



# STUDENT WELLBEING & ENGAGEMENT

School Policy and Advisory Guide Reference: <a href="http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx">http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx</a>	Last updated 19/11/2020
Endorsed by Wodonga Primary School Council	23/11/2020
Origin	DET
Line Manager	D. Duncan
Effective Date	23/11/2020
Review Date	November 2023

## Purpose

The purpose of this policy is to ensure that all students and members of Wodonga Primary 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.

Wodonga 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. Student behavioural expectations
7. Engaging with families
8. Evaluation

## Policy

### 1. School profile

Wodonga Primary School is the largest primary education provider in the growth city of Wodonga. Our school's vision is to provide education that engages learning and expands minds. We aim to do this by providing a stimulating and engaging culture, which fosters inquisitive learning, that actively generates motivation and a strong desire to learn within our students. There are five vision principles that the school community believes are important for all students during their primary learning; CHALLENGE, CURIOSITY COLLABORATE, COMMUNITY AND CULTURE. Our classrooms work towards these principles and vision

*This Policy pertains to all programs run/organized by Wodonga Primary School, including Out of School Hours Care, unless a more specific policy applies whereby both policies should be read in conjunction.*



## Wodonga Primary School No. 37 - Policy

through focused learning. Wodonga Primary inclusively educates 950 students and is located adjacent to the Wodonga Middle Years College. Wodonga Primary School caters for a diverse population, including a broad range of socio-economic backgrounds, Koori families, students with disabilities and a growing number of English as a Second Language students. Classes are structured into year level groups with teachers working together to develop curriculum appropriate to the needs of the students and linked to the National Curriculum. Literacy and Numeracy are our core foundations. Year Level groups develop common Units of Inquiry and bring together the range of curriculum expectations. Specialist areas in Art, Music, Physical Education, Computer Studies and Languages (Japanese) provide a range of opportunities for students to both participate in and excel. These areas create strong links to our local community.

### 2. School values, philosophy and vision

#### ***Engage Learning, Expand Minds***

This purpose strives to articulate our commitment to Wodonga PS as a place of learning. We aim for all stakeholders to engage in their learning and to have the mind-frame to look outside of their current understandings. At Wodonga PS, we believe that our Educational Purpose is relevant to all stakeholders: students, staff and community members. We promote learning across all aspects of our school.

#### ***Vision Principles:***

**Challenge** - high expectations, an ambition to achieve

**Curiosity** - wondering about the world, seeking to discover

**Community** - a sense of belonging, commitment and shared responsibility

**Culture** - shared vision to achieve success

**Collaborate** – progressed learning by working together

#### ***Engagement strategies***

Wodonga Primary School is a safe, supportive and inclusive school that celebrates diversity, and acknowledges the rights of every child regardless of gender, culture or ability. Our whole-school Respectful Relationships and Wellbeing focuses ensure the development of students' personal and social capabilities and readies them to be conscious global citizens.

Wodonga Primary School fosters safe and welcoming learning environments which intrinsically motivate students to learn to their full capacity

- We send students the message that we like them and believe in them.
- We value positive reinforcement and behaviour-specific feedback.
- We talk to students about their choices of behaviour, not about them.
- We strive to reconnect and develop a new rapport with students after issues.
- We model appropriate behaviour, language and values.
- We plan and create learning environments that engage and support students.
- We recognise and value differences and the need for fair, but not necessarily equal interaction.
- We discuss with students everyone's rights and responsibilities in different school environments.
- We work in partnerships with families.
- We provide specific lessons to contribute to behaviour development.
- We implement the Play Positive and KIND Yard programs
- By introducing them to the school's Education Support Dog



### **Targeted**

Wodonga Primary School believes deeply that positive reinforcement of appropriate behaviour and celebrating learning milestones is a key ingredient to students' engagement and success. Our staff have a wide repertoire of skills in building students confidence in themselves as a person and learner. These strategies vary from class-to-class, and are dependent on the students' personalities. Some examples can be found in our Tiered response document.

#### 1. Attention Seeking Behaviour

- Tactical ignoring (balanced out with lots of proximity praise).
- Get up close – move into their space and run the lesson from this position for a while.
- Remain very calm and avoid getting wound up and rewarding the behaviour with negative attention.
- Agree non-verbal cues in advance with students who typically present these behaviours.

#### 2. Swearing/Verbal Abuse

- Have rules and routines in place and remind them of the consequences for bad language.
- Consistent approach – incidents of bad language need to be followed up so as not to allow excuses for “accidental” swearing. Adaptations may be made for severe behaviour students.
- Take out a note pad and say “I’m now recording what you’re saying.”
- Have a meeting with the pupil/s involved and ask them to suggest alternative ways of expressing/dealing with anger or alternative words to use when they are angry.

#### 3. Noisy Class (start of lesson)

- Develop quick strategies to calm students after transitions and breaks to allow them to settle.
- Use the countdown technique with lots of proximity praise... “5; OK it’s time to stop and look this way. Excellent, very quick on that table. 4; pens should be down, books and mouths should be closed, very good you two, you’re listening to me. 3; still too much noise over here, that side of the room are perfect. 2; Just waiting for the last few people now, all conversations should be stopped, hands on the desk in front of you. Well done, you’ve got it. 1; Thank you.
- Have a visual reminder of noise levels such as coloured cards/traffic lights. When green is up the noise level in the room is fine. Orange – warning, level is too high and needs to drop immediately. If it doesn’t drop after an agreed time, red card goes up. Red. Stop the activity, take a minute off break and insist on silent working for 5 minutes.
- Take control at the door – don’t enter the room until they’re quiet.

#### 4. Confrontation

- Adopt non-threatening body language (body to side, open arms).
- Avoid threatening hand gestures (pointing), facial expressions and verbal language (shouting, accusing).
- Diffuse and de-escalate – use humour, change subject.
- Calmly offer support... (“How can I help?” “I’m listening.”)



#### 5. Disruption

- Remove the audience factor, try and talk to them quietly on a 1:1 basis where possible and remind them of past successes and capabilities – try to find something positive to say first.
- Give them a responsibility.
- Language of Choice:  
“Do you want to move closer to the board or remain where you are?” “Do you need me to help you or can you get on with things on your own?” “What are you supposed to be doing? What happens if you don’t do it? Is that what you want? What are you going to choose?”
- • Calmly warn them of consequences and follow up using the 3 requests...  
“Jordan sit back down on your chair and finish the work please” “Jordan, I’m asking you for the second time to sit down and get on with your work.” “Jordan this is the third and final time I’m going to ask you.” “Jordan you’ve chosen to ignore me. Reset Card is issued.”

#### 6. Ignoring You

- Give very clear instructions so there is no room for confusion or argument.
- Try using humour to change their state from being angry or sullen.
- On a 1:1 basis with a pupil you normally get on well with try to find what is bothering them by calmly repeating statements such as:  
“Tell me what’s wrong so I can help you.” “You talk, I’ll listen.” “Tell me what’s bothering you, I’ll listen.”
- Refuse to get drawn into confrontation –  
“I’ve told you what you need to do and you know what happens if you don’t. It’s your choice, I’ll be available after school if you want to discuss it then.”

#### 7. Lack of Motivation

- Set short term mini-targets.  
“By the end of the lesson you need to get down to here in your writing book.” “In the next ten minutes you need to complete these Maths problems. I’ll be back to check in ten minutes.”
- Make lesson activities more active.
- Include fun, challenging and engaging work that still enables students to be challenged.
- Provide collaborative learning opportunities
- Use loads and loads of effective praise and encouragement.

#### 8. Late (from breaks)

- Have clear rules on punctuality and consistently apply them.
- Always follow up lateness and ensure pupil makes up missed work.
- Have a reward system which acknowledges those who come on time.
- Keep records/data.
- Send copies home with notification of consequences if it continues.

#### 9. Off-Task (low level disruption)

- Use pre-agreed non-verbal signals.
- Get close up – sit or stand close to them and say nothing, carry on with the lesson.
- Use proximity and personal praise – Look for opportunities to catch them being good.
- Look for opportunities to offer help... Offer choices, adjust the work, adjust seating.



#### 10. Defiance

- Offer support – often pupils are defiant because they are afraid of failure – adjust the work, offer help, ask them what’s bothering them.
- Remind them of past successes and capabilities.
- Remind them that you are there to help them and ask them for help in how to bring that about. “I need your advice. I want to help you – what is going to make this easier for you?”
- Go through stepped sanctions as per school behaviour policy e.g. Tiered Behaviour Chart
- Give them a warning (verbal/name on board etc.) and remind them of consequences.
- Move them to an isolated seat.
- Take time off them at break.
- Notify them of a letter/phone call home.
- Reset Card issued.

#### 11. Shouting Out

- Ignore those who shout out and reward/praise those that don’t.
- Play class team games/quizzes where answers will only be accepted by those who put their hands up. Penalize team-members who shout out by taking a point off the team.
- Have a clear policy on how questions are to be answered in class.
- Keep those who shout in at break and explain that shouting won’t be tolerated.

#### 12. Failing to Follow Instructions

- Explain very clearly the consequence for not following instructions. Tell them you expect immediate compliance and then give them a few moments to save face by walking away.
- Warn them that you will be contacting parents. (Make sure you do so if the defiance continues).
- Purple Card process to be followed or Reset Card issued.

### 3. Identifying students in need of support

Wodonga 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. Wodonga 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
- Wodonga Primary School’s G-drive Wellbeing referral process



#### 4. 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.

#### 5. Student behavioural expectations

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 Wodonga Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wodonga 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.

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 (Reset Card – Purple Card process)
- withdrawal of privileges
- referral to the Year Level Learning Specialist
- restorative practices
- Play Positive (KIND Yard games)
- detentions
- behaviour plans
- suspension
- expulsion
- KIND Yard program (removal from yard)



## Wodonga Primary School No. 37 - Policy

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.

### 6. Engaging with families

Wodonga 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 and COMPASS
- maintaining an open, respectful line of communication between parents and staff, supported by our Communication policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with learning and other curriculum-related activities
- involving families in school decision making via School Council etc.
- coordinating resources and services from the community for families such as the parent bookshelf in the school library
- provision of our "Community Agency" brochure specific to Wodonga and the parents of our school
- including families in Student Support Group meetings, and developing individual plans for students.

### 7. Evaluation

Wodonga 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 Attitudes to School Survey
- Compass data
- School Reports
- Parent Opinion Survey
- School Staff Survey
- Case Management
- DET databases

## Further information and resources

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Communication Policy
- Tiered Behaviour
- Dogs in Schools policy
- Play Positive / KIND Yard Program

## Review cycle

This policy was last updated in November 2020, and will be reviewed in 2023.

*This Policy pertains to all programs run/organized by Wodonga Primary School, including Out of School Hours Care, unless a more specific policy applies whereby both policies should be read in conjunction.*