



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9305 6639.

PURPOSE

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

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

Willmott Park 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.



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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POLICY

1. School profile

Willmott Park Primary School was established in 1995 and is located approximately 30 kilometres north of Melbourne. We have 720 students enrolled from Grade Prep-6 and approximately 110 school staff members including a school nurse, wellbeing leaders and a school counsellor.

Our school is surrounded by a supportive community. Most students that attend our school live locally and enjoy walking or riding their bike to school. Willmott Park Primary School has developed close ties to the local community and enjoys support from our local shops and community services.

Our school is culturally diverse with 45% of families having a language background other than English (LOTE), with the largest LOTE groups being Arabic, Indian and Sri Lankan. The school also has representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically, emotionally and socially.

2. School values, philosophy and vision

Willmott Park Primary School's 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 our agreed school values of Respect, Responsibility and Achievement. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults. We value a high quality curriculum catering for all learners to enhance themselves as individuals for the 21st Century and be active and happy citizens.

Our Statement of Values is available online at this [link](#).

3. Wellbeing and engagement strategies

Willmott Park 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 universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

Our school's strategies to promote positive behaviour and inclusion are:

- high and consistent expectations of all staff, students and parents and carers
- integration of the School Wide Positive Behaviour Matrices (Student, Staff, Parents/Carers & Visitors and OSHC) across the school where there are agreed values, high and consistent expectations developed and followed which align with the school values of Respect, Responsibility and Achievement
- school values 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
- an established theme of community across the school that provides and promotes whole school extracurricular activities such as movie nights, discos, games nights, fairs, picnics and end of term wellbeing celebrations
- a school that prioritises 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
- delivering a broad curriculum, including core curriculum programs, intervention and extension programs and Care Team programs, to ensure that students are able to engage in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Willmott Park Primary School use various instructional frameworks 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 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
- 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 in communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute and provide feedback on decisions about school operations through the Junior School Council, House Captains, SWPBS Ambassadors, Digital Ambassadors and other forums including class and cohort meetings. Students are also encouraged to speak with their teachers, PLC Leaders, Wellbeing Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross-age connections amongst students through Buddy Programs, school band, mentoring programs, Inquiry presentations and showcasing, Library Buddy sessions, athletics, music and peer support programs
- implementing whole school Acknowledgement systems related to the school values including the 'Wristband system,' positives on Sentral, whole school playground raffle and Random Acts of Kindness
- opportunities to connect and foster relationships with the wider community through our Community Connections program
- engagement in programs such as Willmott Wonders (Yrs 5&6), Electives programs (Yrs 3&4), Passion Projects and Genius Hour (Years 1&2) and Developmental Play (Foundation) to promote interest based activities and cross age connections to assist with transition and playing in the yard
- all students are welcome to self-refer to the Student Wellbeing Leaders, School Nurse, the Care Team members, PLC Leaders, teachers, 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
- identifying students who require additional intervention through a referral process to our Care Team
- establishing a Chill Out Zone in our Sensory Garden as a place of calm and to support emotional regulation
- having a therapy dog to help with student behaviour, engagement, attendance and wellbeing
- following the Responses to Minor and Major Behaviour flowcharts when dealing with challenging behaviours and using Sentral as a way of inputting behaviour data and informing Wellbeing Leaders
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers/Bullying No Way!

- Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. emotional self-regulation, cyber safety, building respectful relationships etc.)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities, a wide range of leadership opportunities)
- A Year 1-6 Inquiry based learning curriculum and Developmental Play program for Foundation
- having buddy programs measures in place, such as SWPBS Ambassadors (Yrs 3-6), 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
- access to school wide listening technology in majority of learning environments (Roger transmitters, Sound Fields, wall pilots, handheld microphones and audio hubs)
- using a digital portfolio and communication tool via Seesaw
- implementing the School Wide Positive Behaviour Support (SWPBS) framework that brings our school community together to develop positive, safe and supportive learning cultures. SWPBS assists our school to improve social, emotional, behavioural and academic outcomes for all students. This includes:
 - Incorporating SWPBS into the 'Welcome to Willmott Program' at the beginning of each year
 - Student Code of Conduct incorporating School Values
 - Classroom management tools for disruptive behaviour following flowcharts
 - Individual Behaviour Support Plans
 - Anti-bullying lessons embedded in Wellbeing curriculum
 - Ongoing professional development in SWPBS available to staff
 - Art of Conversation-whole school approach to feedback, questioning, wellbeing, SWPBS and peer connections

Transitions

- Transition Program -Year 6 to 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 staff, teachers and Educational Support staff to assist in transition for students
- Participation in 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 in to secondary school
- Prep orientation program -2023 Get to Know Me
 - A program that aims to assist 4 and 5 year old children who will be starting school the following year. This school experience is both educational and extremely enjoyable for the children and helps families with their child's start to primary school. This program is conducted in Prep classrooms over several sessions and is designed to help students prepare for school through a series of short educational experiences. The pre-schoolers will participate in curriculum and developmental play-based sessions designed by our prep teachers. Parents are also invited to attend presentations where they can better understand our schools core values, curriculum and expectations, and gather together.

Targeted

- staff monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- staff share resources, expertise and knowledge to plan a diverse and engaging curriculum

- learning tasks are differentiated based on formal and informal assessment
- 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 – 1:1 support is provided as needed through data based targeted programs.
- 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 an intensive welcome program where EAL teaching staff support transition students to the new school environment and classroom.
- we support learning and wellbeing outcomes of students from refugee background through assessing and understanding their needs, liaising with the family, relevant agencies and support workers to ensure staff are informed, equipped and ensure necessary interventions are in place and/or accessible
- 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](#) .This includes respecting privacy and confidentiality, preventing discrimination and bullying, giving proper consideration to the impact of any requirement to participate in school activities according to gender identity or an assumption of heterosexuality (for example, school events, sports activities, camps), and inviting the young person and a family representative/carer to be part of the formulation of a school management plan in cases where the student is a mature minor, refer to [Mature Minors and Decision Making](#))
- 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
- access to wellbeing and health staff who will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- identifying students at risk of disengagement from learning and social interactions
- modification of classroom program, and environment as required
- relevant staff from Executive or Care Team available to offer support and guidance in response to needs identified by classroom teachers to assist in a trauma-informed approach, when working with particular students
- staff will apply a trauma-informed approach to working with students who require this support.

Individual

Willmott Park 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
- referral to PLC leaders or Wellbeing Leaders as needed
- seeking extra support or resources under the Program for Students with Disabilities for eligible students
- developing an Individual Education Plan and/or a Behaviour Support Plan
- assisting with NDIS applications and allowing NDIS therapists to provide services onsite
- considering if any environmental changes need to be made, for example altering the learning space
- access to interpreters
- Reports (modified for EAL students) with opportunity for student feedback

- Access to transition programs
- Access to Multi-denominational Prayer Room
- Teachers of the Deaf
- referring the student to:
 - school-based wellbeing supports including Care Team and/or counselling service
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, BreakThru, other allied health professionals, 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 aligned with the student
- monitoring individual student attendance and developing 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
 - trauma affected students.

4. Identifying students in need of support

Willmott Park 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. Willmott Park 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
- reported incidents on Sentral
- attendance, detention and suspension data
- self-referrals or referrals from peers
- engagement with families
- Student Concerns Forms
- Care Team approach if deemed necessary for circumstances and/or access to counselling services, documentation of information on Cliniko
- 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:

- 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
- have values and rules that are fair to everyone
- be treated with kindness, courtesy and respect
- be heard and be able to express opinions
- be included and accepted for their differences
- know what acceptable behaviours are and the consequences of unacceptable behaviours.

Students have the responsibility to:

- engage and participate fully in their educational program
- follow the school values and rules in the Student Code of Conduct and display positive behaviours
- follow the school's Matrix of Expectations and 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
- work hard to achieve their personal best
- care for the school environment
- use equipment and technology in a safe and responsible manner, adhering to the ICT policy and following the ICT Code of Conduct and being respectful digital citizens
- listen to others and follow all reasonable requests from staff

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents, carers or peers 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

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 our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Willmott Park 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.

School-wide positive behaviour support (SWPBS) is a framework used at Willmott Park Primary School 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 taught/revised intensively at the beginning of each year through the 'Welcome to Willmott' program. 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.

Our school considers, explores and implements positive and restorative interventions to support student behaviour before considering disciplinary measures such as suspension, withdrawal of privileges or withdrawal from class.

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
- Walk and Talk with teachers at recess/lunch focussing on the restorative discussions regarding their behaviour
- behaviour support and intervention meetings
- 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 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>

Error! Hyperlink reference not valid. In line with Ministerial Order 1359, 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 Willmott Park 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

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
- conducting 3WC (Three Way Conferences), face to face or Webex meetings
- having assemblies, gatherings and celebrations
- 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, Seesaw, phone or email
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- running information sessions and nights about academic and digital technology
- opportunities to tour the school on Open Days/open sessions
- involving families in school decision making
- coordinating resources and services from the community for families
- translating 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
- SWPB Data

Willmott Park 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 at <https://willmottparkps.vic.edu.au>
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as an annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	With student representative groups, parents, school council June 2022.
Approved by	Principal
Next scheduled review date	June 2024