



Kingsville Primary School Student Engagement & Wellbeing Policy

At Kingsville Primary school our vision is to build a community of active learners who can meet the challenges of our rapidly changing world and become responsible global citizens.

We aim to create an environment of mutual respect in which all students, teachers and community members can grow and learn, feeling they are safe and valued at all times. This understanding is underpinned by the attributes of the IB learner profile.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers (Courageous): We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Section 1: School Profile Statement

Kingsville Primary School, situated in the Yarraville/Kingsville area in the inner city west of Melbourne, opened its doors on August 1, 1919, and has provided a caring and stimulating learning environment for the children of Yarraville and its surrounding area for over 90 years.

The school's buildings are significant and include the original historic two-storey brick structure, library, visual arts centre, a new permanent classroom block, school kitchen, extensions to the hall and separate out of hours facilities. The grounds are extensive with established shaded areas, play equipment and an oval and court area and kitchen garden.

Kingsville is a vibrant school with an increasing student enrolment, currently at 560 in 2013 and an expected enrolment of over 600 in 2014. There is a rise in socio-economic profile over the last decade and a decrease in levels of students with English as their second language. This significant change in demographic has seen more families taking their children out of school for extended family holidays both interstate and overseas. Whilst this is viewed as a learning experience from the parents perspective it does impact on the student attendance data.

Kingsville is an authorised Primary Years Programme School of the International Baccalaureate Organisation. The students and staff are supported in their work by an active school community. Kingsville sees its purpose as being responsible to ensure optimum achievement for all students and to provide them with the knowledge, skills and attitudes to provide for a lifetime of learning and discovery, as well as the ability to be effective, confident members of a global society.

Work in the area of student welfare and wellbeing, is comprehensive and there is strong team work in place to ensure children gain extra support, assistance or intervention to ensure access and in turn their greater success.

Section 2: Whole School Prevention Statement

Our whole school well being program is based around the PYP (Primary Year Programme) Learner Profile and PYP attitudes. The strength of the program lies in giving the school community, teachers, students and parents, a common language that promotes positive values and attitudes towards learning and behaviour. The learner profile (see appendix 1) describes a list of attributes that promote academic rigour and the establishing of a personal value system leading to international-mindedness.

The attitudes of cooperation, respect, tolerance, enthusiasm, appreciation, confidence, commitment, empathy, independence, integrity, curiosity and creativity describe what we want our student to feel, value and demonstrate.

At the beginning of each year in every year level there is a two week program that explicitly focuses on the teaching and understanding of the PYP Learner Profile and attitudes. A significant part of this time is the documentation of "Essential Agreements" in each class and in all specialist programs. Essential Agreements are shared understandings about the way classrooms and programs will operate and ensure conditions for learning are optimized through mutual respect and cooperation.

The school's mission statement, together with the International Baccalaureate learner profile, ensures that KPS is seen as a "community of learners".

At Kingsville PS we value:

- an educational environment where we feel a sense of community, belonging and ownership;
- caring for our hearts as well as our minds;
- an arts focus that provides a rich variety of opportunities for self expression
- opportunities and experiences that help students develop respect for themselves and each other;
- health awareness and fitness of students;
- participation of every child and encouraging a sense of having a go;
- opportunities for students to assume leadership roles;
- the uniqueness of the individual and embracing our differences;

- celebration of individuals' effort and success;
- mutually beneficial partnership with parents, excellence in all areas;
- environmental awareness and care.

At Kingsville Primary School the following programs and strategies are part of a defined staged response that includes prevention and early intervention. They endeavour to promote student engagement, attendance and a positive school culture.

Primary Intervention includes:

- Teaching and learning approaches (PYP Learner Profile and Attitudes) promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Each classroom and specialist teacher develops as Essential Agreement which includes a discussion with students about behaviour expectations and consequences, and includes a clarification and defining both bullying and cyber bullying.
- Attitudes to school survey will inform school responses to Student safety issues.
- Opportunities for alternative lunchtime programs eg choir, library access, games, action groups, sporting clubs and a 'green kids' group
- Friday morning assemblies that focus on positive behaviours in the playground, classroom and sporting events
- Weekly awards given at whole school assemblies
- Prep students are allocated buddies (timetabled activities each term)
- Parents are encouraged to work with the school and students in a range of programs.
- Junior School Council
- School Leaders –School Captains, House Captains
- Step Up Program that includes orientation in new levels of the school
- Prep Transition Program

Early Intervention includes:

- Welfare support (guidance officer)
- Shared understanding of referrals procedures to student support officers
- Monitoring and recording of absences
- Meetings arranged with parents to address issues of concern in a timely manner
- Raise community awareness through information nights and newsletters about cyber bullying
- Development of Cyber Safety Policy
- Students and teachers report bullying incidents involving themselves or others
- Explicit use of Restorative Practice techniques (see appendix 3)
- School attendance targeted in newsletter promoting: "It's Not Okay To Be Away"
- Bullying posters including cyber bullying posters prominent in the school environment

Section 3: Rights and Responsibilities

All individuals have the right to be fully engaged in a learning environment that is safe, supportive and inclusive. Everyone at Kingsville Primary School deserves to be treated with respect and integrity.

| Rights | Responsibilities |
|---|---|
| <p>EQUITY</p> <p>All students have a right to equal access to quality education.</p> <p>(regardless of the child's, or their parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status). (UN Convention</p> | <ul style="list-style-type: none"> • Students have a responsibility to attend school regularly. • Staff have a responsibility to provide quality teaching and learning and experiences, which cater for the diverse needs of all students and to monitor student absences. • Parents have a responsibility to ensure that their children attend school regularly and on time. |
| <p>PARTICIPATION</p> <p>All students have the right to express their ideas and thoughts and have the power to influence change.</p> | <ul style="list-style-type: none"> • Students have a responsibility to be open-minded when listening to other students. • Staff have a responsibility to ensure all students have a voice. • Parents have a responsibility to support students and encourage their participation |
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| <p>PHYSICAL ENVIRONMENT & SAFETY</p> <p>All students have the right to learn and play in a stimulating, secure and supportive environment in which they feel valued and empowered.</p> | <ul style="list-style-type: none"> • Students have a responsibility to ensure the learning environment is safe and supportive by abiding by school rules, classroom agreements and living the profiles and attitudes. • Staff have a responsibility to provide students with a safe and challenging environment, which encourages children to become active inquirers. • Parents have a responsibility to support the school values and essential agreements |
| <p>SUPPORTIVE LEARNING</p> <p>All students have the right to be encouraged, supported and rewarded for all achievements.</p> | <ul style="list-style-type: none"> • Students have a responsibility to encourage and support their peers with their learning and set their own learning goals. • Staff have a responsibility to acknowledge all children's achievements (great and small) and to encourage students to set realistic goals. • Parents have a responsibility to ensure they support the school and their child and encourage and acknowledge the achievement of goals. |



| | |
|---|--|
| <p>DIVERSITY AND INDIVIDUALITY</p> <p>All students have a right to expect integrity, respect and fairness from staff, students and parents</p> <p>(regardless of the child's, or their parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status). (UN Convention)</p> | <ul style="list-style-type: none">• All students need to be aware and open-minded of the varying needs of all individuals within the classroom and school.• All staff have a responsibility to creating safe, supportive learning environments where all students experience success through active learning.• All parents need to respect the diversity of all students. |
| <p>BULLYING</p> <p>Every student has the right to feel safe from bullying at school.</p> <p>Kingsville Primary School does not tolerate bullying in any form. The school is committed to providing a safe environment for students, parents, teachers and visitors. All members of the school community have the right to learn and work in a respectful environment.</p> <p>(Refer to Anti Bullying Policy)</p> | <ul style="list-style-type: none">• Students have a responsibility to have empathy and understand how their words and actions impact on others.• Staff have a responsibility to teach students about what bullying is and develop the awareness and understanding that bullying will not be accepted or tolerated at Kingsville Primary School• Parents have a responsibility to talk to their child about bullying and encourage them to speak out if they know it is happening |
| <p>CYBERBULLYING</p> <p>Cyber bullying includes teasing, spreading rumours or sending unwanted messages using email, chat rooms, instant messaging and SMS.</p> <p>(Refer to Ant-Bullying Policy appendix 1 - Cyber Bullying)</p> | |

Rights and Responsibilities

Rights:

Staff have the right to:

- respect, courtesy and honesty.
- teach in a safe, secure and clean environment.
- teach in a purposeful and non-disruptive environment.
- cooperation and support from parents and other staff.

Students have the right to:

- learn in a purposeful and supportive environment.
- work and play in a safe, secure, friendly and clean environment.
- respect, courtesy and honesty.

Parents have the right to:

- be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.
- be informed of their child's progress.
- access for their child to a meaningful and adequate education.
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

Responsibilities:

Staff have the responsibility to:

- model respectful, courteous and honest behaviour.
- ensure that the school environment is kept neat, tidy and secure.
- establish positive relationships with students.
- ensure good organisation and planning.
- report student progress to parents.
- consistently implement school policy.

Students have the responsibility to:

- ensure that their behaviour is not disruptive to the learning of others.
- ensure that the school environment is kept neat, tidy and secure.
- ensure that they are punctual, polite, prepared and display a positive manner.
- behave in a way that protects the safety and well being of others.

Parents have the responsibility to:

- ensure that their child attends school.
- ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- support the school is providing a meaningful and adequate education for their children.

Section 4: Shared Expectations

At Kingsville Primary School it is expected that all members of our community work together to provide a safe, caring and supportive learning environment. Our school community includes principals, teachers and school staff, students and parents/carers. All Kingsville Primary School members share high expectations that are:

- jointly negotiated, owned and implemented by all members of the school community
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Schools- principals, teachers and school staff

All staff have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Expectations of the principal include:

- professional leadership
- promote a positive and inclusive school culture
- ensure the right of every child to receive an education that meets their needs
- promote positive and respectful relationships between all members of the school community, particularly all school staff, students and parents
- establishment of shared vision and goals
- delivery of facilities, resources and equipment to staff and students to ensure exemplary teaching and learning
- high expectations of all members of the school community

Expectations of the school staff include:

- promoting and supporting the school's values explicit in the PYP Learner Profile and attitudes
- recognising students as individuals not just as learners, acknowledging and valuing the diversity of the student population (including students with disabilities and ESL background)
- establishing a learning environment that provides multiple and diverse opportunities for students to experience success
- setting high expectations for all students, challenging and extending their learning
- the ability to adapt current pedagogical knowledge and thinking
- modelling and reinforcing positive social and learning behaviours
- encouraging active and meaningful participation of all students, including involvement in decisions about what and how they learn, and how their learning is assessed
- promoting parent participation and listening to parents' insights into their children's learning

Expectations of students are based on upholding the school's values explicit in the PYP Learner Profile and attitudes. These include:

- displaying positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- developing as individual learners who increasingly manage their own learning and growth by setting goals, managing resources to achieve these goals and reflecting on their learning
- participating fully in the school's educational program and attending school punctually and regularly

Expectations of parents/carers include:

- taking an active interest in their child's educational progress by
- promoting positive educational outcomes for their children
- building a positive, supportive relationship with the school
- regular and constructive communication with the school regarding their child's learning and wellbeing, attending school events such as 3 Way conferences, student led conferences, parent information nights, special celebrations
- modelling positive behaviours
- supporting their child's learning by ensuring punctual and regular attendance at school

Section 5: School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualized support when required. Actions and consequences are developed consultatively and foster a cohesive and consistent response to poor attendance and inappropriate behaviour.

These actions and consequences are incremental (a staged response) and applied fairly and consistently, increasing the likelihood that student connection to school is maintained. Equal emphasis is placed on positive consequences for meeting high expectations.

Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning are avoided where possible.

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship based whole school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments eg essential agreements
- ensuring student participation in the development of classroom and whole school expectations eg House Captains
- providing personalised learning programs eg reading conferences, mixed ability groups, open – ended problem solving, individual learning plans, student goal setting
- consistently acknowledging all students eg Kingsville awards
- empowering students to take responsibility and be involved in decision making eg student voice opportunities
- providing physical environments conducive to positive behaviours and effective engagement in learning
- school wide positive behaviour support strategies
- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing the Restorative Approach to Behaviour Management (see appendix 2)

Inappropriate behaviours, including poor attendance have a data focus. Action for prevention support and early intervention is supported by:

- understanding the student
- ensuring a clear understanding of expectations by both students and parents
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies include:

- involving and supporting parents/carers
- involving the students wellbeing coordinator
- mentoring and/or counselling
- convening student support group meeting
- developing individualized, flexible behaviour or attendance plans
- involving community support agencies.

A variety of measures may be used when a student's behaviour or attendance does not comply with the Student Engagement and Wellbeing Policy. These measures should vary to take into account individual needs of students and the nature, frequency and seriousness of the behaviour. Essential agreements and rules must be clearly explained so students understand why they have consequences. The emphasis should be on student's being accountable and learning to take responsibility for their behaviour.

The following is a step by step approach to school actions and consequences. This is a fluid approach and the entry point of the approach will be different for different children and different situations and circumstances.

Step 1 Teacher Chat (this may include support of Restorative Chat. See appendix 3)

- Open minded approach where everyone has an opportunity to tell their story
- Reminder of school/class essential agreements
- Ensure student is clear about inappropriate behaviour and acknowledges what they have done wrong
- Apology if appropriate

Step 2 Withdrawal from class program or play situation

- Timeout in classroom to reflect on behaviour/or quiet play area
- Moved to another classroom
- 'Let's Make It Right' given (see appendix 4&5 Student Engagement and Wellbeing Policy)

Step 3 Discuss with Principal, Welfare Coordinator or leadership members

- Immediate withdrawal from class or playground to supervised area outside the office
- Staff member records incident
- Incident form completed

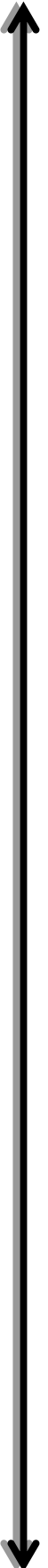
Step 4 Following actions taken by principal or delegate in conjunction with staff involved:

- Parents informed/meeting arranged
- Counselling/restorative justice action taken

Step 5 Serious Breaches of Student Behaviour

Principal, staff involved will follow DEECD guidelines for Student Engagement Policy

1. Behavioural contract meeting with parents and principal. Parents and principal to sign. Student warned that if contract is broken they are suspended (level of suspension depends on severity of behaviour)
2. Student breaks contract. Parent informed.
3. Student suspended (school follows course of action signed off by parents and the principal in contract)
4. Students who continue to break behavioural contracts will be considered for Expulsion.
5. Expulsion will follow the guidelines set out by DEECD in the student engagement handbook.



PYP Learner Profile

What we want our learners to be? –IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers (Courageous): We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

A Restorative Approach to Behaviour Management

What are Restorative Practices?

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Restorative Practices refers to the way the school works in promoting genuine relationships which result in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

The fundamental concepts of Restorative Practice include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right and seeking to heal and put things right. Restorative Practice is based on an old common sense understanding of wrongdoing and the underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their "journey to belonging."

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- This can lead to healthier interpersonal relations among members of the school community and more effective learning
-

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - it still may involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

- An important Restorative Practice at Kingsville Primary School is the Restorative Chat.

Application

1. Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class. 'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.
2. The work in schools with cases of bullying is commonly guided by a script which direct practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.
3. Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.

4. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.
5. The situation is then monitored by school staff and further intervention occurs if the situation does not improve.
6. In some cases considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.

A continuum of restorative practice

In the school context there is a continuum of restorative strategies ranging from informal uses of restorative language in conversation and classroom meetings to the more formal conference. Each of these strategies shares a common theme of enhancing or restoring a sense of connection and wellbeing through respectful and democratic dialogue.

Restorative Language

Schools adopting a restorative philosophy use relational language that demonstrates respect, care and mutual responsibility. Feelings are shared and explored through affective statements and affective questions. Conversations about misbehaviour provide opportunities for students to consider how their behaviour impacts on others and how things can be put right. Students are supported to accept responsibility for their actions. A teacher using this approach would talk through what has happened using a restorative chat.

A typical "Restorative Chat" (appendix 3)

This might take place informally in the classroom, corridors or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting. A written agreement might then be completed and signed at the conclusion of the meeting or conference. (Refer to "Let's Make it Right" appendix 4 & 5)

Restorative Chat seeks to understand, make amends and put things right. At Kingsville it looks like this:

To the person(s) who caused harm:

We're here to talk about.....

Can you tell us what happened?

What were you thinking? What was in your head/in your mind?

Was it the right thing/wrong thing to do?

Who has been affected/upset/harmed by your actions?

In what ways?

How has this affected you?

To the person(s) harmed:

What did you think when it happened?

What have you thought about since?

How has it affected/upset/hurt/harmed you?

What has been the worst thing?

What is needed to make it right/to make you feel better?

To the person who caused harm:

Is that fair? Can you do that?

What else do you need to do to make things better? How can you fix this?

To the person(s) harmed:

Is that okay/Do you agree?

Is that fair?

To both:

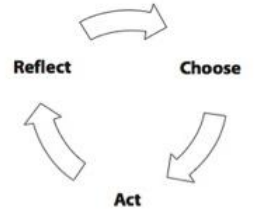
How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything you would like to say?

Formally record agreement/congratulate them for working it out. Arrange a time to follow-up/meet again to see how things are going.

I Want to Make It RIGHT!













Name: _____ Date: _____ Grade: _____

Evaluated with: _____

1. Act (This is what I did!)

2. Reflect (I need to be...)

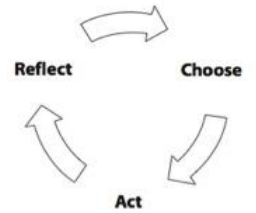
| | | | |
|--------------|---|---------------|---|
| Balanced |  | Open-minded |  |
| Caring |  | Principled |  |
| Communicator |  | Reflective |  |
| Inquirer |  | Knowledgeable |  |
| Thinker |  | Risk-taker |  |

3. Choose (This is what I will do to 'make it right')

Student Signature: _____

Parent/Guardian Signature: _____

I Want to Make It RIGHT!













Name: _____ Date: _____ Grade: _____

Evaluated with: _____

1. Act (This is what I did!)

2. Reflect (I need to be...)

| | | | |
|--------------|---|---------------|---|
| Balanced |  | Open-minded |  |
| Caring |  | Principled |  |
| Communicator |  | Reflective |  |
| Inquirer |  | Knowledgeable |  |
| Thinker |  | Risk-taker |  |

3. Choose (This is what I will do to 'make it right')

Student Signature: _____

Parent/Guardian Signature: _____