



Thomastown Primary School

STUDENT ENGAGEMENT, WELLBEING AND INCLUSION POLICY

A SAFE AND HAPPY PLACE FOR EVERYONE

At Thomastown Primary School we aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs. This policy is intended to empower children who are vital and active participants in our inclusive school at Thomastown Primary School.

We involve children when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally
- ensure that children who are vulnerable are safe and can participate

To improve student engagement and wellbeing Thomastown Primary School has focused on and implemented the following initiatives:

- School Wide Positive Behaviour Support Framework (SWPBS) to bring together our school communities to develop positive, safe, supportive learning cultures.
- Regularly by following student absenteeism and student wellbeing through the teachers and Leadership Team (SIT/Wellbeing) and COMPASS.
- Constructing and implementing essential agreements, rights and responsibilities and consequences in all areas of the school between teachers and students
- Developing, where appropriate student behaviour plans
- Developing individual learning plans for all students
- Developing a learning community structure to support all year levels

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Actively teaching students at Thomastown Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Rights and Responsibilities of Students:

Rights

Students have a right to:

- Feel safe and secure without experiencing any level of intimidation, bullying (including cyber bullying) or harassment
- Rich and rigorous teaching and learning experiences in an engaging environment which foster lifelong learning
- Fully develop their talents and interests with confidence
- A differentiated curriculum that meets every individual student's needs to become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

Responsibilities

Students have a responsibility to:

- Take charge of their own learning (with support) using goal setting processes
- Do their best
- Take action
- Be lifelong learners
- Attend school on a regular basis
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- Demonstrate respect for the rights of others, including the right to learn
- As students, progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community

Rights and Responsibilities of Teachers:

Rights

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for those students
- A respectful, safe environment in which to teach

Responsibilities

Teachers have a responsibility to:

- Fairly, reasonably and consistently, implement all school policies including the engagement policy
- Know how students learn and how to teach them effectively
- Know the content they teach

- Know their students
- Plan and assess for effective learning
- Create and maintain safe and challenging learning environments
- Use a range of teaching strategies and resources to engage students in effective learning
- Work co-operatively with parents to support student learning
- Work collaboratively with professional learning teams

Rights

Parents/carers have a right to:

- Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

Responsibilities

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours
- Work in partnership with the school to enhance the learning outcomes and support the wellbeing and conduct of their child
- Ensure their child's regular attendance
- Engage in regular and constructive communication with school staff regarding their child's learning
- Support the school in maintaining a safe and respectful learning environment for all students
- Interact with all staff and other parents in a constructive, respectful manner
- Take student related issues to staff members
- Act appropriately on Department premises and ensure that personal behaviour does not contribute to inappropriate conduct of others
- Be aware that threatening behaviour and harassment of staff or students is unacceptable
- Respect and comply with reasonable requests or directions of the principal or other members of staff
- Support all school policies and procedures

SCHOOL ACTIONS AND CONSEQUENCES

All students have a right to feel safe, secure and included. The school seeks to ensure that all students are expected to take responsibility for their own actions and the resulting consequences. To achieve this, student behaviour is managed through a consistent and fair approach both in the classroom and out in the playground. The management of everyday student behaviour is documented in this plan.

Through this whole school approach to student behaviour management, the school provides an environment whereby students:

- Have strong influence and input into their learning experiences
- Behave appropriately when learning and playing
- Possess positive self-esteem
- Demonstrate self-discipline
- Understand the consequences for both good and poor behaviour

Support offered across the school for all grade levels includes:

- Education Support Staff
- DET Support services- Psychologist, Speech therapist, Visiting teacher services, Western language school, State Schools Relief and school nursing service.

SELF DISCIPLINE AND RESPONSIBILITY

At Thomastown Primary School we have a consistent and positive approach to behaviour that foster a school climate where personal responsibility and self-discipline are developed. We support and reward positive behaviours through the School Wide Positive Behaviour framework and our Behaviour Expectation Matrix. We are committed to the following strategies:

- Encouraging understanding and awareness of the Behaviour Expectation Matrix and Value (Respect, Responsibility and Effort)
- Celebrating success and rewarding positive achievements to improve self-esteem. e.g. assembly, newsletter, notes home, portfolios, three-way conferences
- Encouraging the interpersonal social skills between children by promoting the school values
- Encouraging friendships and positive relationships between all students
- Encouraging children to accept responsibility for their actions through the SWPBS program
- Providing a curriculum that is personalised and engaging
- Providing a year 5/6 Leadership program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school
- Providing a differentiated curriculum across the school using goal setting
- Providing children with the skills needed to solve problems
- Providing Individual Learning Plans for all students that are supported by parents.
- Providing students who are experiencing significant difficulties with outside agency support

CONSEQUENCES

Breaches of school rules will incur consequences. Those actions will be a practical consequence of the misbehaviour.

There are a range of consequences according to the severity of the behaviour.

Minor Behaviours	Major Behaviours
<ul style="list-style-type: none"> ● Inappropriate Language ● Physical Contact ● Mild disruption - pencil tapping, mumbling under breath ● Property Misuse - throwing objects ● Dress Code Violation - No hats ● Inappropriate technology use 	<ul style="list-style-type: none"> ● Non-Compliance - Defiance/Disrespect ● Fractional Truency ● Abusive Language ● Refusal to follow directions ● Disruption to whole class/activity ● Physical Aggression - serious physical contact Forgery/Theft ● Harrasment - Teasing/Taunting ● Property Damage ● Absconding ● Criminal Behaviour

Behaviour Flowchart:

<p>Minor Behaviours:</p>	<ol style="list-style-type: none"> 1. Prompt - Provide visual/verbal cues e.g. - Make eye-contact with the student 2. Re-direct -Verbalise the behaviour to the student e.g. - "At TPS we value respect by waiting our turn." 3. Re-teach - Explain why the behaviour is undesirable e.g. - "At TPS we show respect by waiting our turn. Can you show me how you do this?" 4. Provide choices e.g. - "You can either do what I have asked or move to a different spot." 5. Mini-Chat - Student has a discussion with the classroom teacher and a Compass chronicle is created. Opportunity to practise desired behaviour. <p><i>If three Compass chronicles are created for the child in a week it becomes a major behaviour.</i></p> <ol style="list-style-type: none"> 1. Teacher/Aide to remove the student from the situation. *Make contact with leadership if
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<p>Major Behaviours:</p>	<p>support is needed*</p> <ol style="list-style-type: none"> 2. Staff member to walk student to the First Aid room and wait. Student to complete work pack. 3. Make contact with leadership. 4. Conversation is had with teacher and principal team. 5. Loss of privilege/ Learning time is made up/ Logical consequence is applied. 6. Compass chronicle to be created and parents are notified. 7. After 3 major behaviours are recorded on Compass, a Behaviour Support Plan is created for the child. <p>Further Consequences/Follow Up:</p> <ul style="list-style-type: none"> ● Meeting with teacher, student and parents ● Meeting with Area Leader, teacher, student, parent/s ● Meeting with principal etc. ● Outside agencies contacted ● Support group established to monitor and support child's progress ● Suspension/expulsion as per DET Guidelines
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<p>Diversity in the school community Thomastown Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.</p>	<p>Children who abuse/swear abusively or their behaviour is dangerous to themselves or other, parent/s will be contacted immediately-children will be excluded from school until they can re-enter complying with the school rules.</p> <p>Although these are general guidelines, flexibility within the discipline procedures for individual students across the school may be necessary in order to cater for children's emotional and social needs.</p>
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STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Mission Statement and School Values.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Thomastown Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
- withdrawal of privileges
- referral to the Leadership Team
- behaviour support and intervention meetings
- 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 Thomastown Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

Further information and resources:

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	14/6/2022
Consultation	This policy has been developed in consultation with the wider school community, including the school council.
Approved by	Marion Wetherbee
Next scheduled review date will be 4 years from last review	14/6/2026