STUDENT ENGAGEMENT & WELLBEING POLICY

To be read in conjunction with
Effective Schools are Engaging Schools-Student Engagement Policy Guidelines

RATIONALE

At Eltham Primary School we are committed to maximising the learning opportunities for every student in every classroom. Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Eltham Primary School community are expected to respect individuality, diversity, differences of opinion and rules and rights of others. All students have the right to access curriculum which addresses their academic, physical and social needs. We are committed to address instances of bullying, including cyber bullying (for further information please see the EPS Anti-Bullying policy).

POLICY STATEMENT

Eltham Primary School follows a staged response to promoting positive behaviors through prevention and intervention. Eltham Primary School believes that a School Wide Positive Behaviour Support framework (SWPBS) is the most appropriate model to use with our students. We have agreed to collaborate and to consistently use this approach throughout the school. We know that this multi-element approach will achieve positive outcomes for all students. We believe that our students respond best to positive reinforcement. We have established a set of three (3) school values that are elaborated into expected positive behaviours across a range of settings within the school within our school matrix. These expected positive behaviours are reinforced to students through the specific teaching of new skills and preferred, replacement and positive behaviours while responding effectively to problematic behaviours within a solution focused framework.

The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

Three School Values – We are Learners, We are Connected, We are Resilient

The Eltham Primary School we live our values. Our Matrix of Expected Behaviours outlines the behaviours that reflect our values across a number of contexts. We use the Matrix to explain and teach these behaviours to all the students. It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground. When students, staff and parents practice these behaviours, a positive and engaging culture is the result.

To increase the likelihood of students using appropriate social skills across people, places and situations, teaching procedures should include multiple examples, be

proactive within and across multiple settings, instruction of self-management skills, and involvement of a variety of people (Lewis & Sugai 1999 p6).

IMPLEMENTATION

The implementation of School Wide Positive Behaviour Support framework across the school supports the provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication.
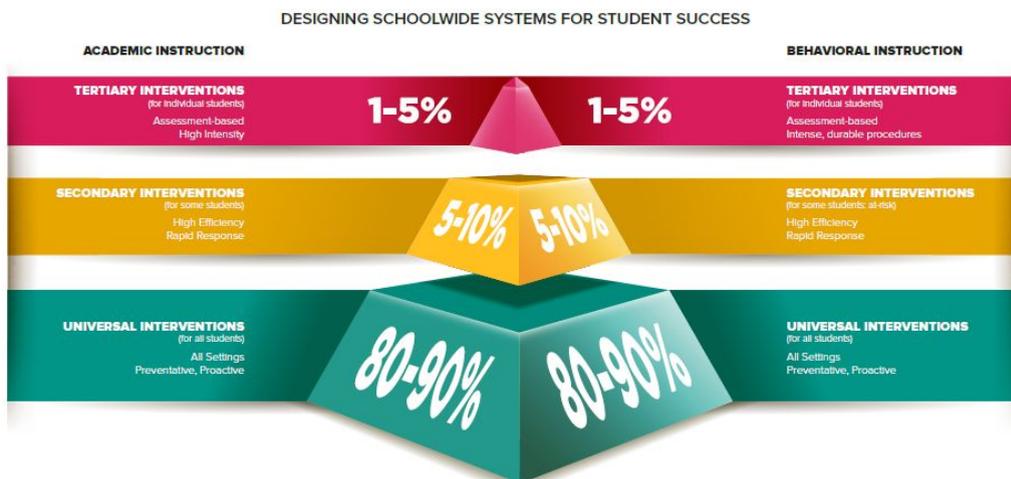
Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions and parent learning programs through the establishment of (SWPBS) systems that manage incidents via increasingly clear and well-understood processes. This in turn promotes better community engagement. We endeavour to maintain strong relationships with the Student Support Services network and all relevant support agencies.

Programs and Strategies to promote student engagement:
- Building Positive Relationships – working with Student Support Services Officers via one to ono
- Enrichment and Engagement Programs – Pop-ups, Stephanie Alexander Kitchen Garden
- Life Skills – cooking, social skills groups, explicit teaching of positive behaviours
- Academic Intervention – literacy and numeracy based intervention
- Tier II (Secondary Level) external providers for counselling
- H.U.G. (Hello, Update, Goodbye) Charts
- Respectful Relationships initiative
- Student Leadership Groups
- ES Support through a flexible 'as required' timetable.

Explicit teaching of Pro-Social Behaviours

Each of the expected behaviours within the Eltham Primary School Matrix of Expected Behaviours will have associated lesson plans, with a commitment from staff to explicitly teach expected behaviours for at least 60 minutes a week with this curriculum directed by behaviour data. Additional lesson plans will be drawn up on an as needs basis, responding to the analysis of the collated whole school data.

DESIGNING SCHOOLWIDE SYSTEMS FOR STUDENT SUCCESS

ACADEMIC INSTRUCTION		BEHAVIORAL INSTRUCTION
TERTIARY INTERVENTIONS (for individual students) Assessment-based High Intensity	1-5% 1-5%	TERTIARY INTERVENTIONS (for individual students) Assessment-based Intense, durable procedures
SECONDARY INTERVENTIONS (for some students) High Efficiency Rapid Response	5-10% 5-10%	SECONDARY INTERVENTIONS (for some students: at-risk) High Efficiency Rapid Response
UNIVERSAL INTERVENTIONS (for all students) All Settings Preventative, Proactive	80-90% 80-90%	UNIVERSAL INTERVENTIONS (for all students) All Settings Preventative, Proactive

School wide communication strategies of the Three School Values and Expectations have and continue to be developed and implemented. This is to ensure that all members of our school community are aware of the expected positive behaviours and encourages parents to use the same strategies at home.

Some examples include:

- All School Values and Expectations are posted in every classroom area
- All School Values and Expectations are posted in the playgrounds on the community billboards
- All School Values and Expectations are printed for each family to have at home via the school newsletter
- Class time dedicated to the explicit teaching (minimum of 60 minutes per week) of the range of expected behaviours linked to data specific to the whole school, each learning area and/or each homeroom
- Modelling/role play by older students, staff, parents – presented at assembly, older students visiting younger student's classes
- Explicit discussions and explanations, "What could you do to improve this situation?" "What is the expected behaviour in this situation?"

Continuum of Procedures for Encouraging School Wide Expected Behaviours

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. Schools must also provide incentives to encourage students to use pro-social skills (1988 in Lewis and Sugai 1999 p6)
The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school (Lewis and Sugai 1999 p6)
School wide strategies for staff to use when students exhibit the expected positive behaviours related to the "Three School Values and Expectations" have been developed and are being implemented.
Some examples include:

- 100 Tick Chart with acknowledgments when 10, 20, 30, 50 etc tick have been achieved
- 100, 200, 300, 400, 500 Acknowledgments presented at assembly
- Learning Areas develop a whole area award point system culminating in a Learning Area celebration
- Verbal praise given regularly

Positive Reinforcement

Energy is directed into a systematic approach to reinforce positive behaviours. This system includes positive reinforcement on three levels.

- **Short Term**
  On a daily basis in class, in the playground and the SWPBS Student leader announcements.

- **Medium Term**
  On a weekly basis – Assembly related.

- **Long Term**
  Whole School positive days based on attaining a whole school behaviour goal. This goal is identified using data and student consultation

Enrolment
All students who meet the enrolment eligibility criteria have the right to enrol at Eltham Primary School.

Participation
Eltham Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers

as part of a staged response to managing behaviour and/or wellbeing.

Student Support Services
Eltham Primary School works closely with the SSSO network to support our school within the targeted service delivery model. We follow a systematic process for responding to teachers concerns regarding the social, behavioural and academic needs of our students.
- We are delivering a continuum of school wide instructional and positive behaviour support incorporating the expertise and knowledge of regional SSSO members
- We are diligent in gaining support for and assessment of all children who are displaying at risk behaviours
- In the SWPBS model we are developing our secondary intervention systems (targeting 15% of school population) through specialised programs operating with small groups of students
- We are also developing our own primary intervention systems (5% of school population) through specialised individual programs for students displaying high-risk behaviours
- We have a strong commitment to establishing positive partnerships with all agencies to support the educational and emotional development of all students.

Curriculum Development
Team areas are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.
- An Individual Learning Plan is drawn up for each student at risk academically and this outlines in detail the students' learning goals
- A Student Absence Learning Plan is drawn up when a child has an extended absence from school
- A Behaviour Action Plan and/or Individual learning Plan and regular Student Support Group meetings are held to develop strategies for students experiencing behavioural difficulties.

Eltham Primary School Principal, Leadership team, Teachers and Education Support Staff are expected to:
- Teach and model the school values
- Adopt inclusive teaching practices
- Use a range of teaching strategies and resources to engage students in effective learning
- Create and maintain safe and challenging learning environments
- Acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- Fairly, reasonably, consistently and positively implement the engagement and wellbeing policy
- Provide opportunities using the expertise of staff within our Learning Community and within the school.

Eltham Primary School Parents/Carers are expected to:
- Promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- Support the school in maintaining a safe and respectful learning environment for all students
- Support their child by maintaining regular attendance, modelling positive behaviours and assisting their child with their schoolwork
- Cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- Actively support their child's engagement in the school environment.

Eltham Primary School students are expected to:
- Display positive behaviours that demonstrate respect for themselves, their peers,

their teachers and all other members of the school community
- Attend regularly and participate fully in the school's educational program. Eltham Primary School recognises that some students need support to achieve this and will work with those students whose attendance could be improved
- Take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
- Learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal.

Shared Expectations amongst Teaching Staff

Classroom Management Plan
- Follow the teacher toolkit (Prevent, Teach, Reinforce), an EPS developed resource that outlines effective strategies to prevent challenging behaviours, teach expected behaviours when challenging behaviour occurs and reinforce expected behaviours after an incident.
- It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles
- Students are more likely to respect a classroom plan if they have been involved in its creation
- Revisit the plan on a regular basis throughout the year.

Engage in quality teaching and learning
- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage cooperative learning.

Provide opportunities for students to make decisions about their own learning
- Clearly communicate fair and reasonable expectations
- Encourage students to set goals and persist in problem solving situations
- Assist students to develop time management and study skills
- Develop supportive interpersonal relationships
- Acknowledge expected behaviours
- Communicate a genuine interest in and care for the students
- Establish rapport with and welcome the involvement of parents
- Develop a sense of responsibility for students' own progress and personal behaviour goals.
- Student Leaders provide feedback regarding SWPBS and wellbeing initiatives

Establish ways to develop self-esteem
- Plan for success by breaking tasks into manageable steps which ensure individual success
- Acknowledge success
- Minimise criticism and accept mistakes as part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility.

Strategies for All Staff
- Communicate openly and honestly with students and parents
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up
- Remain calm and in control
- Establish and publish classroom/playground/game playing rules with clear expectations and consequences, re-visit regularly and review
- Ensure children understand and are familiar with all aspects of the EPS Matrix of

Expectations, develop an Individual Behaviour Plan if required
- Know their students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate academic and/or social behaviours
- Address student's concerns immediately, or at an appropriate time and place, recording when necessary
- Avoid confrontation
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school's beliefs and values.

Student Discipline procedures – suspension and expulsion

Eltham Primary School has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the EPS Matrix. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student. Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the Principal and Assistant Principal. The school will consider the educational and emotional impacts on the student, and take into account disability, when taking suspension or expulsion measures. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Suspension:

Students will be suspended for the shortest time appropriate. Students can be suspended internally or externally. Students can be suspended immediately or after a student support group is convened. Students can be suspended for inappropriate behaviour:
- While attending school
- Travelling to or from school or
- Engaging in an activity away from school

To be considered for suspension the student's behaviour must meet one or more of the following conditions. He /she :

a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

b) Causes significant damage to or destruction of property;

c) Commits or attempts to commit or is knowingly involved in the theft of property;

d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational
opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response.

The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

For further details see Suspension Considerations
http://www.education.vic.gov.au/school/principals/participation/Pages/suspensionconsiderations.aspx

Expulsion:

Only the principal has the authority to expel a student from the school at which she/he is the
Principal. Expulsion is the most serious consequence and this action will only be taken when all
other measures consistent with the staged response, outlined above, have been tried and it is
deemed the only appropriate measure.
The student's behaviour must meet one or more of the following
conditions:
a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
b) Causes significant damage to or destruction of property;
c) Commits or attempts to commit or is knowingly involved in the theft of property;
d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational
opportunities of any other student.
The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.
Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the Charter of Human Rights and Responsibilities Act 2006. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability. Only principals have authority to make the final decision to expel a student. This authority cannot be delegated. School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.
The student and parents/carers must be informed that expulsion is being considered and must be given the
opportunity to be heard.

Detailed 'Procedures for Expulsion' and 'Procedures following Expulsion' can be found at
http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionconsi

derations.aspx
For further details see
Expulsion Process Flow Chart
http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionproce
ss.aspRoles and responsibilities of the principal and school council

At Eltham Primary School corporal punishment is prohibited.

FURTHER INFORMATION AND RESOURCES

Related School Policies

- Managing Concerns and Complaints Policy
- Anti Bullying Policy
- Anti Cyber bullying policy
- Duty of Care Policy
- Work Place Bullying Policy
- Digital Technologies Acceptable use Policy
- Camps and Excursions Policy
- Code of Conduct Policy

Related DET Resources
- [Bully Stoppers](#)
- [Safe Schools](#)
- [Respectful Relationships](#)
- [Bullying, No Way!](#)
- [Evidence gathering and school audits](#)
- [STEPS decision making tool](#)
- [School Wide Positive Behaviour Support](#)

REVIEW CYCLE

Evaluation

Eltham PS 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 may include:
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21

The policy will be reviewed as part of the review cycle, in line with DET policy and directives. Due to be reviewed in 2020.

THIS VERSION FIRST ISSUED	LAST UPDATED	STATUS	DUE FOR REVIEW
2016	2020	Reviewed as part of the review cycle	2021