

Engagement and Wellbeing at Glen Iris Primary School



Glen Iris
PRIMARY SCHOOL

**Engagement and
Wellbeing Policy**

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Rationale

Student wellbeing is an integral aspect of learning, individual development and participation in whole school life.

Learning is enhanced through the provision of a healthy, safe and happy environment, that ensures that students develop positive behaviours and attitudes towards themselves, others and their learning.

Student wellbeing is the responsibility of all members of staff and people working at the school.

A mutually supportive approach between home and school is essential to each student's wellbeing.

Students have the right to play and learn without the interference from others. Staff members have the right to teach without disruption from others.

To manage and monitor student behavioural issues in a consistent and fair manner, the following strategies are implemented

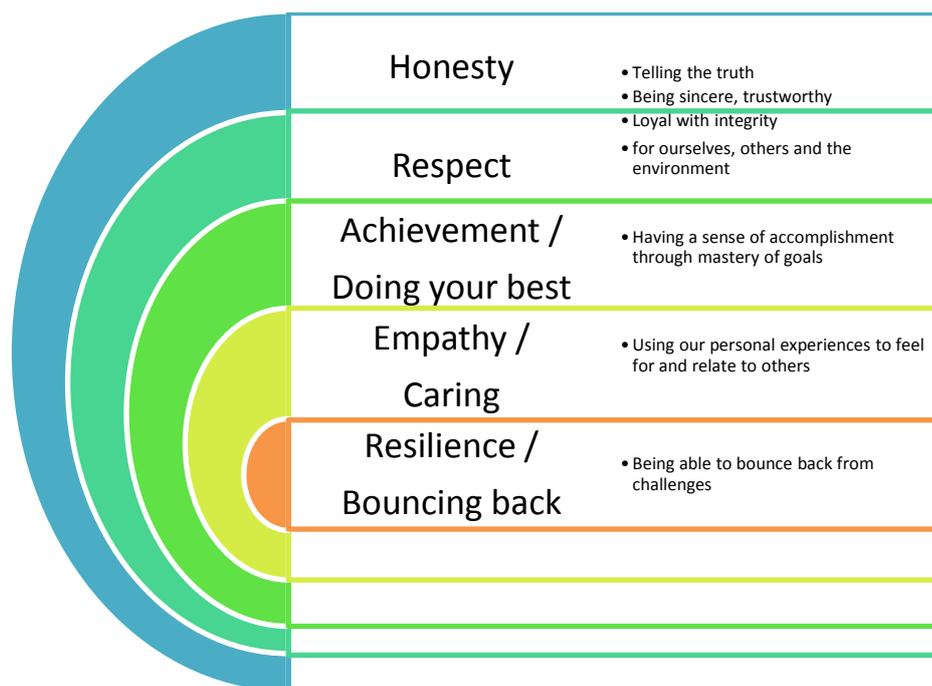
- Individual Learning Plan
- Incident Books- class and yard- record and register
- Anti-Bullying Policy
- Rights and Responsibilities
- Behaviour Management Process
- Yard Management Process

SCHOOL PHILOSOPHY

Glen Iris Primary School aims to promote high student engagement to create a positive and engaging environment that will support all students in their education.

Our guiding philosophy is to develop GIPS students' life skills through learning with fun and creativity whilst encouraging friendship, connecting with others and celebrating our successes together.

OUR VALUES



Reference: Wellbeing and Engagement Policy (2015)

Our teaching and learning policy encourages students to maximise their learning potential through access to excellent teaching and learning programs. Teachers are constantly improving and modifying their practice, to offer a consistent, high-quality approach to education.

Glen Iris Primary will:

- provide and implement quality programs to develop student's knowledge and skills
- ensure that programs meet the needs of all students
- implement DET initiatives and priorities to ensure that teaching practices support the educational needs of all students.

Teachers at Glen Iris Primary will:

1. implement the Principles of Teaching and Learning initiatives as follows:

- The learning environment is supportive and productive.
- The learning environment promotes independence, interdependence and self-motivation.
- Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
- Students are challenged and supported to develop deep levels of thinking and application.

- Assessment practices are an integral part of teaching and learning.
 - Learning connects strongly with communities and practice beyond the classroom.
2. assess students using formative and summative strategies against relevant Victorian Curriculum learning outcomes.
 3. ensure curriculum programs are sequential and reflect DET, Victorian Curriculum, school initiatives and values.
 4. provide differentiation through programs such as extension, enrichment and intervention.
 5. develop Individual learning plans where necessary with students and parents.
 6. ensure students are meaningfully engaged in developing their knowledge and skills whenever possible.
 7. enhance curriculum programs through a range of appropriate learning technologies.
 8. engage in frequent professional development through means such as peer mentoring, curriculum days and network meetings.

School Profile Statement

Glen Iris Primary School, established in 1865, is a family and community oriented school serving families of Glen Iris and surrounding areas. In 2013, student enrolment was 440, with 291 families and 22 classes. Approximately 85% of families live within 1.5 kilometres of the school with only 85% of families eligible for the Education Maintenance allowance. There are 15 ESL students currently at GIPS. Their first language varies between Spanish, Polish, Hindi, Chinese, Cantonese and Mandarin.

The highly motivated and professional staff members provide a sound education that fosters a love of learning and encouragement for individuals to excel. Numeracy and Literacy are at the core of a differentiated curriculum that includes Science, History, Health and Physical Education, The Arts (visual and performing) and French. A range of differentiated programs have been introduced to highly motivate and engage students and teachers in the learning process.

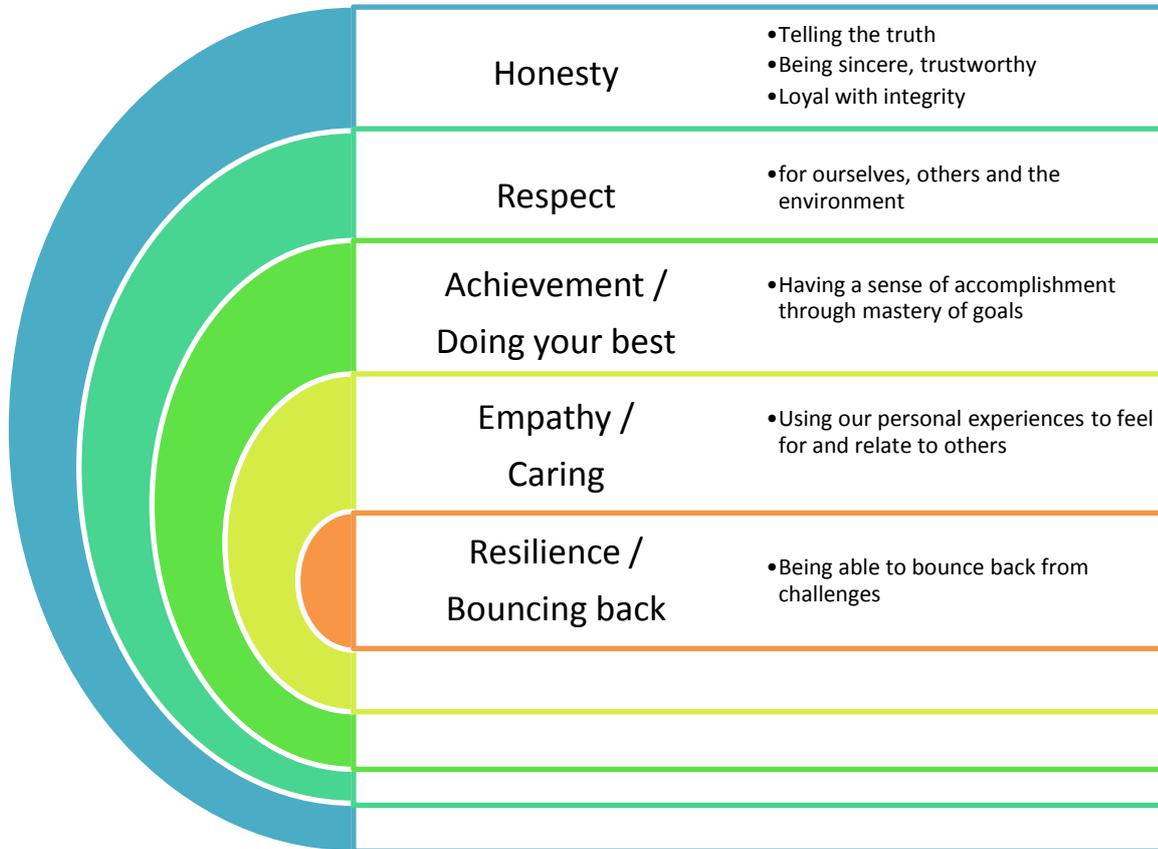
The last 4-5 years have seen significant improvements to the ground and gardens at Glen Iris Primary School. A large construction project was completed in 2011 which included 3 new classrooms, a new library, performing arts facility, computer lab and a covered outdoor sports area. This project also allowed the redesigning of the grade 3 playground and introduction of a veggie garden with a chicken coup.

Classrooms are spacious and allow for students to spread out during any activity. 8 classrooms have open shared spaces to share for alternative working spaces. Each classroom has access to 5 laptops, 3 iPads and an interactive whiteboard and have access to one session per week in the computer lab which holds enough laptops for laptop per child.

Playing areas include a designated fixed playground for each grade level in the school, open asphalt, concrete, rubber and a very large synthetic turf area, also access to the library is given to students each lunch time to reduce the number of students in the yard. Parent volunteers are invited to assist in the school both in the library supervision program, the Friends of the Library program and assisting in classroom programs.

Whole School Prevention Statement

Glen Iris Primary School aims to promote high student engagement to create a positive and engaging environment that will support all students in their education.



G.I.P.S. Wellbeing Programs

The program G.I.P.S. currently offers to promote student engagement, high attendance and positive behaviours are:

Behavioural Engagement

- Launch program in Term 1 to support transition into the new year focusing on values, learning styles and building relationships
- Projec10
- Lunch time clubs include footy trading, taekwondo, dance class, knitting class.
- School band

Emotional Engagement

- Student Action Leadership Teams (SALT)
- Student Representative Council (SRC)
- Galaxy
- Buddies
- Transition Up
- Kids Hope

Cognitive Engagement

- Tournament of the Minds
- Lego Team
- Gateways
- Inspiration
- Enrichment Programs
- Additional Numeracy Support
- Additional Literacy Support

Rights and Responsibilities

Honesty

- To be developed in Term 1 each year.

Respect

- To be developed in Term 1 each year

Achievement

- To be developed in Term 1 each year

Empathy

- To be developed in Term 1 each year

Resilience

- To be developed in Term 1 each year



Student Behaviours

Honesty

- To be updated during Launch

Respect

- To be updated during Launch

Achievement

- To be updated during Launch

Empathy

- To be updated during Launch

Resilience

- To be updated during Launch



Community Behaviours

Honesty

- To be updated yearly PA / School Council

Respect

- To be updated - PA / School Council

Achievement

- To be updated - PA / School Council

Empathy

- To be updated - PA / School Council

Resilience

- To be updated - PA / School Council

School policies that promote rights and responsibilities

The following policies promote positive rights and responsibilities within the school. These policies are found in the GIPS Policy Booklet

- Anti –bullying policy (2013)
- Equal opportunity (2012)
- Anti-harassment (2012)
- Inclusion (2012)
- Internet Acceptable Use - Code of Conduct - Student Agreement (2012)
- Occupational Health and Safety (2012)
- Protocol for Consultation for Teacher Concerns About Students (2013)
- Protocol for Referral of Students to Support Services (2013)
- Staff Welfare (2007-Review due 2011)

Shared Expectations

Principals, teachers, students and their parents/carers share expectations of behaviour, attendance, positive relationships, support, curriculum and a safe physical environment.

STUDENTS at GIPS are expected to:

- Participate positively in all school experiences
- Ask for help and to ask questions
- Treat others in the GIPS community with care and respect
- Attend school regularly
- Value school resources

TEACHERS at GIPS are expected to:

- Ensure all students have opportunities to participate.
- Provide a variety of teaching and learning experiences
- Create enjoyable and engaging classrooms
- Listen to and value students' opinions
- Listen to parents' insights concerning their childrens' learning
- Understand and cater for students' needs.

PRINCIPALS AT GIPS are expected to:

- Provide leadership to staff and students.
- Provide a safe, clean and attractive environment for staff and students.
- Ensure the whole school community understands their expectations.
- Ensure staff and students have resources and equipment to support their teaching and learning.
- Ensure the curriculum takes into account the needs of all students.
- Encourage the participation of parents and community.

SUPPORT STAFF are expected to:

- Be accessible and available
- Show trust and confidentiality
- Be understanding and caring.

PARENTS/CARERS are expected to:

- Ensure their children's' attendance
- Cooperate with schools' requests.
- Offer support for their children when necessary.
- Communicate clearly and honestly with the school about their child's needs.

School Actions and Consequences

Student Management Plan

Student conduct and expectations are based on the school values and the behaviours outlined in the Rights and Responsibilities section of this document.

It is acknowledged that there are degrees of seriousness of incidents of bullying and responses cater for this range. Responses will also be age appropriate.

Classroom Behaviour Management

The management of behaviour in classrooms is the area of expertise of the classroom teacher, who will develop and implement the classroom rules and expectations in a consistent way with that class, reflecting the school values. These will be set up at the beginning of the year during LAUNCH week and in consultation with the grade.

Good behaviour is to be encouraged and rewarded: this may include the use of:

- Praise
- Awards
- Class reward systems
- Whole school rewards systems (i.e. Teapot Tickets)
- Stickers

Unacceptable behaviour in the classroom is behaviour that impinges on the right of others to learn and the right of teachers to teach.

Whilst recognising the need for flexibility and professional judgement in addressing unacceptable behaviour by students in the classroom, teachers are encouraged to follow the *Class Behaviour Management Process (Appendix 1)*

If inappropriate behaviour results in 3 Front Office Referrals in one week, then an *Individual Learning Plan* should be developed or reviewed (Appendix 3)

Yard Behaviour Management

Incidents in the yard will be handled according to the severity of the incident/ behaviour.

The teacher on yard duty is to deal with the incident according to the *Yard Behaviour Management Process (Appendix 2)*.

The teacher on yard duty is to inform the class teacher of the incident if relevant.

Welfare concerns are to be recorded in the incident book- eg student often on their own, student unhappy.

Extreme behaviour in classroom or yard

If student requires a Front Office Referral then incident is referred to Principal/ Assistant Principal.

Student discipline is managed within DET guidelines.

NB: Certain students may be under specific individual learning plans. These students will be clearly identified at briefings or meetings.

Anti-Bullying Strategy

See *Anti-Bullying Policy* in Policy Handbook and *Dealing With A Bullying Incident Flowchart* (Appendix 4)

Bullying occurs if behaviour consists of repeated negative actions towards any individual that hurts, discomforts or embarrasses them.



**Bullying is not an acceptable behaviour at
Glen Iris**

We recognise that bullying can occur in both the classroom and the yard, and that early intervention is very important.

Teachers can actively promote the resolution of conflicts and appropriate responses to bullying behaviours through the provision of classroom programs that include the development of:

- Positive relationships
- Social skills
- Communication and problem-solving skills
- Conflict resolution skills and processes
- An awareness and appreciation of individual and cultural diversity

To establish a caring and co-operative classroom climate, teachers are encouraged to focus on co-operative group work and other teaching strategies that encourage participation and peer connectedness.

At the beginning of each year during the LAUNCH Program, all classroom teachers should discuss:

- what constitutes bullying behaviour
- what students should do if they are being bullied
- how to recognise when bullying is happening
- how to act to stop it and to support those involved.

Identification of students with anti-social behaviours

We aim to support all students who are involved in the experience of bullying and ensure that the level of response is appropriate to the incident. The child should see the school and home working together as a team for support.

All classrooms have an incident book for the purpose of documenting inappropriate incidents and behaviours. Yard Duty teachers also carry an incident folder for the same purpose.

All students involved in recorded incidents of bullying are to be interviewed by the classroom teacher, yard duty teacher or Assistant Principal/ Principal. This meeting is documented and recorded in the student's file.

Parent Notification

Parents should be notified if:

- there have been behavioural or emotional changes in their child that impact on their child's wellbeing or safety
- bullying has occurred
- the student has had to be have a Principal Referral 3 times in one week
- the student has been involved in a serious behavioural incident.

Incident Books

Incidents of concern should be discussed at a Unit level and include the Unit Leader. Then, if necessary, the teacher concerned should give a copy of the incident to the Assistance Principal for discussion.

- Any student who requires a Cool Down Area consequence should have their behaviour recorded in the either the Yard Duty Incident Book or the Classroom Incident Book.
- Teachers should follow *Class Behaviour Management Process (Appendix 1)*, *Yard Behaviour Management Process (Appendix 2)* or *Dealing with a Bullying Incident Process (Appendix 4)*

Incidents should also be recorded in the Incident Book if:

- Parents have been notified concerning behaviour.
- If parents have been informed, personally or by phone, that bullying has occurred.
- There are welfare concerns about the student.

We aim to support all students who are involved in the experience of bullying and/or inappropriate behaviour, and ensure that the level of response is appropriate to the incident.

Student Safety

The students have identified the following behaviours as supporting the school values.

For the safety of ourselves and others, we:

Use hard balls only under supervision by a teacher (e.g. softballs, cricket balls, etc.)

Use sports equipment with handles only under supervision by a teacher (e.g. tennis racquets)

Play football and other games without tackling.

While in the school yard, carry or walk with scooters, bikes, skateboards, rollerblades according to the Bike Policy.

Use plastic and not glass containers.

Avoid lollies on sticks.

Throw only balls or beanbags.

Keep the pavilion as a quiet area.

Leave toy guns, toy weapons and dangerous toys at home.

Play away from the toilets, the front of the school, and from behind the infills and portables.

Play on the correct play equipment and use it appropriately.

For personal safety, we responsibly:

Take another student with us at all times if we need to leave the classroom at any time without adult supervision (e.g. traveling to the toilet, etc.)

Play on appropriate grade level playgrounds.

Wear a Sunsmart hat during daylight savings time and according to the Cancer Foundation recommendations. We spend our play times in the pavilion or library if we have forgotten our hat.

Stay out of the classrooms and buildings without a teacher's permission and supervision.

Ask the teacher on yard duty first, if we need First Aid.

Stay in the school grounds once we have arrived. We ask a teacher to retrieve a ball if it has left the school grounds.

Have our parents/guardians supervise us in the yard until 8.45am before school.

Have our parents/guardians pick us up from school, or alternative travel arrangement, before 3.45pm at the latest. Students will be taken to the front office if no contact has been made at this time.

Personal Property

To protect our personal property, we:

Swap collectibles only within our year level and not for any rewards (e.g. footy cards, etc.)

Leave electronic games, radios, iPads, and phones at home.

Any phones at school must have a prior agreement with the Principal. All phones should be in

school bags and switched off during school hours. Parents can contact the school if required.

School environment

To protect our school environment, we:

Climb on the play equipment, not on trees.

Leave sticks on the ground.

Protect our plants by playing on designated walkways and play areas and not playing in the gardens.

Use water wisely.

Put rubbish in bins.

Eat or drink before going to the oval. No food or drink should be on the oval.

School Council Regulations

Dogs are not permitted in the school grounds unless approval from the Principal.

School grounds cannot be used for any unauthorised purpose between 7.30am and 6.30 pm on school days.

Bike riding is permitted in accordance with *Bike Policy* found in GIPS Policy Handbook.

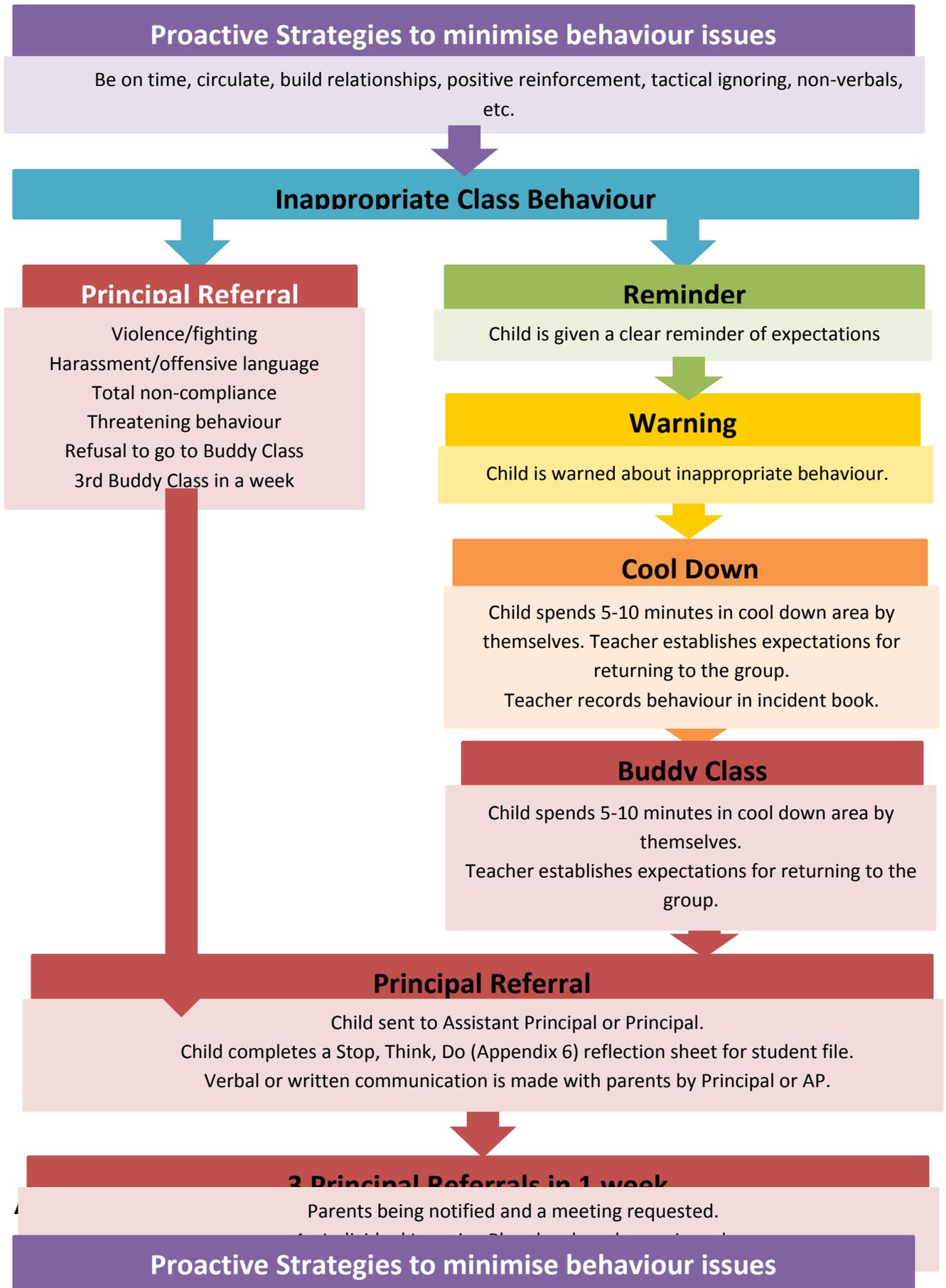
Attendance

- Online school rolls are completed daily with consistent codes.
- Teachers are expected to have a hard copy roll completed daily in case of emergency evacuations. Specialist teachers are to take their own take roll for every class.
- Data is entered weekly onto CASES.
- Staff recognise their role in promoting and supporting good attendance.
- A clear understanding of the school's attendance policy is promoted.
- Parents are reminded through school communications of the need for punctuality and explanations of their child's absence/lateness within 3 days of absence. A child absence
- A positive staff approach to following up students' absences is promoted.
- Staff and parents are encouraged to consider the curriculum and social implications of students' frequent absences.
- Clear guidelines exist for early intervention if any staff consider a student is at risk. (see Protocol for Consultation for Teacher's Concerns about Students)
- Leadership team will regularly look at attendance data for trends that might require improving.
- Each semester the absence data is presented, codes distributed and staff are reminded of the purpose of various codes.
- Use resources such as "It's Not Okay to be Away" to support increased attendance.
- Regularly put attendance data in the newsletter highlighting lateness and absences that are not appropriate.
- Role of Attendance Liaison Officer will facilitate each of the points above.

Attendance Liaison Officer

- Look at CASES data at least once per term to ensure effective monitoring of student attendance.
- Distribute a monthly printout to each classroom teacher of their student attendance, and highlighting students who are attending school below the state average of 11.
- Ensure that the DET expectations are communicated to regular parties.
- Ensure that school attendance rates and expectations are communicated to staff and parent community.
- Give training to staff, at least once per semester, to ensure accurate codes are used to record reason for absence.
- Organise meetings with parents/carers of students with a lower attendance rate than the state average and develop a *Student Absence Learning Plan* (Appendix 5) to improve attendance.

Appendix 1: Class Behaviour Management Process



Be on time, circulate, build relationships, positive reinforcement, tactical ignoring, non-verbals, etc.

Inappropriate Class Behaviour

Front Office Referral

Violence/fighting
Harassment/offensive language
Total non-compliance
Threatening behaviour
Vandalism
Out of bounds

Low Level Misbehaviour

Littering
Lateness
Rough play
Interfering with games
No hat (refusal to stay in pavilion or prep playground)
Climbing trees

Logical Consequence

Pick up rubbish
Apologise
Sit out of game, etc.

Cool Down Area

Child spends 5 – 10 minutes in a cool down area or with the yard duty teacher.
If behaviour continues, then see below.

Principal Referral

Child sent to Assistant Principal or Principal.
Child completes a Stop, Think, Do (Appendix 6) reflection sheet for student file.
Verbal or written communication is made with parents by Principal or AP.

3 Principal Referrals in 1 week

Parents being notified and a meeting requested.
An Individual Learning Plan developed or reviewed.

Appendix 3: Individual Learning Plan

Individual Learning Plan

| | |
|---|---------------------------------|
| Glen Iris Primary School Class: Class Teacher: | Student: Date: |
|---|---------------------------------|

Present at meeting:

Discussion points:

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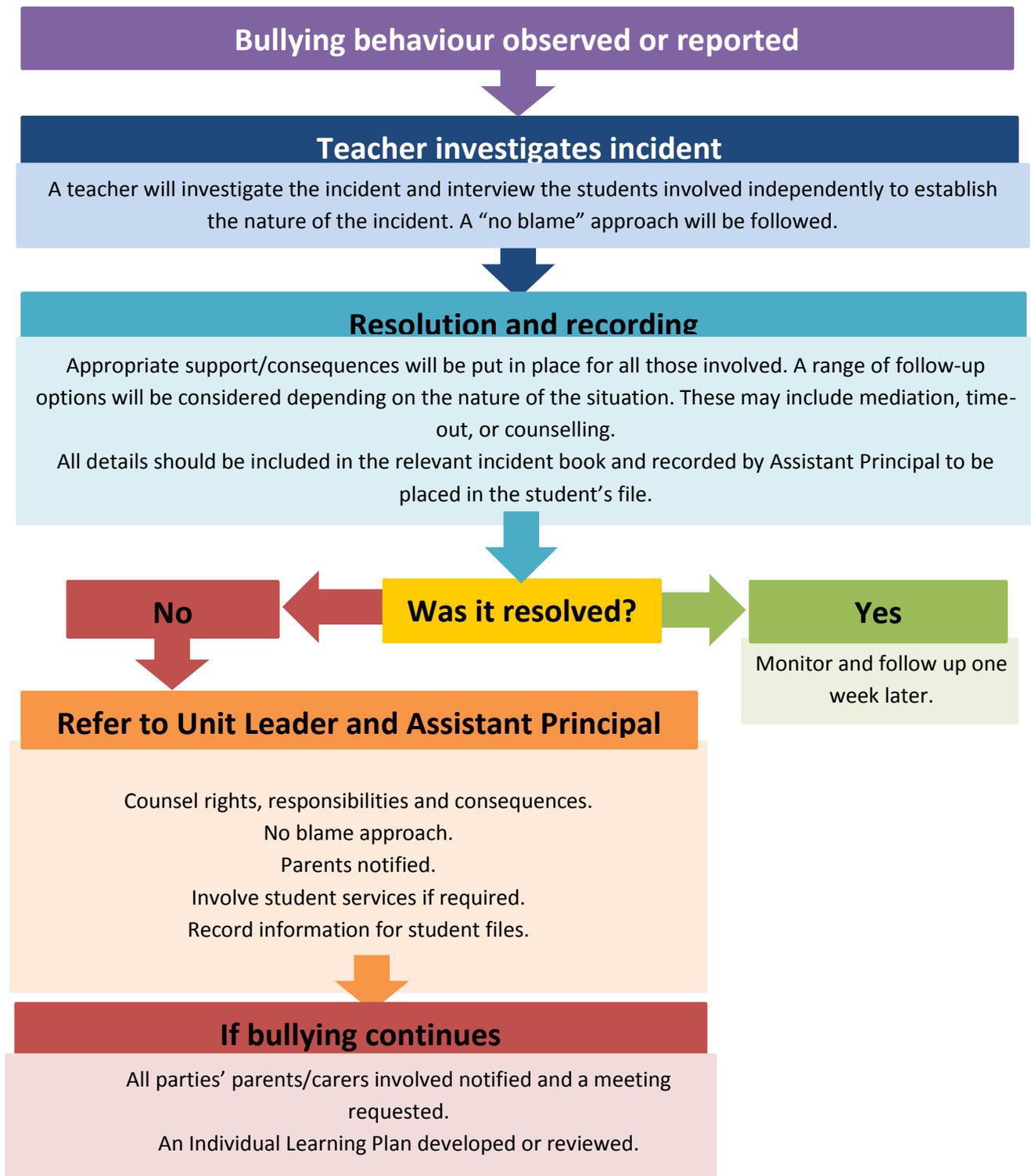
| ENTRY SKILLS ...is able to... | GOALS What will ... achieve. | CLASSROOM STRATEGIES What the school will do... | HOME SUPPORT What you can do at home. | OUTCOME/TAR GET How will we measure progress? |
|----------------------------------|------------------------------------|--|--|---|
| | | | | 12345 |
| | | | | 12345 |

| <u>Overall Assessment of Progress Towards Goals</u> | | | | | |
|---|--|--------------------|--|-----------------------|--|
| 1. | | 2. | | 3. | |
| 4. | | 5. | | 6. | |
| No Progress | | Little Progress | | Satisfactory Progress | |
| Good Progress | | Very Good Progress | | Excellent Progress | |

Next review date:.....

Teacher..... **Parent:**.....
Assistant Principal (after signed by parent & teacher)

Appendix 4: Dealing with a Bullying Incident



Appendix 5: Student Absence Learning Plan

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

| | |
|--|---|
| Student name | |
| Year level | Date |
| Reason for absence: | |
| Date of last day of school: | Date of return to school: |
| Description of the educational program: Teachers/year-level coordinators should include elements of the learning program the student will be missing while away. The learning program should enable the student to more easily re-engage in class activities when they return. | |
| Activities for the student to undertake while away from school: For example, if a student is travelling, what research can they undertake, or what presentations can be prepared? | |
| Outcomes for the student to achieve: | |
| Resources that the student may find useful: | |
| Agreed role of parents/carers in supporting the absence learning program: | |
| Contact details for the student to stay in touch: School contact person: Signature of parent/carer: | School phone number: Signature of principal: |

Appendix 6: Stop, Think, Do



| | | |
|--|---------------|--------------|
| Name: | Grade: | Date: |
| Incident: | | |
| What happened and what did you do? Write an account of the incident and explain your part in it. | | |
| Did you do the right thing? Why or why not? | | |
| What would you do differently next time? | | |
| What are you going to do now to fix the problem? | | |

Appendix 7: Incident Book Template

Student name:

Date:

| Anecdote (<i>What was happening before the event?</i>) | Behaviour (<i>what behaviour did observe/hear about that you needed to act upon?</i>) | Consequence (<i>How did you manage the incident?</i>) |
|--|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Other students involved.