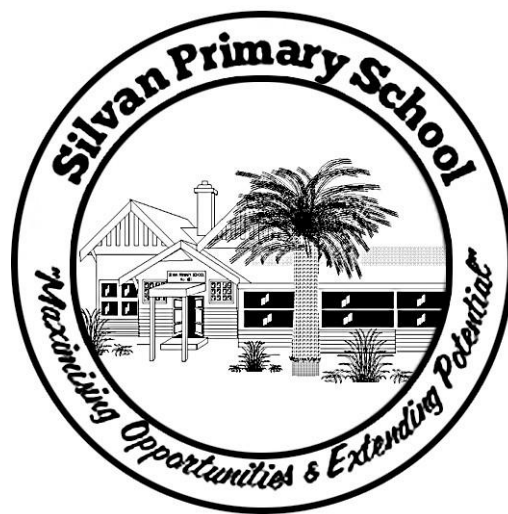


SILVAN PRIMARY SCHOOL



STUDENT/ WELLBEING & ENGAGEMENT DOCUMENT

CONTENTS

Rationale

Values

Rights and Responsibilities

Strategies for Dealing with Behaviour

Grievance Procedure: Parents

Grievance Procedure: Students

Grievance Procedure: Staff

Restorative Practices

Bullying

Attendance

To be read in conjunction with the following policies:

- Student Code of Conduct for Internet Use and Parent Agreement
- Anti-Bullying
- Electronic Devices
- Behaviour Management Model
- Cybersafety
- Play Is The way
- ICT Privacy
- ICT Acceptable Use

RATIONALE

Wellbeing refers to a student's behavioural, emotional and cognitive engagement. At Silvan Primary School we believe enhanced student wellbeing promotes effective learners. Students who are distracted and anxious due to significant physical, social and emotional issues will find it harder to engage in educative programs. Enhancing wellbeing involves employing preventative and early intervention approaches. Wellbeing is a whole school responsibility and is supported by our school values, environment, curriculum and community links and partnerships. Silvan Primary delivers and facilitates student welfare and engagement via its 'Play is the Way'.

Silvan Primary School has a Wellbeing Committee consisting of all staff. The Wellbeing Committee aims to:

- Develop, implement and maintain Play is the Way program designed to enhance student wellbeing and engagement
- Monitor and review programs and policies regularly
- Support school staff by developing strategies and resources
- Promote a consistent approach to student management
- Promote wellbeing and a positive school climate

VALUES

At Silvan Primary School we value the 5 Play is the Way Concepts, aligned to our 5 school Values; **Character, Courage, Wisdom, Strength and Equality**

- **Treat others as you would like them to treat you.**
- **Be brave – participate to progress.**
- **Pursue your personal best no matter who you work with.**
- **Have reasons for the things you say and do.**
- **It takes great strength to be sensible.**

CHARACTER - Developing an individual's unique and valuable character strengths to build wellbeing in themselves and others.



COURAGE - Encouraging students to be participate and become contributing members of our school and wider community.



WISDOM - Developing understanding, making decisions, shaping actions and actively solving problems whilst being empathetic and considerate of others.



Strength - Being motivated and developing a 'can-do' attitude. Being resourceful, reliable and resilient. Self-regulating behaviour. Setting goals and striving to meet challenges without losing sight of your goals.



EQUALITY - Interacting effectively with a diverse range of people. Listening, sharing, negotiating and recognising differences. Being co-operative and working together.



RIGHTS AND RESPONSIBILITIES

Students have the right to:	Students have the responsibility to:
Feel a sense of security and belonging at school which is enhanced by tolerance for all and strategies to enhance student engagement.	Behave in ways that ensures the school is accepting and tolerant and supportive of members of the school community, thus enabling a sense of belonging and security at school.
Be treated with dignity, respect and courtesy and be valued as unique individuals.	Treat all members of the school community with dignity, respect and courtesy and to value the individuality of all members of the school community.
Express thought, feelings and ideas honestly and without fear.	Listen, respect and be open to others' point of view.
Curriculum which is appropriate to individual and collective needs.	Take full advantage of learning opportunities and to allow others to do the same.
Regular scheduled classes, equal access to teachers' time and updates on their progress	Attend classes punctually and regularly, ask for help and assistance when required to and act on progress reports from teacher
Participate in and be informed of decisions within the school where appropriate	Actively participate in decision-making processes
A clean, safe and attractive school environment where all property is respected.	Maintain and keep safe, clean and attractive environment and respect personal, private and school property.

Staff have the right to:	Staff have the responsibility to:
Teach without interference and be supported by students, colleagues, parents, School Council and appropriate Government Departments.	To provide a full range of learning activities across AusVELS and to provide support to students, colleagues, parents, School Council and appropriate Government Departments.
To have access to information and be part of the collaborative decision making process in the areas of curriculum and organisation; to have on-going funded professional development; to have decision making structures in place; to have representation and collaboration on School Council and Sub-Committees.	To contribute to decision making processes (eg: School Council) and actively participate in the areas of curriculum and Strategic Plan development, organisation and administration; to participate in professional development activities.
Access approved training and professional development opportunities where relevant and appropriate.	To ensure their teaching reflects current and effective teaching practices.
To work in an aesthetically pleasing, clean, orderly, safe (safety of belonging) and comfortable environment and to have access to sufficient equipment and resources.	To help create an aesthetically pleasing, clean, orderly, safe (safety of belonging) and comfortable environment; to select, order and maintain equipment
To be treated as individuals with every courtesy and without discrimination.	To treat students, parents and colleagues with mutual respect and courtesy.

Parents have the right to:	Parents have the responsibility to:
To participate in all aspects of their children's learning, to be informed and to be listened to about issues concerning their child.	To take an active interest in their children's learning and school activities. To convey concerns and inform teachers of any circumstances which could affect the learning of their children.

To be treated as individuals with courtesy, respect without discrimination.	To treat with respect and courtesy all other members of the school community; to promote such attitudes in their children. This should be without discrimination.
To have ready access to information and be part of the decision-making process in the areas of Policy and Strategic Plan and be respected for their contribution	To contribute to the best of their ability and to respect the contribution of other members of the school community
To have their children educated in a secure environment where care, courtesy and respect is encouraged and valued	To help create and maintain a safe environment and encourage their children to do the same and to support the school in its efforts to maintain a positive teaching, learning environment
To expect that the school community needs are expressed and access to Support Services is available when required	To assist their child with the establishment of goals and plans which build their confidence and competence in social relationships and academic

If a parent/care giver would like to discuss their child's progress with a teacher please contact the school to arrange an appointment. Parents and care givers may raise concerns about students (other than their own) with staff: however, parents/care givers are not permitted to approach students at school and discuss concerns with them directly.

All members of the school community are responsible for maintaining confidentiality and privacy.

STRATEGIES FOR DEALING WITH BEHAVIOUR

The school maintains a fair discipline system that is based on natural justice, procedural fairness and restorative practices. Central to this system is the establishment of preventative strategies and systems in the classroom and playground. Some of these systems include peer support, SRC, social skills program, child protection and drug education. When unacceptable behaviour occurs it is recorded on the school's Discipline Database. These records are an important source of documentation for discussions with students, teachers and parents and for obtaining support from outside agencies.

OPERATION OF THE SCHOOL DISCIPLINE SYSTEM

The most effective system at Silvan Primary School is based on:

- **Treat others as you would like them to treat you.**
- **Be brave – participate to progress.**
- **Pursue your personal best no matter who you work with.**
- **Have reasons for the things you say and do.**
- **It takes great strength to be sensible.**

Each year, classrooms explore the concepts of **treat others as you would like them to treat you, be brave – participate to progress, pursue your personal best no matter who you work with, have reasons for the things you say & do & it takes great strength to be sensible.**

Each classroom teacher is responsible for establishing and maintaining a system for managing student behaviour in their classroom based on the principles of 'Play is the Way' via explicit instruction and class discussion in key concepts and direct involvement activities & games. The establishment of such a system is a priority at the beginning of the school year and the beginning of each term to ensure ongoing effectiveness.

RECOGNISING APPROPRIATE BEHAVIOUR

Students who display excellent behaviour may be rewarded with:

- Verbal & written recognition at school assembly
- An award/certificate
- Class wide reinforcement
- Recognition in the newsletter
- Individual classroom recognition programs/incentives
- Incidental and informal feedback to parents
- House points
- Reward vouchers from the canteen

Please Note: as student's progress from Foundation through to Grade 6 there will be a move away from extrinsic motivation towards a more intrinsic motivation to encourage student motivation to be governed by 'the right thing to do' rather than 'incentive motivation'.

RECOGNISING 'AT RISK' STUDENTS

Students may be identified as being at risk of harm or disengagement from education due to behaviours including:

- Bullying
- Social isolation
- Inappropriate behaviours
- Disclosing issues
- Absences

Where a student is identified as 'at risk' they may be:

- Referred to the Principal
- Referred to the DE&T Guidance Officer
- Referred to Anglicare
- Referred to an external agency for support
- A letter sent home to inform parents

Managing Unacceptable Behaviour

The word discipline originates from the word 'disciple' meaning 'to teach.' At Silvan Primary School we aim to respond to inappropriate behaviour by teaching children that inappropriate behaviours have consequences and that there are alternative, positive ways to behave. Teachers will manage inappropriate behaviour in their classroom. Each classroom will have clearly defined class rules that are negotiated between teachers and students. If a student behaves inappropriately, staff may:

1. Help the student identify their inappropriate behaviour and the impact it is having on class mates and staff. This is most effective when 'Play is the Way' language and practices are employed.
2. If the behaviour persists, give the student a verbal warning.
3. If the behaviour continues students are encouraged to take ownership & responsibility for making sensible choices rely on less autocratic intervention.
4. At this point, staff may also consider the student to be 'at risk' and refer the student for support.

When the behaviour is unsafe, severely disruptive and/or or severe in nature, staff may contact the Principal to assist with the behaviour. The Principal may then decide to:

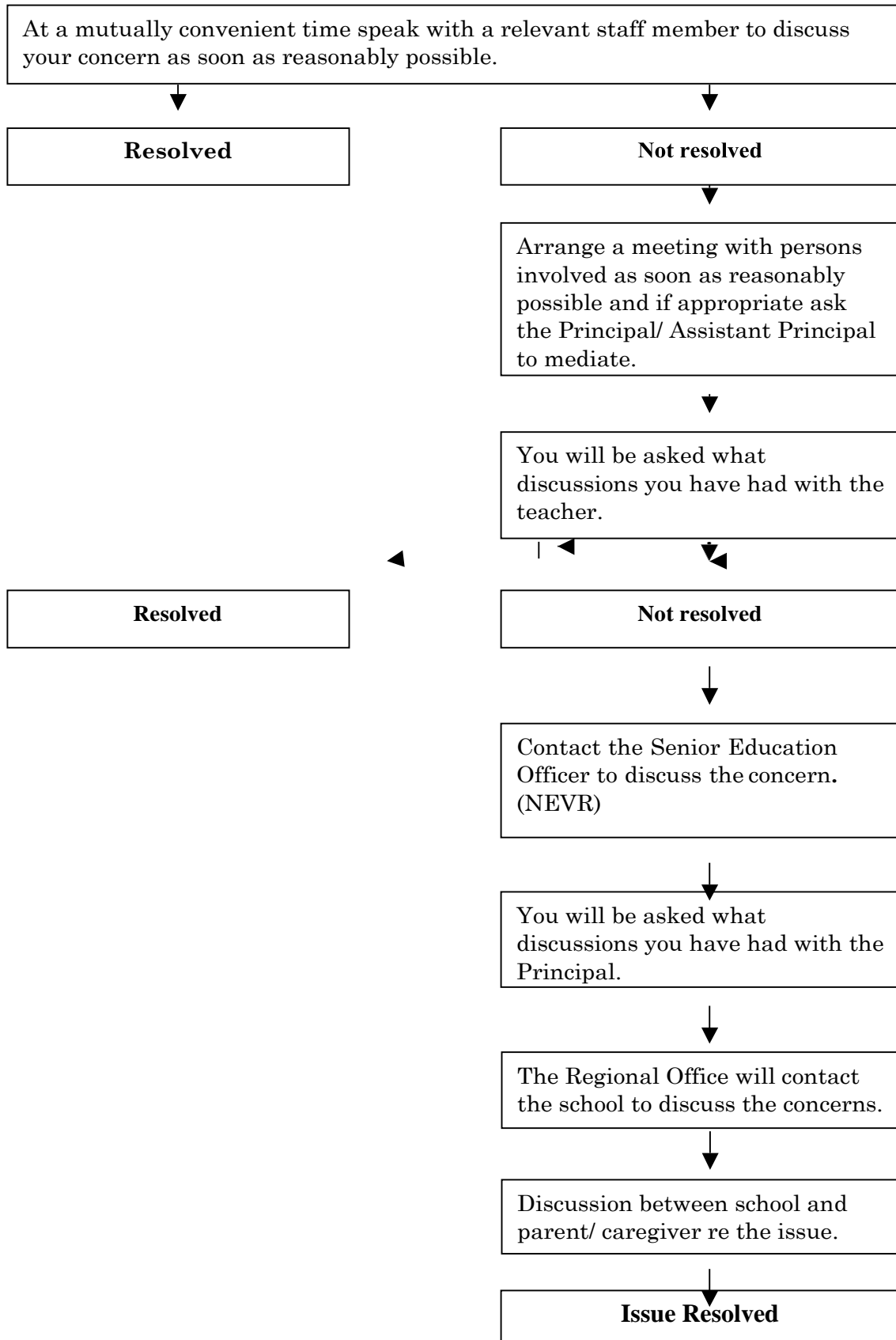
- Meet with the student
- Refer the student to the Student Wellbeing Officer or Counsellor

The Principal or teacher will:

- Record the incident
- If the student is given an in house suspension or suspension, the student will contact their parent/care giver by phone to explain their inappropriate behaviour that led to their suspension. A letter will also be sent to the parent/care giver to notify them of the in house suspension or suspension. In house suspensions and suspensions will only be issued when all other options have been exhausted or where the wellbeing or safety of a member of the school community is at risk.

GRIEVANCE PROCEDURE: PARENTS/CARE GIVERS

At all times during the grievance procedure, all parties are expected to be fair, calm, honest and respectful.



GRIEVANCE PROCEDURE: STUDENTS

At all times during the grievance procedure, all parties are expected to be fair, calm, honest and respectful.

Students and staff are encouraged to use the 5 finger strategy to resolve disputes.

IGNORE: Try ignoring the thing that is upsetting you. Ask yourself ‘does it concern me?’ If it does you may focus on something else, laugh it off or use your positive self talk to manage the issue.

WALK AWAY: If possible, move away from the person who is causing the issue or play in a separate area from them.

TALK: Try approaching the person(s) you have a dispute with. Let them know in a calm and respectful way that their behaviour is affecting you. Ask the person(s) to “please stop....” And add in what they are doing that is upsetting you.

BE ASSERTIVE: Ask the person firmly but respectfully to stop what they are doing to you. For example, firmly say “stop calling me names” or “stop touching me.”

TELL A STAFF MEMBER: If the behaviour does not stop after you have tried the first four steps or the behaviour is of a physical nature, find a teacher or school staff member and tell them what has been happening. If the first person you tell does not listen continue to tell staff member until someone stops and listens to you.

APPOINTMENT: If the issue is still unresolved please make an appointment with the Principal or Student Wellbeing Officer to discuss the concerns.

If your children report an issue to you that they are having at school, please encourage and support your child to attempt to resolve the issue for themselves as this is a very important part of a child’s learning.

GRIEVANCE PROCEDURE: STAFF

At all times during the grievance procedure, all parties are expected to be fair, calm, honest and respectful.

1: Acknowledge the problem. Is there a problem? Why is it a problem?

2: Speak and listen to the person with whom you have the issue.

3: Depending on the issue, seek advice from a relevant colleague, or check School Policies.

4: Meet with the person to list the pros and cons for the issue and discuss. Come to an agreement.

5: If you can not reach an agreement, approach Principal class and seek a resolution.

DISCIPLINE PRACTICES

Silvan Primary School will adopt a combination of assertive discipline techniques & Play is the Way Self Mastery checklist as the means by which discipline will be administered in the school. Assertive discipline technique practice` is a whole school approach which provides schools with a framework of management that moves away from the traditional punitive response. While still providing limits and consequences, it looks for ways to repair the damaged relationships and improve existing relationships.

ATTENDANCE

At Silvan primary School we believe attendance at school is very important to ensure students receive essential learning. When a student attends school 85 % of the time or less they are missing out on much learning and may find it difficult to keep up with the school work. When students start to fall behind, they may become even less motivated to attend school. When students miss a lot of school they also may be at risk of losing positive social connections such as friendships and relationships with teachers and staff.

Children need routine and regularly attending school provides this. At some stage we all experience traumatic events and your child may need to be away from school for a while. Children find comfort in routine and familiar environments so returning to school can help children cope with trauma.

As a parent you can support your child to attend school by:

- Encourage your child to attend school every day and be on time.
- If your child starts refusing or is unwilling to attend school, sit down with your child and ask them why they are reluctant to attend school. Work with your child to try and find some options to motivate them to come to school. For example if they feel like the work is too hard offer to help them to talk to their teacher about getting some help to catch up. You may also want to talk to your child's teacher or Principal so that we can implement some strategies at school to help your child.
- Try and plan holidays in the school holidays. During school term students need to be at school.
- Get involved at school. Students love to see their parents getting involved at their school.
- After school, talk to your child about their day. What did they do today? Who did they play with? Did they achieve something?

If a child is absent and a parent has not informed the school, the teacher will contact the parent as soon as possible to ensure they are aware of the absence.

Parents must provide an explanation to the school within three days of the absence. If an explanation is not received within three days a letter will be sent to the parent/carer.

Students are provided with an attendance certificate mid term and at the end of term that informs them of their level of attendance and the impact that attendance is having on their learning and connectedness to school.

Students and their families who are identified as having attendance issues may be offered support from the Student Wellbeing Officer to identify reasons for the absences and develop strategies to support the student's attendance.

If there are still an attendance issue, under Mandatory Reporting, either Child First or D.H.S. will be contacted to help resolve the problem.

Reference:

Child Safe Standards

<http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>

eSafety

<https://esafety.gov.au/education-resources/iparent>

This Policy was reviewed: May 2019

Next review date: May 2021