

# STUDENT WELLBEING AND ENGAGEMENT



## **Help for non-English speakers**

If you need help to understand the information in this policy, please contact the school's administration office.

## **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.

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

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

## **SCOPE**

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

## **CONTENTS**

1. School profile
2. School values, vision and mission
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families

## 8. Evaluation

### POLICY

#### 1. School profile

Cambridge Primary School was established in 1992 with 240 students. The school currently has just over 700 enrolments. As Cambridge Primary School has a strict enrolment policy, and students must reside within our designated neighbourhood area, a majority of our students reside in and around the area. The present school population is culturally and socially diverse and includes approximately 50 nationalities. The school's Student Family Occupation and Education (SFOE) Index currently sits at 0.3326. The school has 16 students who identify as Aboriginal, 4 International students and 247 EAL enrolments. Cambridge Primary has students on both the Program for Students with Disabilities as well as students funded through Disability Inclusion Profiles. Almost 200 students are flagged on the NCCD enrolment.

Cambridge primary is committed to ensuring that our physical spaces are conducive to a productive, safe and supportive learning and playing environment. The school currently operates single-level classrooms. Cambridge currently has 30 classrooms with a combination of part time and full time teaching staff who are supported by 8 staff in specialist teaching roles. The school has both teaching assistant roles along with education support officers, 3 Education Support Officers – Administration, 3 Principal Class Officers and a range of auxiliary staff including a canteen manager, ICT support and a school maintenance supervisor.

#### 2. School values, vision and mission

Cambridge 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. Students, staff and members of our school community are encouraged to live and demonstrate our core RISE values of Respect, Integrity, Self-resilience and Excellence at every opportunity.

Our school's vision is Growth Through Learning.

Our mission is to equip and empower lifelong learners that contribute collaboratively to build a positive, inclusive and successful school and community.

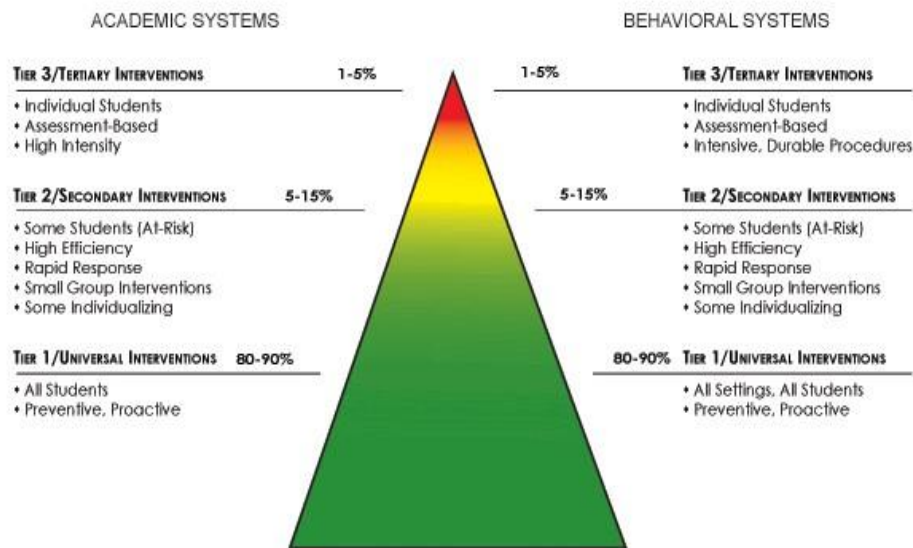
#### Wellbeing and engagement strategies

##### Tiered Intervention

As educators, we respond to the needs of our students based on our understanding of their skills and behaviours. Just as a student is working below level in literacy or numeracy we would respond with 'intensive individual interventions'; similarly if a student shows social or behavioural needs we would respond with these 'intensive individual interventions'.

At Cambridge we believe that positive relationships are imperative in creating successful learning environments.

## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



*Illinois PBIS Network, Revised May 2008. Adapted from "What is school-wide PBS?"; OSEP Technical Assistance on Positive Behavioral Interventions & Supports. Access at <http://www.pbis.org/schoolwide.htm>*

Research conducted on schools that have effectively embedded SWPBS typically have the following school-wide systems and procedures:

### Behavioural expectations are defined

A small number of clearly defined common behavioural expectations are defined in positive, simple rules displayed in our matrix.

### Behavioural expectations are taught

The behavioural expectations are taught to all students and are taught in real contexts. Specific behaviours of positive behaviours are taught.

### Appropriate behaviours are acknowledged

Once appropriate behaviours have been defined and taught, they need to be acknowledged on a regular basis- verbally, through individual rewards and shared rewards.

### Behavioural errors are corrected positively

When students violate behavioural expectations, clear procedures are needed for providing information to them that their behaviour was not acceptable. The correct behaviour is explained and taught directly from the behaviour matrix.

A summary of the universal (whole of school or Tier 1), targeted (year group specific or Tier 2) and individual engagement strategies (Tier 3) used by our school is included below:

### **Universal - Tier 1**

- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Cambridge Primary School use an instructional framework 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 Cambridge Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics and buddy programs
- all students are welcome to self-refer to the Mental Health and Wellbeing Leader, School Chaplain, Year Level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or

feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning

- all students can access wellbeing and bullying reporting forms via a QR code through their class google classroom and families via the Compass platform
  
- proactive Social Emotional Learning (SEL) program that includes explicit teaching from a wide range of programs including:
  - Respectful Relationships
  - E-safety
  - Zones of Regulation
  - Brain breaks
  - Consent education
  
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social emotional programs)
- opportunities for recess and lunchtime activities
- buddy programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment
  
- whole school acknowledgement system (CrittterCoin), linked explicitly to SWPBS Matrix and school values
  
- whole school house point system
  
- breakfast club
  
- Drop Everything and Read (D.E.A.R) whole school daily program
  
- implementation of High Impact Teaching Strategies (HITS) and High Impact Wellbeing Strategies (HIWS)
  
- sensory boxes in every classroom
  
- wellbeing walls featuring SWPBS Matrix, SWPBS Continuum, Consent posters and Zones of Regulation
  
- accredited school therapy dog
  
- sensory Room
  
- de-escalation room

## **Targeted - Tier 2**

- each year group has a Year Level Leader who assists teams to monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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
- our English as Additional Language students are supported through the EAL curriculum
- we support learning and wellbeing outcomes of students from refugee background through referral to and consideration of appropriate external agencies as required
- 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](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and Individual Education Plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- Tutoring and intervention
- Social Emotional Learning small group intervention

### **Individual - Tier 3**

Individualised supports we provide can include but are not limited to:

- Plans for play
- Safety plans
- Behaviour support plans
- Toileting plans
- Emotional learning plans
- Transition plans
- Alternative timetables

Individual support for students can be guided through yet not limited to the following links:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Orange Door

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 Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koori 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.

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

Cambridge 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 to help identify students in need of support and enhance student wellbeing. Cambridge 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.

### **4. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community



- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

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

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

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

When a student acts in breach of the behaviour standards of our school community, Cambridge Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers 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
- time in another setting to reset and reflect
- withdrawal of privileges
- referral to the Year Level Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

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

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

The Principal of Cambridge 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.

**Expected Behaviours:**

Expected behaviours at Cambridge Primary are based on our four school values: Respect, Integrity, Self-Resilience and Excellence. A matrix has been developed which details expected behaviours of our students for different locations across the school and also in the online environment to reflect our 1:1 i-Pad program for learning.

It is expected that as part of SEL, each of the behaviours will be explicitly taught across the school at the start of the year when establishing classroom expectations and then re-visited as required throughout the year.

These documents will be reviewed and adjusted periodically to further incorporate student voice and agency.

School Values	Learning Spaces	Outside	Digital Spaces	Reflection
<p><b>RESPECT</b></p> 	<ul style="list-style-type: none"> <li>I <b>include and value others</b></li> <li>I help others <b>succeed</b></li> <li>I allow teachers to <b>teach</b></li> <li>I learn about other people's <b>culture</b></li> <li>I care for my <b>classmates</b></li> <li>I keep my hands and feet to <b>myself</b></li> </ul>	<ul style="list-style-type: none"> <li>I <b>include and value others</b></li> <li>I play in the right <b>areas</b></li> <li>I look after community property and the <b>environment</b></li> <li>I work and play properly with <b>classmates</b></li> </ul>	<ul style="list-style-type: none"> <li>I celebrate others' <b>achievements</b></li> <li>I consider other people's <b>privacy</b></li> <li>I make sure to keep myself and others safe online</li> </ul>	<p><i>Am I paying attention?</i></p>  <p><i>Am I focusing on the speaker?</i></p>
<p><b>INTEGRITY</b></p> 	<ul style="list-style-type: none"> <li>I <b>always try to do what is right</b></li> <li>I raise my hand when I want to <b>speak</b></li> <li>I ask to use other peoples' <b>property</b></li> <li>I always answer teacher questions <b>honestly</b></li> <li>I speak up and tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>I <b>always try to do what is right</b></li> <li>I use <b>manners</b></li> <li>I accept if people say "no" when I ask a <b>question</b></li> <li>I support people who need <b>help</b></li> <li>I follow the <b>rules</b></li> <li>I am honest when playing games with <b>others</b></li> </ul>	<ul style="list-style-type: none"> <li>I choose to do what is right even when no one is <b>watching</b></li> <li>I speak up when something feels <b>wrong</b></li> <li>I tell an adult if someone is not respectful online</li> </ul>	<p><i>Am I doing the right thing even if it's hard?</i></p>  <p><i>Am I speaking up?</i></p>
<p><b>SELF-RESILIENCE</b></p> 	<ul style="list-style-type: none"> <li>I <b>take on challenges</b></li> <li>I am courageous and I ask for help when I need <b>it</b></li> <li>I set achievable <b>goals</b></li> <li>I take on <b>feedback</b></li> <li>I accept adult decisions and express my opinion without <b>arguing</b></li> <li>I will push myself to do things that are not <b>easy</b></li> </ul>	<ul style="list-style-type: none"> <li>I <b>take on challenges</b></li> <li>I think about other people's <b>safety</b></li> <li>I model strength by asking for <b>help</b></li> <li>I stay positive if people do not wish to play with me</li> </ul>	<ul style="list-style-type: none"> <li>I always join in with others and participate in group <b>tasks</b></li> <li>I use technology as a learning <b>tool</b></li> <li>I am responsible when in an online <b>environment</b></li> <li>I don't give up when I am learning new programs or skills online</li> </ul>	<p><i>Am I showing a positive attitude?</i></p>  <p><i>Am I being a role model for others?</i></p>
<p><b>EXCELLENCE</b></p> 	<ul style="list-style-type: none"> <li>I <b>am always ready to learn</b></li> <li>I explain my goals and my <b>thinking</b></li> <li>I understand we all learn <b>differently</b></li> <li>I am a role model to <b>others</b></li> <li>I try my best to be a leader for <b>others</b></li> </ul>	<ul style="list-style-type: none"> <li>I <b>am always ready to learn</b></li> <li>I wear my hat to be a role model for <b>others</b></li> <li>I always show fairness when competing in <b>games</b></li> <li>I ask for consent</li> </ul>	<ul style="list-style-type: none"> <li>I represent the school with <b>pride</b></li> <li>I try my best not to be distracted by <b>technology</b></li> <li>I try my best to be a leader for <b>others</b></li> </ul>	<p><i>Am I trying to do my very best?</i></p>  <p><i>Am I focused on what is important?</i></p>

### **Responding to Positive Behaviour - Whole school acknowledgement system**

Research indicates that we respond best through positive acknowledgements and opportunities for practising those new skills.

Positive acknowledgements are given to students at a ratio of 6.1 . Some students and adults require a higher ratio. The objective is to give those positive acknowledgements at a fast and frequent rate. In order to build our positive culture and enhance the unity and sense of togetherness amongst our students we use an acknowledgement system that the whole school benefits from, rather than just individual recognition. Students respond positively to receiving a ‘tangible’ item but it only works if accompanied by words that explain why they received it.

We are implementing Critter Coin as our whole school acknowledgement system.



### **Critter Coin Process**

1. Students have the opportunity to earn coins every lesson of every day
2. Coins will be awarded electronically via the class app
3. Coins are awarded in alignment with the 4 school values (Respect, Integrity, Self-Resilience and Excellence) and the 3 areas of the school (learning spaces, outside and online ) as per our behaviour Matrix
4. Class app will be shown on TV screens at least once a day as a visual prompt / cue for students and a reminder of the positive reinforcement strategies in place
5. Staff will be encouraged to individualise points rather than awarding points to the whole class. Teachers need to find individual students / effort to recognise and celebrate.
6. Students will be rewarded solely through the Critter Coin system
7. Teaching staff and Education Support staff will award 3-5 coins per session.
8. At designated times throughout each term students will then have the opportunity to exchange their dojo points for “Cambridge Cash” which can be spent at the school SWPBS shop to purchase from an array of items including books, school supplies, and stationery items

Classes will be set up on the system for teachers at the start of the year. All teachers, leaders, educational support staff and principal class will be connected to every grade so that staff can recognise positive behaviours and award coins to any student at any time of the day including yard duty. This will also enable more consistent behaviours from all students in both their own grade and specialist classes.

Students will have the Critter Coin app on the device as well so that they can see their own coins and what they have earned and from what staff member.

Critter Coin is also available as a mobile phone app to make recognition of positive behaviours easier. CRT devices will also have the ability to access Critter Coin so that consistent practice can be maintained during staff absences.

*Link to whole school*

Critter coins will also be converted to House Points (1 coin worth 5 points for the individual and converts to 10 house points. (1 coin = 10 house points).

Every 3 weeks at school assembly the winning house will be announced. Students in the winning house then have "critters" unlocked on their app.

### **Responding to Inappropriate Behaviour**

We respond to behaviour using the Cambridge Behaviour Response Flowchart. It provides a consistent understanding for students and staff.

When we observe an inappropriate behaviour we follow the steps outlined for a mild, moderate or major behaviour. Mild and moderate behaviours should be responded to quickly, quietly and privately. The purpose of this is to empower all staff to be able to reteach, redirect and provide opportunities for students to demonstrate their corrective behaviour. There will be times that you have provided enough 'reminders' and will need to move to the consequence stage.

Staff are able to provide an appropriate consequence prior to escalating to leadership support. It is important that students see you as a person to respect and follow your instructions. When providing a consequence the most important step is the 'follow up' or restorative talk. Students need to be taught and shown the corrective steps that they are expected to follow. Consistency is the key.

In response to major behaviours, please follow the steps and use the code system to indicate the type of support required. You will be supported promptly. The most important component post de-escalation is the debrief with staff members and students and the follow up rectification plan.

For major incidents that occur in the yard, or classroom incidents that involve violence towards a staff member or another student, students will need to undertake a student reflection session the next day during lunch. These sessions are staffed by leadership and used to support the process of behavioural correction.

Behaviour	Examples	Response	Reward	
	<ul style="list-style-type: none"> <li>Demonstrating expected behaviours</li> <li>Modelling our RISE school values</li> </ul>	<ul style="list-style-type: none"> <li>Visual acknowledgment</li> <li>Verbal praise (one-on-one)</li> <li>Verbal praise in front of peers</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement points using school reward <u>system</u></li> <li>Individual reward (if applicable)</li> </ul>	
Behaviour	Examples	Response	Consequence	Action
	<ul style="list-style-type: none"> <li>Defiance</li> <li>Teasing – one off</li> <li>Swearing – one-off</li> <li>Minor class disruption</li> <li>Stealing classroom objects</li> <li>Property damage – reversible</li> </ul>	<ul style="list-style-type: none"> <li>Prompt – <u>non-verbal</u></li> <li>Prompt – explicit instruction or refer to visual cues / <u>reminders</u></li> <li>Reminder of correct behaviour</li> </ul>	<p>May not require a consequence.</p> <p>If consequence is required:</p> <ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Apology</li> <li>Moved from friends <u>temporarily</u></li> <li>Completes unfinished work</li> </ul>	<ul style="list-style-type: none"> <li>Teacher – Chronicle entry</li> <li>Student - If consequence issued, student must complete some form of reflection</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated swearing</li> <li>Physical – low level</li> <li>Late or leaving <u>classroom</u></li> <li>Property damage – permanent</li> <li>Failure to keep hands / feet to <u>themselves</u></li> <li>Repeated teasing</li> <li>Repeated swearing</li> <li>Major class disruption</li> <li>Threats of violence</li> </ul> <p><i>Teacher to consult with PLC leader for any moderate incidents</i></p>	<ul style="list-style-type: none"> <li>Provide choices / options to <u>student</u></li> <li>Reteach – Sit and explain what actions should have <u>occurred</u></li> <li>Redirect – Focus student back on task</li> <li>Seat student on their own</li> <li>Move student to chill out space to de-escalate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to work with PLC leader and choose from:                             <ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Apology</li> <li>Restriction of activities</li> <li>Change of seating</li> <li>Loss of privilege(s)</li> <li>Loss of lunch break(s)</li> <li>Student relocated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher – Chronicle entry</li> <li>Student – Discussion with teacher regarding inappropriate behaviour and subsequent consequences</li> <li>Student - Participation in reflection / restorative with other students impacted</li> </ul>
	<ul style="list-style-type: none"> <li>Student is a physical danger to themselves or <u>others</u></li> <li>Leaving school grounds</li> <li>Deliberate disregard of consent</li> <li>Physical violence</li> <li>Sexual violence</li> </ul> <p><i>Teacher to consult with Leadership for any major incidents</i></p>	<ul style="list-style-type: none"> <li>Seek leadership <u>support</u></li> <li>Leadership staff member to take class - if possible</li> <li>Teacher to work with student - <u>if possible</u></li> <li>Student relocated to allow all those involved to <u>de-escalate</u></li> <li>Restorative conversation ... when appropriate</li> </ul>	<p><b>Classroom incident:</b></p> <ul style="list-style-type: none"> <li>Teacher to work with Leadership and determine appropriate <u>consequence</u></li> <li>Family must be <u>contacted</u></li> </ul> <p><b>Yard Incident:</b></p> <ul style="list-style-type: none"> <li>Removal from yard</li> <li>Lunchtime reflection with leadership next day</li> <li>Family must be contacted</li> </ul>	<p><b>After 1 major incident:</b></p> <ul style="list-style-type: none"> <li>Discuss with leadership to determine next steps including:                             <ul style="list-style-type: none"> <li>Chronicle entry</li> <li>Consequences</li> <li>Phone call / email family or families <u>involved</u></li> </ul> </li> </ul> <p><b>After 3 major incidents:</b></p> <ul style="list-style-type: none"> <li>Parent meeting with leadership</li> </ul>

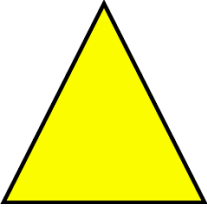
### Reporting incidents on Chronicle

The school uses Chronicle to record any behavioural incidents, wellbeing observations and family communication. Any incidents that occur need to be reported in a timely fashion to allow for appropriate follow up.

#### Tips for recording incidents on chronicle:

1. *Keep it simple, short and sharp (dot points help)*
2. *Record what people SAID and DID rather than what you were thinking*
3. *Be really specific - "quote the words" said / put-downs used*
4. *Refer to the matrix to determine what level of behaviour it is*
5. *Use names rather than initials*
6. *Ensure you adjust the date and time to when the incident actually happened*
7. *When multiple students are involved - show the role they played (victim / perp / witness)*
8. *Include what you did about the situation - consequence*
9. *Separate chronicles for separate incidents - not all wrapped up as "one bad day"(unless this applies to a Tier 3 student where there is pre-approval from leadership to provide daily overviews)*
10. *Seek PLC leader support for Moderate / Seek leadership support for Major.*

## MILD INCIDENTS



### *Teacher response:*

- **Prompt - non verbal**
  - Prompt - explicit instruction
  - Reminder of correct behaviour

### *Examples:*

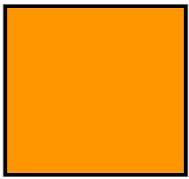
- Praise those students doing the right thing
- One-on-one talk with student
- Modelling the appropriate behaviour
- Change the activity
- Eye contact / Raised eyebrow / "Teacher" face
- Feedback on what they are doing right/wrong
- Pair them up with a student doing the right thing
- Point to classroom display / lanyards
- Move yourself to sit or stand next to student
- Have students demonstrate/ explain correct behaviour

## **Student Consequences**

### *Examples:*

- Time away from peers to have a discussion
- More or less time on the activity - depending on the activity
- Change seating
- Apology
- Undertake de-escalation strategy
- Discussion using the behaviour matrix

## MODERATE INCIDENTS



©DESIGNALIVE

### **Teacher response:**

- *Provide choices*
- *Reteach*
- *Move to alternative space*
- *New option*
- *Seat on own*

### **Examples:**

- One-on-one talk with student
- Provide choice of: location / alternative activity / tools to complete activity
- Praise something that they are doing right
- Modelling the appropriate behaviour for them to copy
- Reteach - what is it that you want to see the student do
- Change the activity / Modify work task
- Feedback on what they are doing right/wrong
- Point to classroom display / lanyards
- See if the student can demonstrate what it is they need to be doing
- Student receives one on one support from teacher or ES

### **Student Consequences**

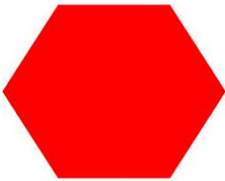
#### **Examples:**

- Time away from peers for discussion (reflecting on what happened)



- More or less time on the activity - depending on the activity
- Change seating
- Undertake work in different location
- Apology
- Discussion using the behaviour matrix
- Clean up their own mess / Repair the damage caused
- Restorative conversation
- Complete the work they have missed or refused in their own time
- Portion of time in yard to be with teacher under supervision
- Temporary loss of role / privilege
- Phone call home

## MAJOR INCIDENTS



- For any major incidents please communicate with a member of leadership to determine a planned response
- Parents need to be notified that day (preferably before 3:15pm)

Consequence will be determined in consultation with leadership but is often in the form of removal from the yard the following day during lunch in order to attend a reflection session.

## 6. Engaging with families

Cambridge 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:

- communicating regularly with families and encouraging them to speak with teachers as required

- 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 Complaints and Concerns 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, including school council
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

## **7. Evaluation**

Cambridge 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
- incidents data
- school reports
- reporting forms for wellbeing and bullying
- parent survey
- wellbeing management and referrals
- CASES21, including attendance and absence data
- SOCS

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

## **COMMUNICATION**

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

- Available publicly on our school's website
- Included in staff induction processes
- Referred in transition and enrolment packs
- 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/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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	Oct 11 and 18 Whole staff School council Wellbeing Team JSC
Approved by	Jane Budd Principal
Next scheduled review date	May 2026

