


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, supportive and inclusive learning environment for students
- Expectations for positive student behaviour
- The support available to students and families
- Our school's policies and procedures for responding to appropriate and inappropriate student behaviour.

Willmott Park Primary School is committed to providing a safe, secure, inclusive 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.

The logo for Willmott Park Primary School, featuring a stylized red and blue arc above the text "Willmott Park Primary School".

POSITIVE BEHAVIOUR **PURPOSE STATEMENT**

At Willmott Park Primary School we provide a safe and inclusive learning community where students are responsible and respectful. We empower students to have a voice and achieve through an engaging and diverse curriculum.

SCOPE

This policy applies to all school activities, including camps and excursions.

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1. School profile

Willmott Park Primary opened in 1995 with just over 100 students and has over 779 enrolled in 2021. The school currently has a staff of over 110. Our student profile continues to change with increasingly diverse backgrounds and cultures that brings a rich and positive perspective for the community. There is an increasing demand for OSHC (Out of School Hours Care) places that is housed in a free-standing, purpose-built and well-equipped facility. The school had building upgrades in 2008 and 2013. Two prep outdoor learning areas have been created to complement a developmental curriculum. They include sand pits, cubby houses, playgrounds and gardens, a stage and a large outdoor framework.

Established in 2001, the Willmott Park Primary School Deaf Facility provides mainstream and small group education for children who are deaf and hard of hearing (DHH). Students' learning is made accessible through the use of a variety of communication modes, based on individual need. These include Written and Spoken English, Auditory Skills, Auslan (Australian Sign Language), and AAC (Augmentative and Assistive Communication). The Deaf Facility Team works to develop highly individualised programs that specifically target the unique needs of students funded to work within the facility. To complement the Deaf Facility, Auslan is offered as a LOTE (Language Other Than English). Soundfield technology is available in most classrooms across the school and is prioritised to classrooms supporting DHH students and specialist rooms. This technology improves educational access for all students, as well as promotes the health and wellbeing of both staff and students. The Deaf Facility is staffed by expert teachers of the deaf, who work alongside our mainstream teachers to ensure DHH students are supported in an inclusive environment.

Willmott Park boasts exceptional grounds and recreational play areas that includes four separate adventure zones, outdoor performing area, an all-weather play area, undercover full size basketball court, outdoor performance area, gardens, passive-play areas, sensory garden, a fitness room, music, art, science and other learning specialisation areas. Staff professional learning is a strong priority with a four-year plan with the express aim of improving learning outcomes in literacy & numeracy. This continued focus on teaching & learning, teacher performance and development and improving student learning outcomes are prominent in both the strategic & annual implementation plans. The shared leadership model ensures the combined efforts and abilities of all staff efficiently and effectively to bring about a successful intended result, across a broad range of responsibilities.

Teams of educators work together to plan and teach a comprehensive and personalised curriculum and to provide stimulating learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning. Specialist programs for all students include Physical Education, STEAM and Visual Arts (with two full size art rooms) and Music. English as an Additional Language (EAL) is offered for new arrivals & students with language other than English. Additional Student Agency in the curriculum programs are: Willmott Wonders (Grades 5 and 6), Passion Projects (Grades 3 and 4), Genius Hour (Grades 1 and 2) and Hands on Learning (Foundation).

The school maintains a computer-to-student ratio of at least 1:2 across the school and provides a meaningful and appropriate integration of IT into student learning, including coding. Interactive LCD televisions and whiteboards are fitted in all classrooms to support teaching and learning, thus taking Willmott Park to the forefront of technology in schools. A 1:1 iPad program has been introduced across the school to enhance and complement learning programmes.

A wide variety of lunchtime programs (choir, Lego club, dancing, library, garden club and band, etc.) continue to support student engagement. Extra-curricular programs are a big feature that includes EB (Energy Breakthrough), camps in Grades Four and Six, as well as an extensive Interschool Sports and whole-school sports carnival. Student leadership and responsibility is encouraged through Junior School Council and Sport Captains. Student community groups are also a focus of the school to ensure a link between our school and other community members.

WPPS students are given the opportunity to read for pleasure, information and pursue interests in the school Library. Junior classes attend on a weekly basis with their teacher whilst Middle & Senior classes are timetabled on a fortnightly basis. The love of reading is nurtured through a wide range of varied, age appropriate literature of excellent quality. After lunch, the whole school is involved in (DEAR) - Drop Everything and Read. This improves students' reading skills through engaging in regular, sustained silent reading. In years 4-6, the first two reading sessions of the week are dedicated to Book Clubs, in which conversation and cooperative reading skills are developed. Students take ownership of their learning and select their own book.

The Willmott Park Care Team has the Assistant Principal, two Wellbeing Leaders, speech therapist, psychologists, a PSD leader and a therapy dog who all work together to support student's wellbeing and engagement in learning activities.

Willmott Park is an exemplary school that continues to build teacher expertise through ongoing and equitable student management processes. Willmott Park staff are passionate and committed, parents are supportive and the students are engaged in their own learning. WPPS has a culture where everybody is learning, innovation is seen as the norm and challenges seen as opportunities.

2. School Values

At Willmott Park Primary we work to develop positive school/community relationships with students and their families to support learning, engagement and wellbeing. The Willmott Park Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. We do this through agreed school values of; Respect, Responsibility and Achievement. We also value a high quality curriculum catering for all learners to enhance themselves as individuals for the 21st Century to be active and happy citizens. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

School Vision

Willmott Park Primary School's overarching philosophy is that every child has the right to learn in a safe and supportive environment. We pride ourselves on being an inclusive school, catering for differences and placing a high priority on the wellbeing of all stakeholders. Developing confidence and resilience is a key foundation to all curriculum at the school with the inclusion of a range of specialist and extracurricular activities. As a result of catering for the whole child, students learn to build relationships, be literate, numerate and curious as a 21st Century learner. We foster positive relationships and communicate with each other in a respectful and open manner. Our school is diverse with a number of students having a hearing impairment and or additional needs. We are proud of our diverse and inclusive school community and the commitment to engage all learners.

The school believes in continuous improvement and high standards of teaching and student learning outcomes. Teachers at the school work collaboratively and support each other to improve student outcomes and their own professional practice.

3. Engagement strategies

WPPS has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional and/or educational support at school, and that the needs of students will continue to change over time as they grow and learn.

A summary of the universal (whole school), targeted (year level specific) and individual engagement strategies used by our school is included below:

Universal (whole school)

- **School Wide Positive Behaviour Matrix (Student, Parent/Carer & Visitors, Staff and OSHC):** A set of agreed values, high and consistent expectations that have been developed in conjunction with students, staff and parents, which align with the school values of Respect, Responsibility and Achievement.
- Our school Values 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.
- Establishing the underlying theme of community across WPPS by providing and promoting whole school extra-curricular activities such as movie nights, discos, games nights, fairs, picnics and End of Term Wellbeing celebrations.
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Welcoming all parents/carers and being responsive to them as partners in learning
- Establishing a safe, secure, inclusive and nurturing learning environment where classrooms are seen as a learning community
- Creating a whole school culture that is inclusive, engaging and supportive

- Analysing and being responsive to a range of school data such as Attendance, Attitudes to School Survey, Parent Opinion survey data, Classroom Questionnaire, Student management data (Sentral Wellbeing data) and School Level Assessment data
- Delivering a broad curriculum including core curriculum programs, Intervention and Extension programs, Care Team programs to ensure that students are able to access learning opportunities that cater to their strengths and areas of need
- School wide listening technology in majority of learning environments (Roger Transmitters, Sound Fields and wall pilots, pass around microphones and audio hubs)
- A Developmental Play programme for Foundation
- A Grade One - Grade Six, Inquiry based learning curriculum
- Use of digital portfolio and communication for learning (Seesaw)
- Opportunities for student leadership and responsibility through Junior School Council, Sport House Captains and School Wide Positive Behaviour Ambassadors
- Teachers at Willmott Park Primary School use the FISO Improvement model (Framework for Improving Student Outcomes) to ensure an explicit, common and shared model of instruction is adopted and where evidenced-based, high yield teaching practices are incorporated into all lessons and HITS (High Impact Teaching Strategies)
- Teachers at Willmott Park 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
- The school provides 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 unit and school assemblies and through communication to parents
- Whole school Acknowledgement systems related to the school values including the 'Wristband system', positives on Sentral, whole school raffle and Random Acts of Kindness
- Student attendance is monitored and implementation of attendance improvement strategies at a whole school, cohort and individual level are adopted
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council, House Captains, SWPBS Ambassadors and other forums including class meetings. Students are also encouraged to speak with their teachers, Wellbeing Leaders, Assistant Principal and Principal whenever they have any ideas, questions or concerns.
- Create opportunities for cross—age connections amongst students through the Buddies Program, Willmott's Got Talent, House Points, school bands, and peer support programs, Library buddy sessions, Inquiry Oral Presentations to other year levels.
- Community Connections programme to foster relationships between WPPS and local members
- Engagement programs called Willmott Wonders (grades 5 and 6) and Electives program (Grades 3 and 4), Passion projects and Genius Hour to promote interest based activities and cross age connections to assist with transition and playing in the yard.
- Students are welcome to self-refer to the Student Wellbeing Leaders, Care Team Members, and teachers, Team Leaders, Assistant Principals 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
- Identifying students who require additional intervention through a referral process to our Care Team
- Establishment of a whole school 'Chill Zone' sensory garden as a place to be calm and support emotional regulation
- Having a Therapy Dog start at our school to help with student behaviour, engagement, attendance and wellbeing
- When dealing with challenging behaviours, teachers will follow the Responses to Minor and Major Behaviour and flowcharts and use Sentral as a way of inputting behaviour data and informing Wellbeing Leaders
- Implementing the school-wide positive behaviour support (SWPBS) framework that brings our school community together to develop positive, safe, supportive learning cultures. SWPBS assists our school to improve social, emotional, behavioural and academic outcomes for all students. This includes:

- Welcome to Willmott Program at the beginning of the year
- Restorative Practice Care Team approach
- School Values and Code of Conduct booklet
- Safe and acceptable use of digital technology contract
- Classroom management for disruptive behaviour flowchart
- Meet the Teacher (Beginning of Term 1) and 3 Way Conferences (Term 3)
- Informal parent-teacher meetings (as negotiated by teachers and parents as needed)
- SSG meetings
- Referrals to Care Team for further recommendations, potential interventions and assessments
- Individual Education Plans
- Individual Behaviour Support Plans
- Provide programs, incursions and excursions developed to address specific behaviour (i.e. emotional self-regulation, cyber safety, building respectful relationships etc.)
- Respectful Relationships incorporated into Wellbeing Curriculum
- Anti-Bullying lessons embedded in the wellbeing curriculum
- Rules and benefits of our Therapy Dog
- Ongoing professional development in line with Strategic Plan, Anaphylaxis, Diabetes, First Aid, OH&S
- Art of Conversation – Whole school Approach to Feedback, Questioning, Wellbeing and Peer connections SWPB

Transitions

- Transition program – Grade 6 to Year 7
- Transition Program – Whole school – Meet The Teacher – End of Year Program
- Documentation of meetings for teachers to support transition of students between all grades at start of school year
- Student Profiles created and shared to new teachers in handover
- Specific handover meetings arranged between Wellbeing, teachers and ES to assist in the transition for students
- Prep orientation program – Step Into Prep

This program is free and aims to assist 4 and 5 year old children who will be starting school the next year. This school experience is both educational and extremely enjoyable for the children and will help families of 4 and 5 year.

The 'Step into Prep Program' is a four week program conducted in the Prep classrooms every Friday at 2:00pm to 3:00pm. The program is designed to help students prepare for school through a series of short educational experiences. The pre-schoolers will participate in developmental activities designed by our prep teachers. Parents are invited to attend a presentation where they can better understand our schools core values, curriculum and expectations.

Willmott Park Primary School.

- Participation in the state-wide orientation program for students in Year 6.
- Care Team participation in transition programs with allied health support.
- Transition meetings for **ANY** students going into secondary school that need extra support.

Targeted (year level)

- Each year level has a PLC Leader and Professional Learning Community who monitors the learning and health and wellbeing of students in their year
- Team planning and sharing of resources and expertise
- Differentiated learning tasks devised from on-going formal and informal assessment
- Staff will undertake professional development in response to needs identified by student wellbeing data
- Each year level has access to the Wellbeing Leaders, who are Leading Teachers responsible for monitoring the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Year level specific data related to behaviour and Sentral records made accessible to PLC teams to discuss and address ways to assist and improve

- Connect all Koorie students with a Koorie Engagement Support Officer - KESO
- All students in Out of Home Care and Koorie Students will have Wellbeing Leaders regularly check in with the student and their classroom teacher, have an Individual Education Plan and may be referred to Student Support Services for an Educational or Behavioural Needs Assessment
- Establish classroom 'quiet space' as a place to be calm and support emotional regulation
- Identifying students at risk of disengagement from learning and social interaction
- Modifying the classroom program and environment as required
- Relevant staff from the Executive or Care Team will be available to offer support and guidance in response to needs identified by classroom teachers or other school staff during the school year to assist in a trauma-informed approach, when working with particular students.

Individual

Strategies to support attendance and engagement of individual students include :

- Building constructive relationships with students at risk or who are vulnerable due to complex individual circumstances
- Meet with student and their parent/carer to talk about how best to help the student engage with school
- Referral to Team Leaders and/or Wellbeing Leaders
- Seek extra resources under the Program for Students with Disabilities for eligible students
- Individual Education Plan and Behaviour Support Plan
- Assisting Parents with NDIS applications
- Allowing NDIS therapists to provide services onsite
- Referral to external services to provide therapy and services onsite (This includes BreakThru, Child First, Onpsych)
- Consider if any environmental changes need to be made in the learning space the student uses
- Student Positive Reinforcement Approach (classroom, Principal Award, Wristband, Positives on Sentral)
- Transition programs
- Reports (modified reports for EAL students) with student feedback
- Interpreters
- Multi-Denominational prayer room
- Teachers of the Deaf
- Parent helper support in classrooms
- Mentor programs are established with peers used as support
- Care Team approach with the assistance of Allied health possibly including counselling and/or speech
- Working with a range of Allied health agencies on/off premises.

Referring the student to:

- School-based wellbeing supports and Student Support Services through Care Team referral
- Appropriate external supports such as council based youth and family services, other allied health professionals, child and adolescent mental health services or Child First

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 Plan in collaboration with the student and their family
- Running regular Student Support Group (SSG) meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying Students in need of Support

WPPS is committed to providing the necessary support to ensure our students are aided intellectually, emotionally and socially. The Student Wellbeing team and Care Team plays a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing. The 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
- Response to Intervention- using data to monitor Tiered behaviour and wellbeing needs
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Reported incidents on Sentral
- Attendance, detention and suspension data
- Self-referrals or referrals from peers
- The program Cliniko
- A Care Team approach if deemed necessary for the circumstances
- Intervention programs and engagement with families

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:

- feel safe and learn
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- be treated with respect, courtesy and kindness
- work and play without interference
- be heard and be able to express opinions
- have values and rules that are fair to everyone
- know what are acceptable behaviours and the consequences of unacceptable behaviours
- be included and accepted for their differences.

Students are responsible for:

- Following the school values and rules in the Student Code of Conduct
- Following our school's Matrix of Expectations across all areas of the school
- Readiness to engage in and participate in their education
- Respecting for all facets of the school curriculum
- Working hard to achieve personal excellence
- Allowing others to work, learn and play without disturbing them
- Team work
- Displaying positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- Listening to teachers and following all reasonable requests
- Caring for the school environment and helping to make it a safe and happy place
- Using school equipment/technology in a safe and responsible manner whilst adhering to our schools ICT policy and following the Internet Code of Conduct

Students who may have a 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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Values. Willmott Park implements the School Wide Positive Behaviour framework with a focus on improving student positive behaviour, and restorative practises. Student bullying behaviour will be responded to consistently with WPPS's Bullying Prevention policy.

School-wide positive behaviour support (SWPBS) is a framework that brings together our school community to develop safe, positive, inclusive learning cultures. SWPBS aims to improve the social, emotional, behavioural and academic outcomes.

SWPBS framework is a whole-school approach to increase and improve:

- respectful and positive behaviour
- social-emotional wellbeing
- positive and respectful relationships among students and staff
- a predictable learning environment with improved perceptions of safety and increased attendance
- restorative and reflective practises
- students' sense of self and belonging
- collective efficacy amongst staff and students to all be working together to achieve these improvements

The School Values and Matrix of Expectations are embedded into our Wellbeing lessons and the beginning year program 'Welcome to Willmott'. Students are explicitly taught the expected behaviours and are given opportunities to put these into practise. This includes the various Matrices (Student, Staff, Parent/Visitors, OSHC) and Student Code of Conduct, all of which are regularly referred to, explicitly taught and reflected on throughout the year.

When a student does not follow the School Values and Matrix of Expectations, staff follow the Responses to Minor and Major Behaviours flowcharts as a staged and consistent response, with the Department's Student Engagement and Inclusion Guidelines. Staff use the Responses to Minor and Major behaviours to give students the opportunities to correct their behaviour and restorative discussions to learn from their choices. Where appropriate, parents will be informed about the behaviour and, where deemed appropriate, the consequence of their behaviour.

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 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
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- referral to the Year Level PLC Leader
- referral to Wellbeing Leaders
- restorative practices which focus on responsibility and accountability
- community program assistance
- writing a letter of apology
- teacher walks at recess/lunch focussing on the restorative discussions regarding their behaviour
- suspension (Internal or external) – with work provided depending on the length and the correct procedures in place for transitioning back to school
- expulsion procedures begun

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

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

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

7. Engaging with families

Willmott Park Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website
- The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey and from parent representatives on School Council
- Maintaining an open, respectful line of communication between parents and staff using Sentral and Seesaw
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families with home study and other curriculum-related activities – Parent Open sessions
- Running Information nights
- Opportunities to tour the school on Open Days
- Involving families in school decision making
- Coordinating resources and services from the community for families
- Translating any documentation into a range of languages
- The assistance of our Multicultural Aide in relaying information to families
- Offering a variety of parent/family activities at our school – Games Nights, Movie Nights etc.
- Including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Willmott Park 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.

Sources of data that will be assessed on an annual basis include:

- student survey data
- Sentral incidents/ Positives data
- school reports
- parent survey
- case management
- CASES21
- Cliniko
- SWPB Data

FURTHER INFORMATION AND RESOURCES

The school abides by the following acts as stipulated in Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009:

1. The Equal Opportunity Act 1995
2. The Charter for Human Rights and Responsibilities Act 2006
3. The Disability Discrimination Act 1992
4. Education and Training and Reform Act 2006