



TPS Student Wellbeing and Engagement Policy

Rationale

Toorak Primary School (TPS) believes every member of its 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. Toorak Primary School is a Child Safe school. All staff and volunteers consider the safety of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

Purpose

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

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Toorak 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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2. School values, philosophy and vision
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Policy

1. School profile

Toorak Primary School, established in 1890, is located in a quiet residential area in the city of Stonnington. The school buildings and grounds are attractive and well maintained. Toorak Primary School draws students from the local Stonnington municipality and surrounding suburbs. Over the past few years, the school population has steadily increased with 540 students enrolled for 2019. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Our values: T.P.S = Tolerance, Persistence, Success

We display tolerance towards each other, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate persistence, and take every opportunity to try our best and not give up in the face of challenge.

We strive for success, which means doing our best.

These values are also underpinned by the Toorak Citizenship Attributes of Respect, Friendship, Responsibility, Kindness and Honesty.

Our philosophy: A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are taken into account. Parents and community members are encouraged to be actively involved in the nurture and education of students, in an environment that is safe, supportive and inclusive.

Our vision: To provide a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation.

Our mission: To continually improve procedures and practices at Toorak Primary School so that every child has the opportunity to succeed.

Corporal punishment WILL NOT be used at TPS under any circumstances. Corporal punishment is prohibited in all Victorian schools.

3. Engagement Strategies

School-wide engagement

Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.

Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.

Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings, more formally in events such as assemblies and via communications to parents.

Our students will have the opportunity to provide feedback on decisions about school operations (a) formally through the Student Representative Council, Junior School Council and other leadership roles (e.g. School, House and Class captains), and (b) through other more informal mechanisms.

Our students will be guided by the Restorative Practices dialogue.

Our students will have access to the SaGE networks psychologist and speech therapist.

Our students will have access to extra curriculum activities which will be promoted where possible.

Student-specific engagement

TPS will implement various strategies to support attendance and engagement of individual students, these may include:

- using a variety of information and tools to identify students in need of extra support (e.g. personal enrolment information, attendance records, academic performance, behavioural observations)
- meeting with student and their parent/carer to discuss how best to help the student engage with school
- establishing a Student Support Group
- seeking extra resources under the Program for Students with Disabilities for eligible students.
- developing a Behaviour Support Plan and/or Individual Education Plan
- referring the student to internal support services (e.g. Student Welfare Coordinator or Student Support Services)
- referring the student to external support services (e.g. Child First, Headspace, Navigator, Lookout, Local Government Youth Services).

4. Student rights and responsibilities

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.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and

- members of the school community
- respect the right of others to learn.

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.

5. Student behavioural expectations

TPS has high expectations for the behaviour of students, staff and the school community to promote engagement in the classroom and other school activities, attendance and general behaviour.

Responses to challenging behaviour

TPS will institute a staged response to challenging behaviour which may include disciplinary action in combination with other engagement and support strategies with the intent to address the underlying factors that may have contributed to the student's behaviour. See attachment 1.

Disciplinary measures may include the restorative approach (e.g. repairing damage caused), withdrawal from class activities, detention, suspension (in/out of school) or expulsion. Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. Suspension (both internal and external) must be approved by the Principal. Expulsion is a measure of last resort and will only apply when prescribed circumstances have been met. Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in this guidance available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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6. Engaging with families

TPS values parent/carer input into its operations and curriculum offerings and regularly seeks feedback through surveys and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Events and Fundraising sub-committee in our efforts to build a sense of community. TPS 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.

TPS 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
- conducting effective school-to-home and home-to-school communications
- maintaining an open, respectful line of communication between parents and staff
- 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
- including families in Student Support Groups, and developing individual plans for students.

TPS expects parents/carers to supporting their child's attendance and engagement. Parents/carers are also expected to act in a respectful and constructive manner when dealing with our school.

7. Evaluation

Data collection and analysis

Toorak 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.

Some sources of data used are:

- the Attitudes to School Survey data
- incident data
- school level report data
- parent survey data

- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

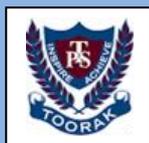
Resources & Attachments

Attachment 1: TPS Code of Conduct- Behaviour and Consequences

Related Policies

2019 Camps and Excursions Policy
2019 Child Safe Policies and Guidelines
2017 Student Use of Mobile Phones Policy
2019 Student Attendance Policy

This policy will be reviewed as part of the school's annual review cycle. This policy was last ratified by School Council in July 2019.



Toorak Primary School Code Of Conduct- Behaviours And Consequences

TPS Citizenship Values

<p>Honesty Being honest is better than a lie, unless you want someone to cry.</p> <p>Tell the truth when you have done something wrong. Say sorry when you hurt someone's feelings.</p>	<p>Kindness Including people in the playground could make people happy all around.</p> <p>Two wrongs don't make a right! (If someone is mean to you do not be mean back). Help people when they don't feel very happy</p>	<p>Friendship If anyone is feeling sad, why not help them? It will make them glad.</p> <p>Treat others the way you want to be treated Do not blame others or take sides when there is a problem (do not be a bystander). Do not talk behind others backs. If you see somebody who is on their own, be friendly and ask if they would like to play.</p>	<p>Responsibility Picking up rubbish in the yard makes a big difference, it is not that hard.</p> <p>Pick up rubbish. Be a positive role model and show initiative. Take care of your belongings. Look after the environment.</p>	<p>Respect It is important to respect the crowd, it will make your day and you will be proud.</p> <p>Listen and respond politely to others ideas. Respect the school and other people's property/privacy Respect all adults and students</p>
<p>LEVEL 1 BEHAVIOURS</p> <ul style="list-style-type: none"> - Not following instructions - One-off rudeness or teasing - Disturbing with other children's play/learning, including their own/off task - Rough Play - One off bad language 		<p>LEVEL 1 CONSEQUENCES</p> <ul style="list-style-type: none"> - Reminder of the protocols - 5 minutes of think time in the corner of the room - Move to a different area - Apology - Peer mediators to assist with student arguments 		
<p>LEVEL 2 BEHAVIOURS</p> <ul style="list-style-type: none"> - Repeat of a Level 1 behaviour - Ignoring, talking rudely to or ignoring staff or others in charge - Continuous dangerous play or play fighting - Swearing (teacher decision) or one off incident online 		<p>LEVEL 2 CONSEQUENCES</p> <ul style="list-style-type: none"> - Move to another area in the class - Off the playground for 15 minutes (inside or time out seat) - Community service. - Student will meet with teacher and discuss use of ICT 		
<p>LEVEL 3 BEHAVIOURS</p> <ul style="list-style-type: none"> - Threatening or continuing to bothers others in person or online - Swearing (teacher decision) - Refusing to follow a teacher's instructions - Provoking/encouraging fights/trying to pick a fight - Disrespecting others property 		<p>LEVEL 3 CONSEQUENCES</p> <ul style="list-style-type: none"> - Discuss behaviour in the Reflection Room. Written apology if needed. - Consequences determined by Reflection Room teachers and student leaders/peer mediators - Removal of GAFE (Google Apps for Education) privileges until online behaviour improves - After 3 incidents parents are notified via email or phone call 		
<p>LEVEL 4 BEHAVIOURS</p> <ul style="list-style-type: none"> - Damage of school property on purpose - Leaving school grounds - Fighting or assault - Ongoing harassment or bullying in person or online - Abusive language or swearing in person or online 		<p>LEVEL 4 CONSEQUENCES</p> <ul style="list-style-type: none"> - Completed behaviour form, and sent to parents - Send to the Principal - Parents notified - Internal suspension and parent notice - Removal of GAFE privileges (Google Apps for Education) - <i>Possibility of:</i> <ul style="list-style-type: none"> o Missing school activity e.g. excursion or camp o External suspension 		

If behaviour which does not follow our Code of Conduct continues, a Behavioural Individual Learning Improvement Plan will be implemented.