

Chilwell 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.

Chilwell 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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POLICY

1. School profile

Chilwell Primary School is located in Newtown with a current enrolment of 390 students. Chilwell is a family orientated school with a strong partnership with the community. Chilwell creates a learning environment for all students & staff in which the principles of care, courtesy & respect for the rights and property of all are valued. A school Chaplain is appointed to our school; the role is integrated with our Student Engagement Policy.

Classroom programs focus on developing a positive & cooperative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential & inclusive curriculum based on the [Victorian Curriculum](#), enhanced by Learning Technologies ([BringIT2Chilwell iPad program](#)) and guided by Early Years & Middle Years philosophies. Teachers remain committed to continuous professional development. Team planning of curriculum and Professional Learning Teams promote a shared pedagogy, are driven by assessment data and supported Literacy, Numeracy and ICT Coaching. While Literacy, Numeracy & ICT are our curriculum strengths we have high quality specialist teaching programs in Physical Education, Visual Arts, LOTE (Italian) and Science (New in 2017) and a Library. This school has 24.5 equivalent full time staff, 2 principal class officers, 21 teachers and 4 Education Support staff.

Major building works were completed in 2011 with the construction of four new classrooms, an ICT Lab, Library and canteen. Refurbishment of the Administration has been completed. An ANZAC memorial has been developed in the school grounds and is starting to grow.

2. School values, philosophy and vision

Chilwell Primary Schools is a school that prepares students for life. Our students strive to achieve their full potential and are engaged in and enjoy their learning. Our staff inspire, engage and nurture students through a dynamic curriculum that supports the academic, social and emotional well-being of each child. Our parents are partners in creating and thriving learning community. Based on individual needs. Guided by assessment, continually reviewed and adapted to remain current.

Our students will: Be proactive learning who strive to do their best. Develop as independent learners, setting challenging learning goals. Develop confidence and resilience so they are able to meet their social responsibilities at school and within the community. Enjoy their school experience.

Staff at Chilwell: Are skilled, dedicated and adaptable. Place student learning and personal improvement at the core. Provide engaging, challenging, differentiated learning based on relevant curriculum. Seek to continually improve by being open to new ideas, reflecting and challenging themselves and each other.

Parents at Chilwell: Partner with the school to support their child's education. Are engaged in the school through a variety of opportunities. Are involved in creating a school community we can all be proud of. Value education.

Curriculum at Chilwell will be: Child-centred, challenging, engaging and based on modern teaching methods.

3. Engagement strategies

Our positive school culture is evident in the active participation of all members of the school community. So they feel valued, safe and secure, they are provided with meaningful opportunities to contribute to the school. Students have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is:

- Teaching positive behaviours,
- Use of logical consequences to address appropriate and inappropriate behaviour,
- Immediate action to address and resolve issues with all concerned

- Restorative practices help build the capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.
- Continued monitoring to ensure a successful resolution has been achieved.
- Proactive programs on parenting, resilience, etc.
- Respectful Relationships beginning in 2020.

The Chilwell School Council, Leadership team and teachers consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice and agency is encouraged through participation in the Student Leadership Teams and Committees, formulation of classroom protocols through our 'Learning to Learn' program, student voice and agency in curriculum delivery, various student forums and committees. Students have opportunities to contribute to the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also based on student engagement being the basis for learning.

All staff are actively engaged in developing classroom practice to ensure that our pedagogy and curriculum is clearly understood and engages all students by recognising and responding to their diverse learning needs. Respectful relationships between staff and students are promoted through student committees. Team planning of curriculum and professional learning teams encourages a shared pedagogy and consistent, differentiated teaching and learning programs.

Prevention Programs

Attendance

Chilwell understands that full attendance maximises every student's ability to learn and our teacher's ability to teach effectively. Student absences and lateness are recorded on Sentral and followed up. Calls to parents after three consecutive unexplained absences are made by the Principal and communication to parents through the newsletter promotes arriving to school on time and importance of attendance. Chilwell raises parent awareness through the "It's Not Okay To Be Away" strategies. An Attendance Improvement Plan will be initiated where required by classroom teacher, principal and parent/carers.

You Can Do It! Program

Care of our students' emotional and social wellbeing has always been a high priority at Chilwell and the **You Can Do It – Program** is implemented Prep to Grade 6.

The main goal of **You Can Do It** is to equip children with critical life skills and values, presented in a consistent, optimistic, structured manner throughout their Primary school years. It seeks to realise in children the belief in their capacity to positively influence their achievements in all areas of life and to cope with the pressures of growing up by learning and applying the following 5 foundations:

- Confidence
- Persistence
- Organisation
- Getting Along
- Resilience

'You Can Do It' awards are presented weekly at Assembly. Each term has a different 'You Can Do It' focus. The 'You Can Do It' Committee publish information in the school newsletter.

Other Prevention Programs & Strategies utilised at Chilwell include:

- School Annual Implementation Plan Key Improvement Strategies outline goals to improve specific Literacy and Numeracy skills.
- Attitudes to School Survey data is analysed, discussed and actions taken to address issues arising. Targets, Goals and Key Improvement Strategies are documented in Strategic Plan and Annual Implementation Plan.
- Parent Opinion Survey data is analysed, discussed and actions taken to address issues arising. Targets, Goals and Key Improvement Strategies are documented in the Strategic Plan and Annual Implementation Plan.
- Individual Learning Improvement Plans are developed for students who require 'extra' assistance to achieve goals. This is developed by classroom teacher and implementation assisted by parent/carer. ILIPs are documented in staff Google Drive.
- Inclusion, Wellbeing & Transitions - Pre School to Prep, Grade to Grade, Students transferring into/out of school, Grade 6 to Year 7, ESL students.
- 'Better Buddy' program – Grade 5 and Prep students.
- School Councillor/Chaplain - social skills program, monitoring identified students referred by teachers, small withdrawal groups developed.
- Intervention programs and Literacy and Numeracy target identified students.
- Integration Program - Integration Aides employed.
- eSmart accredited School – cybersafety. Whole school awareness.
- Cyber Help Button is available on our School Intranet and accessible to all students. Students have the availability to report students/incidents that are consider 'Bullying'. Administration staff takes action when a report is made.
- Parent Participation in their children's education. School provides many opportunities to involve parents in their child's education. A classroom helpers program is available for parents.
- First Aid - Management of Anaphylaxis, Asthma - First Aide by trained teachers available at all times.
- Teacher Induction Program – New staff, returning staff and staff who are moving to different roles/teams within the school.
- 'Learning To Learn' Program at beginning of year to set positive classroom environment.
- Playground rules reviewed by teachers and students leaders at the beginning of each year.
- Liaison with Network Consultants - referrals and advice.
- Classroom rules/protocols developed in each classroom with collaboration with all students in the class.
- Monitoring students deemed 'at risk' in Literacy and Numeracy through assessment procedures.
- Monitoring list developed, reviewed and updated June and December when needed.
- Teacher 'Handover' of student files/data/information held at the end of the year.

Professional Learning

Teacher Professional Learning is given high priority to ensure current teaching and learning strategies and approaches are implemented with integrity by all teachers. Professional Learning supports our Annual Implementation Plan/Strategic Plan and is resourced in a program budget annually.

Parent sessions offered- Classroom Helpers Program teaches parents to assist with their child's learning in Literacy and Numeracy. Parents new to the school receive a Parent Handbook which outlines school procedures.

Intensive Literacy and Numeracy

Chilwell has teaching and learning programs in place to support Literacy and Numeracy Prep to Grade 6. These include:

- Literacy and Numeracy Coaches/Leaders
- Literacy and Numeracy Intervention Programs
- PLC Meetings to target specific needs.
- Networks – Literacy & Numeracy.
- Individual Learning Improvement
- Plans/Homework
- Support Teachers - Provide intervention and extension programs (based on student numbers).
- Assessment Schedules - Literacy/Numeracy

How Chilwell supports positive behaviour and relationships

Chilwell requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through parent-teacher interviews, student lead interviews, phone contact where required, use of student diaries, student reports, Skoolbag App notifications, school newsletter, grade level newsletters, curriculum information sessions, parent library and classroom helpers program. Parents are invited to activities that showcase and celebrate student learning and achievement. Any issues are addressed and resolved through consultation and communication.

Teachers have active participation in yard duty and student supervision and instigate prompt and appropriate follow up to breaches of the school rules.

Students assist in the formation of classroom rules for behaviour and are familiarised with expected playground rules and consequences.

4. Identifying students in need of support

Chilwell Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team and all staff plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example 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 through Sentral
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation documented on Sentral
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Parent Communication
- Consultation with Chaplain
- Attitudes to School Survey (4-6)
- Incident report log on Sentral
- Bully Busters
- Make and document reasonable adjustments for inclusion and access the curriculum

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.

3. Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public

authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

<p>Members of the Chilwell Primary School community have a right to -</p> <ul style="list-style-type: none"> ● Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion ● Be treated with respect and dignity. ● Feel valued, safe and supported in an environment that encourages freedom of thought and expression 		<p>Members of the Chilwell Primary School community have a responsibility to -</p> <ul style="list-style-type: none"> ● Acknowledge the principles of the <i>Equal Opportunity Act 1995</i> and the <i>Victorian Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community. The Charter reflects four basic principles: Freedom, Respect, Equality and Dignity. ● Participate and contribute to a learning environment which supports the learning of self and others ● Ensure their actions and views do not impact on the health and wellbeing of other members of the school community
<p>All students have the right to -</p> <ul style="list-style-type: none"> ● Learn and socialise without interference or intimidation in a safe and secure environment ● Be treated with respect and fairness as individuals ● Expect a learning program that meets their individual needs 	<p>All staff have the right to</p> <ul style="list-style-type: none"> ● Expect to be able to work in an atmosphere of order and cooperation ● Use discretion in the application of rules and consequences ● Receive respect and support from the school community 	<p>All parents have the right to</p> <ul style="list-style-type: none"> ● Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. ● Expect a positive and supportive approach to their child’s learning ● Expect communication and participation in their child’s education and learning
<p>All students have a responsibility to</p> <ul style="list-style-type: none"> ● be prepared to learn ● explore their full potential ● respect the rights of others ● be positive and reflective 	<p>All staff have a responsibility to</p> <ul style="list-style-type: none"> ● Build positive relationships with students as a basis for engagement and learning ● Use and manage the resources of the school to create a stimulating safe and meaningful learning environment. ● Treat all members of the community with 	<p>All parents have a responsibility to</p> <ul style="list-style-type: none"> ● Build positive relationships with members of the school community ● Ensure students attend school and have the appropriate learning materials ● Promote respectful relationships

	respect, fairness and dignity	<ul style="list-style-type: none">● Read and respond to communication from school
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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

Appropriate Behaviour – Positive consequences for meeting shared expectations. Rewarding positive behaviour - Chilwell acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement with the following strategies:

- Weekly Assembly
- Awards and Acknowledgements
- Student Reports
- Written reports June and December. 3-way Interviews.
- Newsletters
- Leadership opportunities
- Positive feedback – correction of work tasks, sticker charts/books, encouragement.
- The right to represent the school.
- Diary entries
- Certificates
- Verbal and written praise.
- Feedback on learning
- Goal Setting

Inappropriate Behaviour

When students do not meet shared expectations, a staged response is implemented consistent with the steps and logical consequences outlined below. This is to be implemented to -

- Re-establish significant relationships and understanding of shared expectations.
- Ensure consequences for misbehaviour are relevant and meaningful.
- Foster and develop individual responsibility and empathy and explicit teaching of appropriate behaviour.

Chilwell Primary School Consequences of Inappropriate Behaviour

LEVELS	Examples of inappropriate behaviour	Range of Possible Consequences – Teacher to choose most appropriate consequence
Level 5	<ul style="list-style-type: none"> ● Repeated level 1-4 behaviour subsequent to ongoing support and behaviour plans. ● Criminal offence, wilful damage to property/resources/equipment (including laptops and iPads) ● Major theft (e.g. Laptop/iPad theft) ● Physical harm to another student or adult ● Ongoing swearing or disrespect to other students or adults. ● For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> ● Principal discussion & consequences ● Suspension or Expulsion from Chilwell Primary School <p>DET Suspension Policy</p> <ul style="list-style-type: none"> ● Referral to police ● Parental notification and interview ● Payment for damage by family ● Removal of access to school network and ICT privileges. ● Record onto Sentral and DET documentation
Level 4	<ul style="list-style-type: none"> ● Repeated level 1-3 behaviour subsequent to ongoing support and behaviour plans ● Ongoing teasing, harassment or bullying to another student or teacher, relational aggression including exclusion and ignoring ● Offensive behaviour towards a teacher ● Accessing, storing or transmitting indecent/offensive material (e.g. Sending offensive emails or offensive hard copy mediums) ● Continuously disobeying a staff member/s instructions/requests ● Vandalism or wilful damage to property, resources equipment ● Reckless and/or dangerous behaviour ● For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> ● AP /Principal ● Suspension or Expulsion from Chilwell Primary School <p>DET Suspension Policy</p> <ul style="list-style-type: none"> ● Parents notified and interview ● Payment for damage ● Removal of access to school network ● Other consequences to be decided by Prin/AP ● Record onto Sentral, Complete DET documentation and alert appropriate staff
Level 3	<ul style="list-style-type: none"> ● Repeated Level 2 offense ● Deliberate inappropriate use of resources / facilities / equipment (eg: deleting someone else's folder or work) ● Physical harm to another student ● Interfering with another student's device or personal belongings. ● Damaging others or school property ● For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> ● AP /Principal / Leader ● Parental notification and interview ● Sent to PLC leaders/ AP/Principal ● Lunchtime detention in Principal's Office ● Note on Sentral and diary ● Behaviour plan implemented ● P-1-2's must have a restorative conversation ● 3-6s write out what they did wrong ● Record onto Sentral and alert appropriate staff

<p>Level 2</p>	<ul style="list-style-type: none"> ● Repeated level one offences ● Swearing ● Deliberately disobeying a staff members instructions/requests. ● Deliberate teasing or harassment to another student or teacher ● Regularly disregarding playground boundaries ● Ongoing Inappropriate classroom behaviour calling out/disrupting the class or other children’s learning ● For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> ● Classroom / Specialist teacher ● Verbal correction or reminder ● Phone call to parent/guardian ● Written or verbal apology ● Restorative conversation ● Note in student diary ● Confiscation of device for the rest of the day after parent notified ● P-1-2’s turn off their device and the teacher must determine a consequence. ● 3-6’s possible suspension of internet/ ICT ● 3-6’s note in student diary and must be signed by parent/guardian ● Walk with teacher at lunchtime or playtime ● Time out in classroom ● 3-6 - write a written apology and explain issue ● Record onto Sentral and alert appropriate staff
<p>Level 1</p>	<ul style="list-style-type: none"> ● No wearing a hat in playground between September 1st to April 30th ● Entering buildings without permission ● Crossing yellow lines ● Playing in toilets ● Eating on the oval ● Playing unsafe games ● Not showing respect to peers and all adults ● Inappropriate classroom behaviour - calling out/disrupting the class or other children’s learning ● For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> ● Classroom / Specialist teacher ● Sit in shade area near toilet block ● Verbal correction or reminder ● Note in student diary ● Verbal or written apology ● Recess or lunchtime discussion with teacher ● Restorative conversation ● Move seat in classroom ● Sitting out ● Child works at table by him/herself ● P-1-2’s say a verbal apology

***** All final decisions are made by the Principal**

PLAYGROUND RULES @ CHILWELL

1. NO HAT, NO PLAY Students must wear wide-brimmed school hat when outside from September 1st – April 30th.
2. Junior Adventure Playground is for the use of Grades Prep-3 students. Senior Playground is to be used by Grade 4-6 only. Oval is for odd and even days to match grade levels.
3. Students need permission to come inside at recess and lunchtimes. Students are not to be in a classroom unsupervised.
4. Students are to stay in the school grounds on arrival to school, recess and lunchtime. Teachers are to retrieve balls that go over the fence.
5. The front of the school, Multi-purpose room, sandpits and the courtyard are “quiet” areas – no ball games.
6. The toilet and surrounding area are not play areas. No rebound games to be played on the walls.
7. Ball Games are to be played in a safe manner on the appropriate courts.
8. The oval is for ball kicking games and cricket. No Eating on oval.
9. Everyone is to respect and look after our playground. No climbing trees.
10. The Yellow lines show us the ‘out of bounds’ areas. Students are not to cross these lines.
11. Yard Duty teachers will help you if you need First Aide or you need assistance.
12. Everyone has the right to feel safe in our playground. Games that may prevent this are not to be played ie. Brandy, Poison Ball, British Bulldog.
13. Balls over the fence are to be retrieved by a teacher.
14. Lunch should be eaten in classroom. Teachers supervise students eating lunch.

Yard Duty Areas: Teacher One: Oval and Basketball Court.
 Teacher Two: Netball Court to front of school.

Consequences

See Chilwell Primary School Consequence for Inappropriate Behaviour.

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.

7. Engaging with families

Chilwell 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:

- Involving school council
- 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

Chilwell 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

FURTHER INFORMATION AND RESOURCES

Other policies related to student engagement policy:

- Homework Policy
- Cyber Smart Policy
- Drug Policy

REVIEW CYCLE

This policy was last updated on 2020.

Policy to be reviewed in 2021.