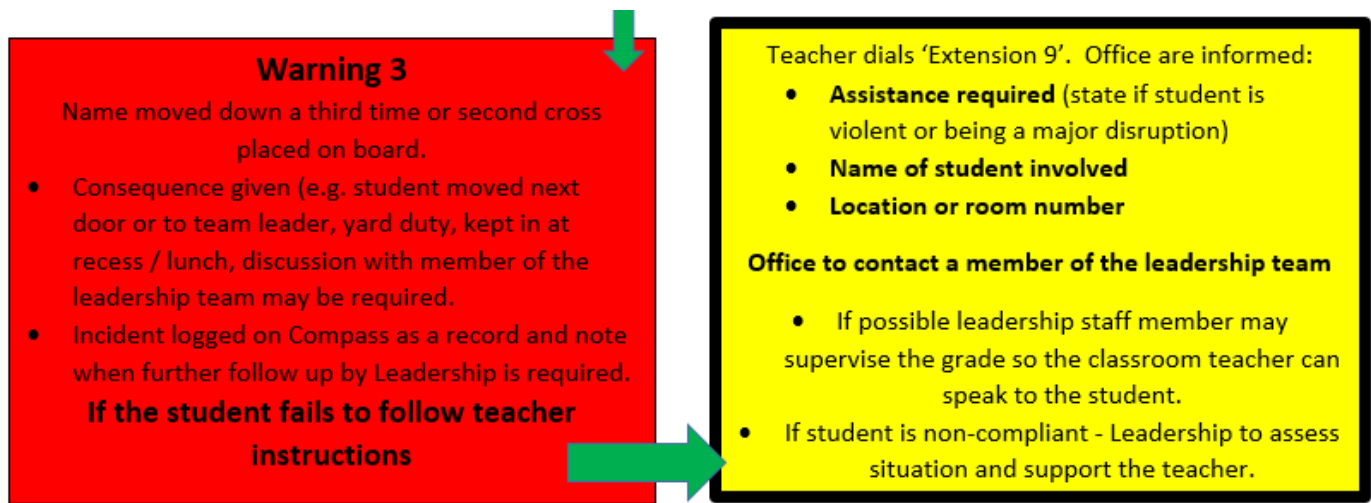
- Repeat warning 1 procedure.
- Put in a preventative strategy (e.g. moving the child to a different seat or near the teacher) or
- Clearly state the consequence if behaviour reoccurs.

### Parent Communication / Student Agreement Process

1. Warning 3 reached – Classroom teacher to log on Compass.
2. If this occurs consistently – Teacher develops a timely **Classroom Behaviour Agreement** on Compass (1 to 3 goals) and informs parents – Team Leader and Leader provided with a copy. Copy placed in tracker book.
3. If poor behaviour choices continue – Teacher to seek support of Leadership team member.
4. **Behaviour Support Plan** developed by Leadership in consultation with teacher.
5. SSG meeting with parents. Plan and meeting notes placed on Compass.
6. Parents updated using daily tracker or communication book.
7. Behaviour Support Plan monitored and revised as required.
8. Follow up SSG meeting with parents – as needed or each term.

**Behaviour Support Plan to list serious consequences (e.g. suspension).**





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 Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Craigieburn Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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.

## 8. Intervention Strategies

Where students repeatedly demonstrate challenging behaviour, Craigieburn Primary School will implement a more structured intervention to address the behaviour. Intervention strategies can include:

- Assessing the behaviour, focussing on its influences and triggers, as well as the purpose it serves. This should involve observation and talking with the student, their family and relevant wellbeing professionals.
- Developing a Behaviour Support Plan and/or Individual Learning Plan.
- Considering if any environmental changes need to be made, for example changing the classroom set up and alternative playground arrangements.
- Explicit teaching of expected behaviours following the Wellbeing at Craigieburn scope and sequence (recognise students will need time to practice these before they become habit).
- Engaging appropriate support services, such as Student Welfare Officer, Student Support Services or community agencies to undertake assessments and/or provide specialist support.

## 9. Disciplinary Measures

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
- detentions
- behaviour tracking
- 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.

### **10. Engaging with families**

Craigieburn 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- involving families in school decision making through School Council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students
- Organising family information sessions
- Informing parents of school related activities through assemblies, newsletters and school website

### **11. Evaluation**

Craigieburn 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
- school reports
- parent survey
- wellbeing data
- staff opinion survey
- CASES21

## MORE INFORMATION AND RESOURCES

- Statement of Values
- School Philosophy
- Bullying Prevention
- Child Safe Standards Policies
- Attendance

Our school policies can be found on the Craigieburn Primary School website <http://www.craigieburnps.vic.edu.au/>

## REVIEW CYCLE AND EVALUATION

This policy was last updated on 30<sup>th</sup> August 2020 and is scheduled for review in August 2023.