



# 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, where student participation is encouraged and valued, 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.

## Contents

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Student rights and responsibilities
5. Student behavioural expectations and management
6. Engaging with families
7. Evaluation

## 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.**

Our Statement of Values is available online at: <http://www.toorakps.vic.edu.au/wp-content/uploads/STATEMENT-OF-VALUES-AND-SCHOOL-PHILOSOPHY-2021.pdf>

### 3. Wellbeing and Engagement Strategies

#### **School-wide engagement**

Toorak Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the whole of school, targeted and individual engagement strategies used by our school is included below:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being 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
- deliver a broad curriculum to ensure that students have access to subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Toorak Primary School use the TPS Teaching and Learning model instruct to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Toorak Primary School 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
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums and other leadership roles (e.g. School, House and Class captains), and (b) through other more informal mechanisms.
- Students are also encouraged to speak with their teachers, PLC Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school musicals, athletics, music programs and house activities
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, PLC 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Restorative Practices
  - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment
- 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.
- students will have access to the SaGE networks psychologist and speech therapist.
- 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:

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- 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
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

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
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

Toorak Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Toorak 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
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance, restoration room and suspension data
- engagement with families
- self-referrals or referrals from peers

#### **5. 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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

## **6. Student behavioural expectations and management**

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. Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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

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

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

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- restorative approach (e.g. repairing damage caused)
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>

- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Toorak Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## 7. Engaging with families

Toorak Primary School 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.

## 8. 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.

Toorak Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

### **Communication**

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs

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

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

### Further Information and Resources

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

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

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

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

### Resources & Attachments

Attachment 1: TPS Code of Conduct- Behaviour and Consequences

### Policy Review and Approval

Policy last reviewed	June 2022
Consultation	School Council Policy Committee, June 2022 School Council Student School Leaders School Community via school newsletter feedback
Approved by	Principal
Next scheduled review date	June 2024



# Toorak Primary School

## Code Of Conduct- Behaviours And Consequences

### TPS Citizenship Values

<p><b>Honesty</b> 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><b>Kindness</b> 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><b>Friendship</b> 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><b>Responsibility</b> 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><b>Respect</b> 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>
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<p><b>LEVEL 1 BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>- Not following instructions</li> <li>- One-off rudeness or teasing</li> <li>- Disturbing with other children's play/learning, including their own/off task</li> <li>- Rough Play</li> <li>- One off bad language</li> </ul>
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<p><b>LEVEL 1 CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>- Reminder of the protocols</li> <li>- 5 minutes of think time in the corner of the room</li> <li>- Move to a different area</li> <li>- Apology</li> <li>- Peer mediators to assist with student arguments</li> </ul>
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<p><b>LEVEL 2 BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>- Repeat of a Level 1 behaviour</li> <li>- Ignoring, talking rudely to or ignoring staff or others in charge</li> <li>- Continuous dangerous play or play fighting</li> <li>- Swearing (teacher decision) or one off incident online</li> </ul>
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<p><b>LEVEL 2 CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>- Move to another area in the class</li> <li>- Off the playground for 15 minutes (inside or time out seat)</li> <li>- Community service.</li> <li>- Student will meet with teacher and discuss use of ICT</li> </ul>
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<p><b>LEVEL 3 BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>- Threatening or continuing to bothers others in person or online</li> <li>- Swearing (teacher decision)</li> <li>- Refusing to follow a teacher's instructions</li> <li>- Provoking/encouraging fights/trying to pick a fight</li> <li>- Disrespecting others property</li> </ul>
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<p><b>LEVEL 3 CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>- Discuss behaviour in the Reflection Room. Written apology if needed.</li> <li>- Consequences determined by Reflection Room teachers and student leaders/peer mediators</li> <li>- Removal of GAFE (Google Apps for Education) privileges until online behaviour improves</li> <li>- After 3 incidents parents are notified via email or phone call</li> </ul>
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<p><b>LEVEL 4 BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>- Damage of school property on purpose</li> <li>- Leaving school grounds</li> <li>- Fighting or assault</li> <li>- Ongoing harassment or bullying in person or online</li> <li>- Abusive language or swearing in person or online</li> </ul>
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<p><b>LEVEL 4 CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>- Completed behaviour form, and sent to parents</li> <li>- Send to the Principal</li> <li>- Parents notified</li> <li>- Internal suspension and parent notice</li> <li>- Removal of GAFE privileges (Google Apps for Education)</li> <li>- <i>Possibility of:</i> <ul style="list-style-type: none"> <li>o Missing school activity e.g. excursion or camp</li> <li>o External suspension</li> </ul> </li> </ul>
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If behaviour which does not follow our Code of Conduct continues, a Behavioural Individual Learning Improvement Plan will be implemented.



