



GEELONG EAST PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Geelong East Primary School on 03 5248 4885

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for all students
- Expectations for positive student behaviour
- Support available to students and families
- Our school's policy and procedures for responding to inappropriate student behaviour.

Geelong East Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand in relation to personal property and to ensure that special or valuable items of personal property are not brought to school. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, 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 value.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student behavioural expectations and management
6. Engaging families
7. Evaluation

POLICY

1. **School Profile** - Geelong East Primary School was established in 1857 and has a long tradition of excellence and commitment to the education and welfare of its students.

The teachers work together in a purposeful and professional manner to plan and implement a curriculum, based on inquiry learning that strengthens and enhances each student's potential - academic, social and physical. All teachers work in professional learning communities, planning and teaching together as units.

The school is proud of its commitment to providing a wide variety of programs and activities to complement its strong core curriculum. Particular strengths are its Values ethos, student Leadership Development programs,

commitment to the environment (5 Star Sustainable School) intervention and enrichment programs which cater to individual student needs.

Our current Specialist programs are Visual Art, LOTE, Music, STEM, Performing Arts and Physical Education. 'Out of School Hours Care' programs before and after school and during vacations.

The school is located at 184 Boundary Road, Geelong East, Victoria, 3219 and has a current enrolment of under 200 children drawn from a wide area. Currently the school is organised into 9 multi age classes (except Prep) with an average size of 22. Our staffing numbers include 17 teaching staff, 13 Educational Support staff including classroom support (9), office (2), ICT and Library Technicians, and a maintenance staff member.

The school has extensive gardens and grounds providing active and passive play areas, and several well maintained play equipment areas. Buildings include permanent wings and a Multi-Purpose Centre and Flexible Learning Area.

2. School values, philosophy and vision

Mission / Vision To be an outstanding school where care, innovation and progressive practices develop safe, respectful, inclusive, resilient and connected students who thrive in an ever changing world.

Students will be: Successful learners
Confident, creative and curious
Active and informed citizens

Our Mission Statement - A Philosophy for Learning

The Geelong East Primary School motto is Duty and Truth. This motto has guided the destiny of students, staff and members of the school community for over 165 years.

To 'Duty and Truth' is consistently embracing excellence in everything we do. It is the appreciation of work hard and effort and to work towards our full potential every day through relationships that encompass the values of Respect, Resilience and Inclusion

Geelong East Primary School works together as an inclusive learning community that is dedicated to caring and support, innovation through positive problem solving, and high expectations for all students.

Our mission is to recognise the unique set of personal characteristics each person brings to Geelong East Primary School and to grow all students through a differentiated and student based learning environment. Engagement with our learning community supports young people to become confident learners who are socially competent, responsible citizens and lifelong learners.

Geelong East Primary School is a community of successful learners. Our role is to:

- Engage and motivate students
- Equip students with a toolbox of skills for lifelong learning
- Build learning partnerships

Guiding Principles

The Geelong East Primary School team:

- Has a clear understanding of our vision and purpose
- Is committed to an agreed teaching and learning strategy
- Is aware of, and implements, DET policy and directions
- Bases planning on student learning needs and delivers increasingly improving student achievement
- Works collaboratively, behaves ethically and respects and values others
- Engages in continuous learning to refine and improve skills and knowledge

As a result:

- Every child is a successful learner and possesses a well rounded knowledge of the core disciplines
- Children feel safe, happy and eager to learn
- We have happy, resilient and community-minded students
- Students leave our school as socially responsible citizens, and motivated independent learners
- We use creative approaches to teaching and provide a broad range of learning opportunities
- We engage the wider community within the school learning environment

Core Values

- Respect
- Resilience
- Inclusion

PROMOTING STUDENT - WELL BEING

'Get Ahead' Framework

Our school has many positive school programs which teach, encourage and model appropriate and expected behaviours, encourage healthy activities, support students' interests and develop students' leadership skills. Our school Values provide the core of all our supportive programs.

'Working Together' At the commencement of each school year all students participate in the 'Working Together' program which introduces and reinforces our School Values and associated expectations. During this program classes decide on a set of agreed class rules which are then incorporated into all aspects of the class program.

Values Awards Students are recognised at Assemblies if they have demonstrated the school value being emphasised at the time

Student Safety and Well-being Programs - All classes participate in formal health and wellbeing programs and lessons throughout the year to develop concepts relating to safety and positive relationships.

Some of these include:

Prep – Year 2 Safe 'n' Strong, Life Education
Year 3 Feeling Safe, Being Strong – Building Healthy Relationships
Years 3 & 4 One and All, Get Real,
Years 5 & 6 Talking Tactics Together, The Big Move, Get Real
Year 6 PIPS (Puberty Program)

Special Interests / Needs

Intervention and Enrichment programs
Seasons programs
Social Skills groups
Life Skills
Woodwork groups
Koori studies
'Kids Hope' volunteer 'mentors'
Bethany Connect Up Worker
ARDOCH
Smith Family

Student Relationships

Prep – Year 6 Buddies
Class Buddies
Year 5 Peer Mentors
Peer Mediators
Peer Support
Respectful Relationships Curriculum

Supporting Positive Play

Perfect Players identifies classes which each week have no negative yard incidents

Lunchtime Activities: Kidsclub Chess Art group
ICT at Lunch Lunchtime Sport led by House Captains
Lunchtime Sport led by Teachers Library

Student Leadership

School and House Captains
Junior School Council

Rotary Junior Citizenship program
Environment Club
Peer Support
Digital Leaders
RRRR Ambassadors
Student Leadership Team

Attendance

Full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Geelong East Primary School has actively embraced the "It's not OK to be Away" approach to ensure that student attendance is monitored effectively. Late attendance and absences are followed up by class teachers in the first instance, and then by the School Welfare Officer, Principal or Assistant Principal. Parents are often reminded of the disruptive effect of poor attendance and lack of punctuality, not only on the learning progress of their own children, but on all the children in a class. Absence plans will be sought out by the school when attendance rates drop below 90%. These plans will be created and implemented with both the school and parents of the child. These plans outline what the school will do to help the child increase their attendance and also outline what parents/carers can do to help get their child to school every day.

Restorative Practices

All school staff members follow the Restorative Practices protocols when responding to negative behaviours at school.

The restorative approach is used to address student behaviour to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

The students understand the steps in the restorative process which include responding to the following questions:

1. What did you do?
2. Who did you hurt or inconvenience?
3. Which of our school values did you forget?
4. What were you thinking?
5. How can you fix what you have done?

Professional Learning

Teacher Professional Learning is given high priority at Geelong East Primary School to ensure the strategies and approaches adopted are implemented with integrity. Wherever possible all teachers are trained in Restorative Practices, The Berry Street Model, Real Schools Resource and CUST training. Staff participate throughout each school year in many professional learning activities all of which have a direct impact on student well-being.

3. Rights and Responsibilities

All members of Geelong East Primary School have a right to:

*Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic 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

All members of the Geelong East Primary School community have a responsibility to:

*acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community

*Participate and contribute to a learning environment that supports the learning of self and others

*Ensure their actions and views do not impact on the health and well-being of other members of the school community

All students have the right to:

*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
- *Feel Safe and Supported

All students have a responsibility to:

- *Be prepared to learn
- *Explore their full potential
- *Respect the rights of others

All staff members have the right to:

- *Expect to be able to work in an atmosphere of order and co-operation
- *Use discretion in the application of rules and consequences
- *Receive respect and support from the school community with fairness and dignity

All staff members have a responsibility to:

- *Build positive relationships with students as a basis for engagement and learning
- *Use and manage school resources to create stimulating, safe and meaningful learning
- *Treat all members of the school community with respect

All parents have the right to:

- *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

All parents have the responsibility to:

- *Build positive relationships with members of the school community
- *Ensure students attend school and have the appropriate learning materials
- *Promote respectful relationships

4. Shared Expectations

Geelong East Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Expectations - Staff

Engagement

The school leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- collaborate with the school community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

Teachers will:

- develop flexible teaching styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with Departmental procedures school staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences and late arrivals.

Behaviour

Geelong East Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. We are committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers at Geelong East Primary School will:

- use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical (teaching) approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate / supportive atmosphere with other school staff to share strategies and assist each other to reflect on one's own behaviour management approaches
- involve appropriate specialist expertise where necessary.

Expectations – Students

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students are unable to attend an explanation from their parents/carers must be provided to the school. Students should arrive at school on time and ready to learn.

Behaviour

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the school rules and expectations regarding all forms of anti-social behaviour.

Expectations – Parents/Carers

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student - parent - teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student diary in a timely manner.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavours both in and out of school.

5. Actions and Consequences

Appropriate Behaviour

Geelong East Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach outlined in the **prevention section** and summarised as following:

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy.

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<ul style="list-style-type: none">• GOTCHAS, Teacher acknowledgement and positive feedback• Positive comments in diaries• Positive phone calls home• Values Awards• Recognition at school and unit assemblies• Newsletter items recognising achievements• Leadership opportunities• Comments in Student Reports• The right to represent the school• Awards ceremonies• Positive references• Scholarships at the end of Year 6	<ul style="list-style-type: none">• Talking to the student and referring them to the shared expectations• Referring to Muck Up, Own Up, Fix Up Move On mantra• Discussing appropriate behaviours in the classroom• Contact with parents• Making changes to the student's learning program to better equip him/her to behave positively• Implement restorative practices• Conference: Apology• Action to make it right agreed too (may include clean up damage to property)• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future• Counselling• Appropriate behaviours taught and agreed to• Payment for damage sought.• Withdraw privileges• Withdraw student temporarily from class using the break card or yellow card system• Hold student support group meetings• Negotiate alternative pathways or settings for student or as a matter of last resort, suspension or expulsion.

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns as part of staged response a range of strategies will be used. These may include some or all of the strategies and consequences listed above and may include:

Discussing the behaviour problems and reaching an agreement for future behaviour. This may include having a formal Behaviour Plan

Break Time allowing students a "Cooling Off" period

Explicit Teaching of appropriate behaviours. This may include individual or group lessons with the School Welfare Officer

Monitoring and providing feedback to student and parents – meetings, phone calls, notes in diaries

Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school

Counselling for individuals in order to modify inappropriate behaviour

Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behaviour

Suspension & Expulsion: Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Geelong East Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Referred to at annual staff briefings/meetings
- Referred to during the transition program
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- the Department's Policy and Advisory Library (PAL):
 - [Claims for Property Damage and Medical Expenses](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2023
Consultation	Staff through briefing Administration meetings on processes School Council meeting
Approved by	Principal – Karen Chaston
Next scheduled review date	May 2025 or if there are significant changes made that require a revision