



# Williamstown Primary School

## Student Engagement and Wellbeing Policy

### BACKGROUND

Williamstown Primary School aims to provide a stimulating, challenging and engaging learning environment that ensures student safety and develops relationships based on self-respect, tolerance, resilience and dignity, appropriate social behaviours, positive attitudes to learning, and connectedness to school and peers. The 'Willy Kids' Program underpins every aspect of school life at Williamstown Primary School.

### 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 all students.
- The rights and responsibilities of students, parents, teachers and staff.
- The expectations for positive and appropriate student behaviour.
- The support available to students and families.
- Our school's policies and procedures for responding to inappropriate student behaviour.
- How we continually monitor the effectiveness of programs to enhance student engagement.

Williamstown Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

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

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation
9. Communication
10. Review and Policy History

### DEFINITIONS

**Family** means a student's immediate family, including/but not limited to primary carers, grandparents, aunts and uncles.

**Parent** includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 (Cth) and any person with whom a child normally or regularly resides.

**School** means Williamstown Primary School.

## **POLICY**

### **1. SCHOOL PROFILE**

Our school has a rich, 145-year history, and strong community connections and traditions. Williamstown Primary School continues to emphasise its commitment to the development of positive social skills through the Willy Kids program, a successful whole-school positive behaviour program. Its values are an essential part of the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery.

Currently, Williamstown Primary accommodates twenty-two classes catering for Foundation (Prep) to Year 6 students. We maintain a relatively stable enrolment of approximately 535 students mostly drawn from the Williamstown South neighbourhood area. The staffing profile to support the learning of all students consists of 2.0 Principal class, 25.0 EFT teachers, including 2 Leading Teachers and 2 Learning Specialists. In addition, we have 6 Educational Support Staff (Integration Aides), 3 Educational Support Officers (Admin), and 2 Educational Support Officers (Learning Intervention).

The active participation of families within the school community is a reliable and highly valued feature of our school. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for every child. We have a committed and dedicated Friends of Willy (FOW) parent group whose roles are broad and varied. Williamstown Primary School enjoys outstanding support from the FOW through both community engagement and fundraising events for school programs.

Currently, 0.2% of our student population have non-English speaking backgrounds, and 0.7% have Koori backgrounds. Our school has an SFOE (Student Family Occupation Education index) of 0.1604.

### **2. SCHOOL VALUES, PHILOSOPHY AND VISION**

Williamstown Primary School is a welcoming community of learners where staff, students and families assume shared responsibility for the provision of the highest quality learning opportunities for our students. Our collective purpose is to provide all students with an education to succeed in a complex, changing world. It is our vision that students will develop to be responsible, happy, respectful, resilient and socially adept. We expect them to exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.

Our Statement of Vision, Values and Beliefs is available online at: <http://williamstownps.vic.edu.au/vision-values-beliefs/>

### **3. ENGAGEMENT STRATEGIES**

Students, parents and teachers recognise and value Williamstown Primary School as a friendly and safe place to be and as a place where they can participate to achieve success and be treated as worthwhile individuals.

Our school aims to:

- Be sensitive to the individual needs of children and accepting of their family structures, their gender identity, and their cultural and socio-economic backgrounds.
- Develop caring and concerned behaviour towards others.
- Allow students to build positive self-concepts.
- Involve students in decision making.
- Ensure that procedural fairness applies to all practices and processes.

Williamstown Primary School 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 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 strategies:**

**a) The Willy Kids Program**

The Willy Kids Program underpins every aspect of school life at Williamstown Primary School. Since its inception, its impact on the student behaviour and achievement has been remarkable with annual reports, triennial reviews, Attitude to School Surveys and Parent Surveys, anecdotal evidence and other research all indicating positive student outcomes as a result of the program. All staff are involved in the program, teaching the skills on a weekly basis and reviewing the program’s effectiveness each year. Parents are informed of the program through the newsletter and via the weekly Willy Kids Awards. The program remains one of our strongest assets and is supported and celebrated by our entire community.

The four themes that run through the program are learning, respect, responsibility and resilience.

	<b>All students, staff, parents and visitors</b>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Everyone will work towards providing a safe and respectful learning environment.</li> <li>• Students should aim to develop understandings in a broad range of areas including physical, emotional, intellectual, aesthetic, social and moral.</li> <li>• Students differ in their readiness and ability to learn and will be taught at a level appropriate to their developmental needs and interests.</li> <li>• Students will be encouraged to reflect on their performance and behaviour, to recognise their strengths, and areas for improvement.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• As members of the Williamstown PS community we agree that our interactions will be conducted in a friendly, open and good-humored manner.</li> <li>• We respect the experience and knowledge of others, particularly those with special skills and expertise.</li> <li>• We respect others and their cultures, accept diversity and adopt behaviours that include others.</li> <li>• Everyone has a right to be treated with care and compassion, free from harassment and discrimination.</li> <li>• We aim to work co-operatively and to resolve conflict peacefully.</li> <li>• All students have the right to a safe and friendly learning environment.</li> <li>• Students will be encouraged to achieve their personal best in all areas and respect the achievements of others.</li> <li>• Each student should strive to develop co-operative interpersonal skills and a sense of social responsibility.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Each student is responsible for his/her own conduct and will be encouraged to develop appropriate social behaviours and a positive attitude to their learning.</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>• We acknowledge that difficulties and disappointments are a normal part of life and by managing these wisely we can build greater resilience and achieve better outcomes for all.</li> </ul>

**b) Promoting Positive Behaviour**

The whole school approach to student behaviour through the Willy Kids Program places a strong emphasis on relationships and positive reinforcement to encourage and support appropriate behaviours. There is a whole school approach to ensure that students are engaged learners. The principles of restorative practices are employed so that:

- Students are encouraged and supported to become responsible for their own actions.
- Students and teachers know and accept their responsibility for meeting the Williamstown Primary School behaviour expectations.
- Consequences of breaching these expectations are clear to all.

	<b>Classroom</b>	<b>Playground</b>
<b>Incidental</b>	<ul style="list-style-type: none"> <li>● Discussion with student about behaviour using the common language of the Willy Kids Program.</li> <li>● Encourage the student to think about and define concepts such as responsibility.</li> <li>● Encourage the student to think about the impact of their behaviour on others and not only themselves. Discussion with the student regarding appropriate strategies to handle the situation.</li> <li>● Discussion with the student regarding logical consequences for the action.</li> <li>● Explicit teaching of appropriate behaviour.</li> <li>● Recognition of factors that may be influencing behaviour (family circumstances, learning difficulties, medical, etc.).</li> <li>● Specialist classes – as above plus - student moved to work more closely with teacher. Feedback to classroom teacher.</li> </ul>	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> <li>● Walk with yard duty teacher who will 'hand over' the student to the next staff member on duty with information regarding incident/issue.</li> </ul>
<b>Regular</b>	<ul style="list-style-type: none"> <li>● Move to another classroom.</li> <li>● Involvement of Team Leader.</li> <li>● Involvement of parent, if appropriate.</li> <li>● Specialist classes – as above plus feedback to classroom teacher, warnings then time out for recurring incidents. Discussion after time out using Willy Kid language.</li> </ul>	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> <li>● Forfeit right to use equipment/play in a certain area.</li> <li>● Forfeit right to play with particular students for a period of time.</li> <li>● Conference with other students involved.</li> <li>● Opportunity to reflect on behaviour and calm down with Principal Class or a Leading Teacher staff member.</li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>● Involvement of Principal (Prin) and/or Assistant Principal (AP).</li> <li>● Withdrawal from class.</li> <li>● Behaviour Support Plan.</li> <li>● Behaviour contract.</li> <li>● Communication book between home and school.</li> <li>● Recording of behaviours and communication via the Compass Chronicles.</li> <li>● Student Support Group (SSG) Meeting – involving staff and families to support the students.</li> <li>● Specialist classes – Liaise with classroom teacher to reinforce consequences of behaviour.</li> </ul>	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> <li>● Forfeit the right to recess or lunch for a period of time.</li> <li>● Forfeit right to participate in school sport/excursion/camp.</li> <li>● Opportunity to reflect on their behaviour with the Principal Class and have a follow up discussion with staff member who sent them there.</li> </ul>
<b>Serious</b>	<ul style="list-style-type: none"> <li>● Monitoring of behaviour by Prin/AP.</li> <li>● Regular discussion with parents.</li> <li>● Counselling through School Support Service Officers (SSSO).</li> <li>● Relevant outside agencies involved.</li> </ul>	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> <li>● Regular time out from recess/lunch periods.</li> </ul>
<b>Severe</b>	<ul style="list-style-type: none"> <li>● In-school suspension.</li> <li>● Suspension – following DET procedures.</li> <li>● Post suspension Student Support Group (SSG) meetings.</li> <li>● Expulsion – following DET procedures.</li> </ul>	<p><i>As per classroom response</i></p>

### c) **Staged (Restorative) Response for Inappropriate Behaviour**

\*If a student's behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at risk the Principal may suspend the student immediately.

At Williamstown Primary School, we utilise the Behaviour Management Flow-Chart graphics with students (see Appendix 1 and 2). These are displayed in the classrooms and students are made aware of the steps.

#### **At Williamstown Primary School we value:**

- Maintaining high and consistent expectations of all staff, students and parents/carers.
- Prioritising 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.
- 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, student survey data, parent survey data, student management data and school level assessment data.
- Consistent 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.
- Utilising 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.
- Carefully planned transition programs to support students moving into different stages of their schooling.
- Acknowledgement of positive behaviour and student achievement in the classroom, and formally in school assemblies and through communication to parents.
- Monitoring student attendance and implementation of attendance improvement strategies at a whole-school, cohort and individual level.
- Students having the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year level assemblies. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through whole-school activities and celebrations such as sporting days, Science and Book Week activities and Buddies.
- School wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Child Safe
  - eSmart
  - Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
  - Buddy program

#### **Targeted strategies:**

- Each year group has a Team Leader, a senior teacher responsible for their year, who monitors and reports on the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- Connect all Koorie students with a Koorie Engagement Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- All staff 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.

#### **Individual strategies:**

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

- Building constructive relationships with all students, including those 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, such as 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 Plan in collaboration with the student and their family.
- Running regular Student Support Group 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**

Williamstown School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Williamstown 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, detention 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 [Values and Beliefs document](#) and Community Code of Conduct highlights the rights and responsibilities of members of our community.

Students have the right to:

- A safe and friendly learning environment.

- Be responsible for his/her own conduct and will be encouraged to develop appropriate social behaviours and a positive attitude to their learning.
- Achieve their personal best in all areas and respect the achievements of others.
- Develop understandings in a broad range of areas including physical, emotional, intellectual, aesthetic, social and moral.
- Acknowledge his/her unique qualities and to develop self-respect and dignity.
- Differ in their readiness and ability to learn and will be taught at a level appropriate to their developmental needs and interests.
- Develop co-operative interpersonal skills and a sense of social responsibility.
- Develop a sense of personal identity, including their gender and freedom of expression.
- Reflect on their performance and behaviour, to recognise their strengths, and areas for improvement and to work towards improving these.

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.

## **6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT**

Behavioural expectations of students, staff and families are grounded in our school's Values and Beliefs document. Student bullying behaviour will be responded to consistently with Williamstown Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Williamstown Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. 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 implements 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
- 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 team leader or sub-school leader
- Restorative practices
- Behaviour support and intervention meetings
- Suspension
- Expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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 Williamstown Primary is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. ENGAGING WITH FAMILIES**

Williamstown Primary 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
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **8. EVALUATION**

Williamstown 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 (AToSS, in-house school surveys, feedback forums)
- Compass
- School attendance data
- Incidents data
- School reports
- Parent survey/ Feedback forums
- Case management
- CASES21
- SOCS

Williamstown 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.

## **9. 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 as 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:



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

## FURTHER INFORMATION AND RESOURCES

[WPS Bullying Prevention Policy](#)

### 10. REVIEW AND POLICY HISTORY

This policy is due for formal review in August 2021 although it may be changed at any time as required after discussion with the School Council and the Principal or if guidelines change.

#### Policy History

Version Approval Date	Summary of changes	VRQA Requirement	DET Mandated Policy	School Council Input
August 2019	Comprehensive review	Yes	No	Consultation required. Approval not required.
June 2021	Comprehensive review	Yes	Yes	Consultation required. Approval not required.

## Appendix 1: Classroom Behaviour Management Flow Chart



**WILLIAMSTOWN**  
PRIMARY SCHOOL

# Classroom Behaviour Management Flow Chart

### First Occasion / Incidental

- Issue verbal 'first and only warning' to student.

### Second Occasion / Repeated

- In-classroom consequence for student (i.e. student is moved within room, required to stay-in to finish task at recess).
- Discussion with student about behaviour using the common language of the Willy Kids Program, explicitly teach the appropriate behaviour, highlight the impact of their behaviour on others and not only themselves.

### Third Occasion / Regular

- Move student to another classroom.
- Notification to parents, if appropriate.
- Record anecdotal note and highlight to Team Leader.
- *Specialist classes* – as above, plus feedback to classroom teacher.

### Fourth Occasion / Ongoing

- Restorative conversation with Principal class.
- Parents informed, as required.

### Fifth Occasion / Serious

- Further communication with Principal class.
- Meeting with parents, followed up by regular discussions.
- Behaviour management plan implemented / communication book utilised.

### Sixth+ Occasion / Severe

- In-school suspension.
- External suspension – following DET procedures.
- Post suspension Student Support Group (SSG) meetings.

## Appendix 2: Playground Behaviour Management Flow Chart



**WILLIAMSTOWN**  
PRIMARY SCHOOL

# Playground Behaviour Management Flow Chart

### First Occasion / Incidental

- Issue verbal 'first and only warning' to student.

### Second Occasion / Repeated

- Student walks with the yard duty teacher who will 'hand over' the student to the next staff member on duty with information re: incident/issue.
- Discussion with student about behaviour using the common language of the Willy Kids Program, explicitly teach the appropriate behaviour, highlight the impact of their behaviour on others and not only themselves.

### Third Occasion / Regular

- Forfeit right to use equipment/play in a certain area.
- Forfeit right to play with particular students for a period of time.
- Notification to parents, if appropriate.
- Record anecdotal note and highlight to Team Leader and Principal class.

### Fourth Occasion / Ongoing

- Restorative conversation with Principal class and following up discussion with yard duty staff member.
- Parents informed, as required.
- Forfeit the right to recess or lunch for a period of time.
- Forfeit right to participate in school sport/excursion/camp.

### Fifth Occasion / Serious

- Further communication with Principal class.
- Regular time out from recess/lunch periods.
- Meeting with parents, followed up by regular discussions.
- Behaviour management plan implemented / communication book utilised.

### Sixth+ Occasion / Severe

- In-school suspension.
- External suspension – following DET procedures.
- Post suspension Student Support Group (SSG) meetings.