STUDENT WELLBEING AND ENGAGEMENT POLICY

This policy reflects the DET Student Engagement and Inclusion Guidance and was produced in consultation with the school community

Principal: Andrew Schaeche

School Council President: Dion Costigan

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.

White Hills 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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1. School profile

White Hills Primary School opened in Napier Street on the 1st July, 1877. One hundred and eight years later this new site in Plumridge Street was purchased and officially opened by the Minister of Education Mr Lindsay Thompson. Our schools is located adjacent the Bendigo Creek and has accessed to local walking and bike paths.

We have approximately 650 students enrolled from foundation to Grade 6 and 63 staff members including a Wellbeing coordinator, school nurse and Wellbeing officers.

White Hills Primary school is culturally diverse with a range of families having a language background other than English, with the largest group being Karen. Currently there are 36 EAL students and 23 Koorie students. The school consist of 32 learning spaces, including 6 spaces in the new BER building. The school offers multiple specialist programs including; Health and Physical Education, Music, LOTE – Chinese, Art and Intervention groups.

Our school has two large covered playgrounds and two large covers placed over one basketball court and over the artificial turf area providing shade and wet weather cover. Continuing with our goal to improve our student's learning environment a large sport's shed was built to enable Physical Education classes to be held in all weather. The floor of this building has been covered with artificial turf.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential when they are challenged, healthy and safe, and when there is a positive school culture to engage and support them in their learning.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

2. School values, philosophy and vision

At White Hills Primary School we provide students with skills to be lifelong learners. We are a community which caters for academic, physical, social and emotional needs, preparing our students to contribute productively to an increasingly globalised world. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, resilience, responsible and aspire.

- **We show *Respect***
- **We display *Resilience***
- **We are *Responsible***
- **We *Aspire* to be our Best**

http://www.whitehillsps.vic.edu.au/

3. Engagement strategies

White Hills 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. The teachers at this school work collectively to ensure that all students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values and school expectations. There are also intervention strategies in place to address undesirable school behaviour.

A summary of the universal (whole of school, targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal:

White Hills Primary School will implement a whole-school behaviour management approach that is evidence driven and based on pro-social values, social competencies, incentives and positive peer relationships.

At White Hills Primary School we will:

- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- create a culture that is inclusive, engaging and supportive
- Encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
- Provide a curriculum that includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and provide students with a sense of ownership of their environment.
- Support families to engage in their child's learning and build their capacity as active learners.
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- Have processes in place to identify and respond to individual students who require additional assistance and support.
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- analyse and be responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

- Use an Maths and English instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- 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
- Incorporate our School Values into our curriculum and promote to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully plan transition programs to support students moving into different stages of their schooling
- Acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Encourage students to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs, buddy programs and Multi-Age days
- Welcome students to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- Engage in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Resilience, Rights and Respectful Relationships
    - Circle Time
    - Mindfulness
    - National Day of Action Against Bullying
    - Multi-Age Day

School-Wide Positive Behaviour Support:

White Hills Primary School have adopted the School-Wide Positive Behaviour Support (SWPBS) as a whole-school framework. The framework provides staff with an approach to promote and improve behaviour at their school. SWPBS is an evidence and data driven framework. It demonstrates the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.

For more information on SWPBS see;
https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx

SWPBS is:

- A broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students
- The redesign of environments to achieve success
- The teaching of specific behaviour expectations, not reacting to problem behaviour

- About what we do differently to teach children about appropriate social and learning behaviour
- Designing a statement of purpose, Expectation Matrix that the whole school uses to teach students about appropriate behaviour

Attendance:

White Hills Primary School will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

Buddy Program:

The White Hills Primary School Buddy program is designed to provide support between junior and senior students. We believe that the program is an effective educational tool and can improve the relationships in the school. Students from grades 5 will be paired up with a prep student. Teachers meet to organise a time to meet on a weekly basis. The Buddy program empowers students to grow in confidence and responsibility. Activities are designed to enhance communication skills, relate positively with others and build on students' self-awareness and self-esteem.

Curriculum (Social and Emotional Learning Program):

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Curriculum F-10 includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum F-10, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

Energy Break Through Team:

The Energy Breakthrough provides opportunities for students, teacher, parents and local community members to work together. Interested students in Grades 5 and 6 have the opportunity to be selected as part of a team to participate in the Energy Breakthrough team. The school participates in races across the region throughout the year, including the 24 hour race in Maryborough.

Student Voice:

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are four dimensions to student participation:

1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as cross-age tutors

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions in classroom forums and in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

Transition Program:

At White Hills Primary School, we aim to provide a smooth and efficient transition from kindergarten to primary school and from Year 6 to secondary school. Our school appoint staff members to coordinate both our Foundation and Year 6 to Year 7 transition programs. Both coordinators communicate with both the Kindergarten and Secondary school to ensure all students successfully integrate into their new learning environment. Children with additional needs are supported by extra transition days and meetings are organised to discuss programs and resource requirements. Transition visits will consist of familiarisation tours of the school, activities in classrooms and specialist lessons. Information evenings occur 2 nights in August for new prep students, followed by additional sessions in November. For students transitioning into Secondary schools, White Hills Primary School provides an extensive program incorporating regular visits to the secondary school. Aligned with the state-wide procedure, all students participate in an Orientation Day in December for the following year's placement. Parent are informed about the school's programs, procedures, and are provided with an opportunity to ask questions and to have discussions regarding their child.

Student Support

At White Hills Primary School we have many resources, programs and specialised staff to support students with individualised needs, allowing them to effectively access the curriculum.

Student supports include:

- Students in Out of Home Care
- Students with a disability
- Students with complex needs who require ongoing support and monitoring
- English as an Additional Language students (EAL).

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 and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for students

Targeted

Each year group has a Year Group Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

Intervention Support Groups

- The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:
    - accommodating different learning profiles and rates of learning
    - intervening early to identify and respond to individual student needs
- The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

English as an Additional Language students (EAL)

At White Hills Primary School, we offer substantial support for students with English as an additional language. There is a strong home-school link for families and students with these needs. To ensure participation in school-wide activities the school offers the following supports.

- Access to a specialised EAL teacher, Specialist Translator and Education Support Staff
- Personalised Learning Plans
- Use of the EAL continuum to monitor students' growth against the curriculum.

Koorie Education Plans

White Hills Primary School works in partnership with our local Koorie Education Support Officer to develop approaches to improve student outcomes by:

- Connecting Koorie students with a Koorie Education Support Officer
- Supporting and developing high expectations for all students
- Creating Individualised Education Plans to Koorie students
- Creating a learning environment that acknowledges, respects and values Koorie culture and identities

https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx#link62

Out of Home Care (LOOKOUT Centre)

White Hills Primary School will work with LOOKOUT Centre staff to ensure all student who are in Out-of-Home-Care are fully supported and have the best available resources and opportunity to learn and succeed. All students in Out of Home Care will be:

- appointed a Learning Mentor
- provided Individual Learning Plan
- provided an SSG meetings
- referred to Student Support Services for an Educational Needs Assessment

https://www.education.vic.gov.au/school/teachers/health/pages/oohc.aspx

Individual

White Hills Primary School implements a range of strategies that support and promote individual engagement. These can include:

Student Support Groups:

Student Support Groups are provided for students at risk of attendance, behaviour and academically. Meetings are attended by the teacher, student (where appropriate), school principal (or delegate), parent/carers or external professional (when necessary).

The aim of a Student Support Group is:

- Collect data that will inform decision-making
- To develop or review an Individualised Learning Plan or Behaviour Support Plan
- Discuss and plan for improve student outcomes.

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

Individual Learning Plan and Behaviour Support Plan

- 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

Program for Students with Disabilities

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- developing a Student Support Group
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx

Referral to Student Welfare Coordinator and Student Support Services

At White Hills Primary School we build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. For students dealing with unfortunate circumstances White Hills Primary School will provide services by referring students to:

- School-based wellbeing services
- Student Support Services
- Referral to appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

4. Identifying students in need of support

White Hills Primary School will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. 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. White Hills 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
- monitoring of, and responding to, protracted student absences
- academic performance
- trauma management plan
- protocol for mandatory reporting
- Student Support Groups for children in need
- bullying survey of students and school environment
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

5. Student Rights and Responsibilities

At White Hills Primary School we have four expectations that incorporate all behaviours: White Hills Primary School community is guided by the following values that incorporate the expected behaviours:

- We show Respect
- We display Resilience
- We act Responsible
- We Aspire to be our Best

School Expectation Matrix **(Appendix 1)**

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.

Rights	Responsibilities
Students have: • Participate fully in their education • The right to feel safe, secure and treated with fairness and respect. • The right to express their feelings and opinions in an appropriate manner, whilst being listened to. • The right to learn and play safely without interference.	***Students need to:*** • Participate fully in their educational program • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the community. • Listen respectfully to others. • Respect the right of others to learn • Attend class ready to learn and not interfere with the learning and play of others. • Take care of everybody's belongings.
Parents have: • The right to be kept informed about their child's education and behaviour. • The right to express concerns, be listened to and taken seriously.	***Parents need to:*** • Support teachers in maintaining a respectful, safe, secure, productive teaching and learning environment. • Support their children to understand their responsibilities and the consequences of their actions. • Express concerns in an appropriate manner being open to varying points of view with a goal of resolving issues.
Teachers have: • The right to teach in an atmosphere of order and cooperation. • The right to feel safe and secure.	***Teachers need to:*** • Provide a stimulating and engaging learning environment for all students. • Set a good example for the wider school community. • Provide a safe and secure learning environment.

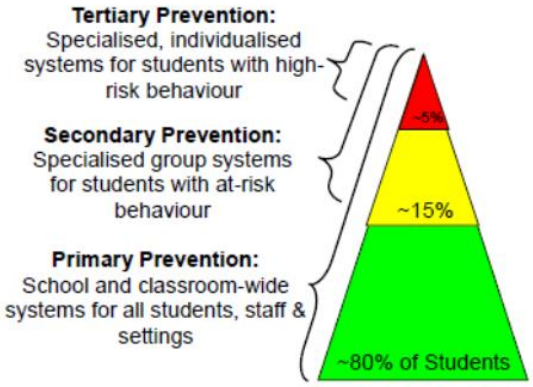
Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

White Hills Primary School expectations of students, staff and families encompass our core values of; Respect, Resilience, Responsible and Aspire. Student engagement, regular attendance and positive behaviours will be supported through relationship based, whole school classroom practices, including targeted and individual support where required.

At White Hills Primary School a staged response provides a continuum of support for student well-being. The three stages of engagement are:

- **Primary prevention (tier 1)**: School and classroom-wide systems for all students, staff and settings (approximately 80% of students)
- **Secondary prevention (tier 2)**: Specialised group systems for students with at-risk behaviour (approximately 15% of students)
- **Tertiary prevention (tier 3)**: Specialised, individualised systems for students with high-risk behaviour (approximately 5% of students)



The following proactive factors support student engagement:

- Positive behaviour support
- Clear, fair and consistent rules and behaviour expectations
- Understanding of individual student needs
- Accessible staff support
- Positive and supportive parent, teacher and peer relationships
- Feeling safe and valued at school
- Reasonable and consistent consequences
- Academic success

For further information, refer to White Hills Primary School Expectation Matrix: Appendix 1.

White Hills Primary School Behaviour Management Processes:

When positive behaviours are not demonstrate by individual students in the classroom or in specialist classes, the following stage response is put in place:

Note: At any stage, these steps may be bypassed for safety reasons. At teacher discretion, a child may be removed from the classroom to maintain a positive learning environment.

Behaviour Management Process work in combination with a student's Behaviour Support Plan

Classroom Management (Refer to Appendix 2)

- First Step: Verbal Warning
- Second Step: Warning and Relocation within classroom
- Third Step: Removal from room
- Fourth Step: Parent Contact

School Yard Management (Refer to Appendix 3)

- Level 1: Duty teacher redirects the child's behaviour
- Level 2: Duty teacher will inform the classroom teacher and will record incident on Sentral
    - First offence – Community Service
    - Second offence – Reflection Time
- Level 3: Duty Teacher will inform the classroom teacher. Duty teacher will record Reflection Time incident on Sentral. A Reflection Time letter will be sent home
    - 4 x Level 3 incidents in one term results in an After School Detention

Reflection Time (Refer to Appendix 4)

Students who have received a Level 3 behaviour or have had repeated Level 2 behaviours (2 incidents) complete a 25 minute Reflection Time during the lunch break.

- Step 1: Teacher discusses behaviour with the student and refers to the Expectation Matrix
- Step 2: Reflection teacher sends the completed notification of Reflection Time form and the original of the student's letter home
- Step 3: Classroom teacher receives a copy of the Reflection form and the student letter to file
- Step 4: After receiving three Level 3 behaviours within a term, a student is placed on a Behaviour Support Plan and a warning of After School Detention Notice will be issued to the students' parents/carers via the Principal/Assistant Principal
- Four Level 3 behaviours within one term will result in an After School Detention

Reflection Time for Preps (Refer to Appendix 5)

- Term 1: Reflection Time outside Room 1 – Discuss behaviour with child
- Term 2: Reflection Time in Prep room with Prep teacher
    - Discussion of behaviour
    - Written letter home
    - Record kept on Sentral
- Term 3: Prep student is walked to Reflection Time room by Prep teacher and settled in
    - Student completes Reflection Time sheet
- Term 4: Reflection Time in accordance with School Behaviour Management Process

There are ongoing behavioural Issues in all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school in consultation with parents, may implement the following strategies:

- Discussing the behaviour problems and reaching an agreement for future behaviour with the student.
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback- this may be in a parent communication book or diary.
- Development of a Behaviour Management/Safety Plan.
- Withdrawing a student from an activity, class or sporting event, incursion or excursion.
- Providing an alternative educational setting within the school.
- Counselling for individual students to modify behaviour.
- Student support meetings which may involve parents, the principal, relevant DET staff or outside agencies.
- Application for extra resources for support under the Program for Students with Disabilities program (for eligible students).
- In school suspensions for serious and/or continual misconduct or an after school detention (This will be implemented after parents have been notified).

Disciplinary measures at our school will be applied fairly and consistently and 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 leadership
- restorative practices
- after school detentions
- behaviour reviews
- 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.

7. Engaging with families

White Hills 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. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent Club, volunteering and staying up to date with news about what is happening in education via our online newsletter.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families 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, supported by our Communicating with School Staff policy
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills
- including families in Student Support Groups, and developing individual plans for students

Parents' responsibilities for supporting their child's attendance and engagement are outlined in the Attendance Policy. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

8. Inclusion and Diversity

White Hills Primary School is committed to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. White Hills Primary School strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

Definitions

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

Inclusion and Diversity

White Hills Primary School is committed to creating a school community where all members are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

White Hills Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

White Hills Primary School will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (e.g. schools sports, concerts, etc.) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are urged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

White Hills Primary School will take appropriate measures, consistent with the *Student Wellbeing and Engagement* and *Bullying* policies to respond to discriminatory behaviour or harassment at our school. Students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour.

White Hills Primary School also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or

action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please refer to our school's *Student Wellbeing and Engagement* policy or contact Mr Adrian McErvale (Student Wellbeing Improvement Leader) on 54430799 for further information.

9. Evaluation

White Hill 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:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- CASES21
- SOCS

10. Appendices and Related Policies:

- Appendix 1: White Hills Primary School Expectation Matrix
- Appendix 2: Behaviour Management Staged Intervention

School Policy and Advisory Guide:

- Bullying Prevention Policy
- Behaviour Management Policy
- Attendance Policy
- Inclusive Education
- Koorie Education
- Teaching Aboriginal and Torres Strait Islander Culture
- Safe Schools
- Supports and Services
- Program for Students with Disabilities

REVIEW CYCLE

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Date Implemented	September 2018
Author	Wellbeing subcommittee
Approved By	School Council
Responsible for Review	Wellbeing subcommittee
Review Date	December 2020 or as required

At White Hills PS...	In Our Learning Areas	In Our Yard	In Our Office & Hallways	While We are Eating	In Our Toilets	On Our Excursions and Camps
We show Respect	• Be an attentive listener • Follow teacher instructions • Speak kindly to each other • Allow others to learn	• Play safely and fairly • Respect the rules of other students' games • Look after the equipment	• Use our manners (say please and thank you) • Move safely and quietly through the buildings • Listen to others	• We put our rubbish in the bin • Use our manners	• Give people space and respect their privacy • Use the toilet properly and keep them clean • We are patient and we wait our turn	• Follow the rules of places we visit • Use our manners and listen to others
We display Resilience	• Attempt activities with an open mind and growth mindset • Take risks and try new things • Bounce back when things are tricky	• Sort issues fairly before asking a teacher *"Stay and Play, move away, if it doesn't help then get help"* • Stay calm and make good decisions	• Be kind, patient and show empathy • Be brave in the first aid room or when called to the office	• Move somewhere else if you are being disturbed • Appreciate the food you have • Stay seated	• Ignore inappropriate behaviour • Do the right thing	• Have a positive attitude • Bounce back when things aren't going our way • Manage our emotions around others
We are Responsible	• Take care of our belongings and learning space • Be ready to learn and organised • Move quietly and safely • Own our behaviour	• Make good choices about the games we play • Move around safely in the right spaces • Take responsibility for our words and actions	• Own our actions • Help other students and teachers • Walk quietly, safely and calmly	• Keep our area and the surrounding environment clean • We place unwanted or uneaten food back in our lunch box • We eat our own food	• Wash our hands and turn the taps off • Ask a teacher before going to the toilet • Report a problem	• Listening to teachers and leaders of groups • Look after our own belongings • Be safe by staying close to the group
We Aspire to be our Best	• Make good choices that help us learn • Everyone is a leader and role model • Set goals and challenge yourself • Try your hardest	• Set good examples for others • Treat others how we like to be treated • Follow the rules of games	• Use our manners • Listen to staff • Offer to help	• We use the bins and keep our area clean	• Move straight to and from the toilet • Go during lunchtimes and break times • Encourage others to make good choices	• Think before we act • Be positive ambassadors for the school • Try new things

Appendix 1.

White Hills PS Behaviour Management Process

Classroom

Not following WHPS values

First step: Verbal warning
Discuss with the child that their behaviour is not reflecting the school values. Name the inappropriate behaviour and model the desired behaviour.

Second step: Warning and Relocation within classroom
Recorded in Sentral at teacher's discretion.
Name the inappropriate behaviour and model the desired behaviour.

Third step: Removal from room
Office contacted for removal to appropriate classroom
Involvement of Principal
Incident recorded in Sentral by classroom teacher for Reflection Time.

Fourth step: Parent contact
Repeated behaviours will result in contact with parents and an implementation of a Behaviour Improvement Plan in line with DEECD guidelines.

At any stage these steps may be bypassed for safety reasons.
*at teacher discretion a child may be removed from the classroom to maintain a positive learning environment.

White Hills PS Behaviour Management Process

School yard

Not following WHPS values

- In buildings unsupervised, during recess or lunch
- Playing out of bounds - gardens, trees, car park
- Dropping rubbish, eating out of eating area

Duty teacher redirects the child's behaviour to follow the school values.

- Disrupting play
- Not respecting other's rights
- Putdowns
- Dishonesty

Duty teacher will inform the classroom teacher.
Duty teacher will record negative incident in Sentral.
First offence- Community service.
Second offence-Reflection Time.

- Physical violence
- Defiance
- Vandalism
- Theft
- Sexualised behaviour
- Verbal/ emotional violence

Duty teacher will inform the classroom teacher.
Duty teacher will record Reflection Time incident in Sentral.
Reflection Time—letter home.
4 x Level 3 incidents in one term results in After School Detention.
Further action to be in line with DEECD guidelines.

*or as per behaviour management plan of the student

White Hills PS Behaviour Management Process

Reflection Time

All Level 3 behaviours warrant 25 minutes Reflection Time during the lunch break.
Repeated Level 2 behaviours (2 incidents) warrant Reflection Time.

At the beginning of lunchtime, the Reflection Time teacher checks the Sentral program for children who have incomplete incidents and collects the Reflection Time box. During Reflection Time the teacher discusses the students behaviour and refers to the Behaviour Expectation Matrix.

Student begins letter to parents outlining the incident and values not followed and a way to approach the situation differently.
In the event of swearing, students are required to write 'swearing' or 'severe swearing' (not the exact words).
Teacher completes the Notification of Reflection Time Appearance Form for each student.
In the event of swearing or severe swearing the teacher is required to tick the box on the 'Notification of Reflection Time' to inform parents.

Reflection teacher sends the completed notification of Reflection Time form and the original of the student's letter home. This is given to the child in an envelope explaining :

"This letter needs to be shown to Mum/Dad/Carer, signed and returned to your classroom teacher the next school day. If this doesn't happen then there will be a follow up phone call to your parents."

Photocopied form and a copy of the student's letter are placed in classroom teacher's pigeon hole by the Reflection teacher. Class teacher adds this to their folder for future records and marks off child's name on class list.

After committing three Level 3 behaviours within one term, a students will be placed on a Behaviour Management Plan and a warning of After School Detention Notice will be issued to the child's parent via the Principal/Assistant Principal.
Four Level 3 behaviours within one term will result in an After School Detention.

*A behaviour Management Plan overrides all Reflection Time processes.

White Hills PS Behaviour Management Process

Reflection Time for Prep

	Reflection Time outside Room 1/Yellow room — discuss behaviour with child.
	Reflection Time in Prep room with Prep teacher— discussion, writing a letter home, record kept in Sentral.
	Prep student is walked to Reflection Time room by Prep teacher and settled in. Student completes the Reflection Time sheet as per school behaviour management process.
	Reflection Time in accordance with School behaviour management process.

*If child is distressed, Term 3 processes to be followed.
*Prep teachers to be informed of a Level 3 behaviour by a duty teacher.
*Preps will not be given a Friday notification of Reflection Time to be held over until Monday. If there is a Reflection Time Level 3 behaviour on the Friday, the student will undertake immediate Reflection Time.