



# Yarraville West Primary School

## Student Engagement and Wellbeing Policy

### POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Consultation	Students, Staff and Parents
Approved by	Principal
Next scheduled review date	February 2025



### Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9314-7714.

### PURPOSE

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

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school's policies and procedures for responding to inappropriate student behaviour.

Yarraville West Primary School is committed to providing a safe, secure and engaging 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. Introduction
2. School profile
3. School values, philosophy and vision
4. Engagement strategies
5. Identifying students in need of support
6. Student rights and responsibilities
7. Student behavioural expectations
8. Engaging with families
9. Attendance
10. Evaluation

## POLICY

### 1. Introduction

“Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.” (Effective Schools are Engaging Schools, DEECD, 2009.)

The Framework for Improving Student Outcomes 2.0 sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student. When integrated, these elements build a positive environment through strong relationships that enables all students to become:

- ☐ happy, healthy, and resilient
- ☐ successful lifelong learners
- ☐ active, informed members of just and sustainable communities.

Engagement and Wellbeing are two of these core elements. Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community. Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. (FISO 2.0, DET, 2022)

The Policy outlines the Yarraville West Primary School community's standards regarding student engagement and wellbeing. This is a collaborative document involving teachers, students, and parents, and will evolve to match the school's evolving requirements. This policy ensures the school preserves its nurturing environment and supports students in their personal, social, cultural, and academic growth.

At YWPS we have a commitment to keeping children safe and happy. As a staff we comply with the Child Safe Standards as outlined in Ministerial Order 870. Please see the Child Safe Policy and Code of Conduct for more information.

### 2. School profile

Yarraville West Primary School is a government primary school located in Yarraville, about 10km from Melbourne's CBD, and is an inner west suburb. YWPS has served the schooling needs of the community for over 110 years. The current school buildings were opened in 1985, and as the school has grown, additional classrooms have been added. The school is high density, with an average of 600 students on a relatively small site. The Yarraville Oval is adjacent to the school and provides additional space for learning and play. Our students come from diverse cultural, ethnic and socioeconomic backgrounds.

The school's staffing profile consists of approximately 60 staff made up of classroom-based teachers, specialist teachers, learning specialists and leading teachers. There are also three Principal Class Officers, and a range of Education Support Staff including the Business Manager, Administration staff, classroom support staff and Outside School Hours Care educators.

### 3. School Values, Philosophy and Vision

The Yarraville West Primary School philosophy is underpinned by our school values; Respect, Resilience, Integrity and Creativity. These values guide our actions, initiatives and promote the following beliefs and practices:

- ☐ All children can learn.
- ☐ Learning outcomes will be maximised when children feel safe, connected, and engaged at school.
- ☐ Students are encouraged to be active and self-directed in their learning.
- ☐ Maintain a culture of mutual trust and respect that recognises that all members of the school community contribute to the safety, wellbeing and success of our students.
- ☐ Cultivate a strong sense of pride in our school, our students and our teachers.
- ☐ Promote the expectation that the dignity and respect we show to each other will be extended to our community.
- ☐ Our school's vision is that students will contribute positively to their local, national and global communities.

Our school motto is **Great Kids, Great School, Great Community!** We are proud of our school, and proud of our students.

### 4. Engagement Strategies

At Yarraville West Primary School, we believe that engaged students display a sense of wellbeing, that they exhibit positive behaviours and high levels of attendance. Therefore, we place emphasis on striving to engage all students, in all areas of their education.

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. At Yarraville West Primary School, we:

#### Universally...

- ☐ strive for high and consistent expectations of all staff, students and parents and carers
- ☐ prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- ☐ aim to cultivate a culture that is inclusive, engaging, and supportive. Focusing on, Creating A Positive Learning Environment (CAPLE) at the start of each school year. This involves unpacking school values, establishing routines, and fostering relationships within learning groups. These efforts are reinforced throughout the year, especially at the beginning of each term.
- ☐ implement a comprehensive school-wide Social Emotional Learning program, guided by the principles of the Respectful Relationships Program and School Wide Positive Behaviour Support.
- ☐ explicitly teach Social and Emotional Learning (SEL) to enhance student well-being, focusing on:
  - Respectful Relationships
  - School Wide Positive Behaviour Support
  - Safe Schools
  - The Resilience Project
- ☐ provide students with the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with their teachers, Assistant Principals, and Principal whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning.

- ☐ integrate values into a school-wide positive behaviour matrix and promote them among students, staff, and parents, recognising them as essential to the school community.
- ☐ positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- ☐ encourage all parents and caregivers to engage as partners in learning by offering opportunities for 1:1 discussion focused on academic and social-emotional progress, such as Parent-Teacher Interviews and Student Support Group (SSG) meetings.
- ☐ provide opportunities for student inclusion and extension (e.g. Mathematical Association of Victoria [MAV] Maths competitions, GATEWAYS, Claymation, Victorian High Abilities Program [VHAP], and Tournament of Minds).
- ☐ promote a positive playground through providing lunchtime clubs for students to connect with others in a more structured setting (e.g. Lego, Library, Coding, Basketball, Drama, Pride, and Chess).
- ☐ create opportunities for cross—age connections amongst students through whole school events, such as the school concert, and other activities such as the Buddies Program, and classroom expos.
- ☐ monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- ☐ carefully plan transition programs to support students moving into different stages of their schooling
- ☐ utilise the cyber-safety resources from e-smart to foster safety online
- ☐ deliver a guaranteed and viable curriculum while ensuring that students receive differentiated learning opportunities.
- ☐ teachers use the Yarraville West Primary School instructional teaching model to ensure an explicit, common and shared understanding of instruction. The instruction model incorporates evidence-based, high-yield explicit teaching practices, such as the “I do, we do, you do” approach and supplemented by Inquiry teaching practices, which positions students as central problem solvers in their learning.
- ☐ teachers at Yarraville West 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 professional standards set by the Victorian Institute of Teaching
- ☐ teachers analyse and are responsive to a range of school data such as attendance, the Attitudes to School Survey, parent survey data, student management data and school level assessment data

## Child Safe Standards

YWPS meets the standard for the care, safety and welfare of students as set out in Ministerial Order No. 870. These include an embedded organisational culture of child safety at the school, a child safety policy and a child safety code of conduct.

### Targeted

- ☐ classroom teachers are responsible for responding to the wellbeing and engagement needs of their students. Each year level has an assigned Assistant Principal, who serves as a point of contact for students requiring additional support.
- ☐ the school wellbeing team includes the Assistant Principals, Disability Inclusion Officer, School Wide Positive Behaviour Support leader, and the Mental Health and Wellbeing leader. This team is responsible for monitoring and tracking student wellbeing and providing opportunities or targeted interventions where required.
- ☐ all students in Out of Home Care are appointed a Learning Mentor, have an Individual Education Plan and a Student Support Group (SSG) and are referred to Student Support Services for an Educational Needs Assessment
- ☐ staff are involved in scheduled professional learning to ensure we operate in a collaborative manner with colleagues, students, and parents. Our focus is to develop the teaching practices

and learning environment that support and promote a culture of inclusion, learning and growth.

- ☐ teachers undertake health promotion and social skills development in response to needs identified by student wellbeing data, emerging issues raised by students, and feedback from student, parent and staff surveys.
- ☐ connect all Koorie students with a Koorie Engagement Support Officer (as required). The school has a Marrung Champion Teacher, who coordinates culturally appropriate activities for Aboriginal and Torres Strait Islander students.
- ☐ resilience-building strategies to support positive attitudes and behaviour include: the Buddy Program, School Wide Positive Behaviour Support (SWPBS), Social Groups, Kinder-Prep Transition, Year 6-7 Transition, the Respectful Relationships Curriculum, Literacy Intervention, and targeted and explicit Social, Emotional Learning (SEL) programs.
- ☐ the Leadership Team implement a school wide Transition and Class Placement Program to facilitate student wellbeing during transition periods e.g. grades for the coming year.

### *Individually...*

Yarraville West 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 and other allied health professionals and external organisations
- ☐ Promoting re-engagement through daily check ins with teaching and support staff

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
  - who are Koorie
  - and with complex needs that require ongoing support and monitoring.

Yarraville West Primary School will utilise relevant external student wellbeing support services to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- ☐ [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](#)

## 5. Identifying students in need of additional support, including Students with Disabilities

Yarraville West Primary School is committed to providing the necessary support to ensure our students are supported academically, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

As detailed in the Disability Standards for Education, Yarraville West Primary School are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected.

We 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
- ☐ contact with their kinder or previous school
- ☐ attendance records and data
- ☐ academic performance
- ☐ observations by school staff, (including teachers, integration aides, and Principals) such as changes in engagement, behaviour, self-care, social connectedness and motivation
- ☐ engagement with families
- ☐ self-referrals or referrals from peers
- ☐ COMPASS (Insights and Chronicle data)

## 6. 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, discrimination or intimidation
- ☐ express their ideas, feelings and concerns.

Students have the **responsibility** to:

- ☐ display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- ☐ respect the rights of others to be safe and to learn.

## 7. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values/Student code of conduct. Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

Yarraville West Primary School uses a School-Wide Positive Behaviour Support (SWPBS) framework. SWPBS is an evidence-based school improvement tool, designed to help develop safe and respectful school-wide environments, and through this, achieve improved social, emotional, behavioural and academic outcomes for students. SWPBS supports learning and wellbeing as outlined in the Department of Education Framework for Improving Student Outcomes (FISO 2.0).

The school-wide behaviour matrix (Appendix. 1) is essential to the SWPBS framework. Created in collaboration with staff, students, and families, it aligns with the school's vision and values: respect, resilience, integrity, and creativity. The statements underneath each value clearly outline the behaviours we expect of our students in different settings around the school. These behaviour expectations are explicitly taught, modelled and reinforced across all classrooms and school settings.

Our matrix provides staff with consistent language to proactively teach students the behaviours we want them to show, acknowledge students when they are making good choices and re-teach behaviours when problems arise.

At Yarraville West Primary School, we have shared expectations for our students, staff/admin, parents/carers. These expectations are the foundation of our school community, fostering an environment of respect, collaboration, and growth. We believe that by working together, we can create a positive and nurturing atmosphere where every student is encouraged to reach their full potential.

### *Shared expectations of our STUDENTS*

Engagement	<b>We expect students to:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Have high expectations for their own learning;</li><li><input type="checkbox"/> Respect, value and learn from the differences of others</li></ul>
Attendance	<b>We expect students to:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Attend school every day that the school is open to students.</li><li><input type="checkbox"/> Arrive on time to the classroom and be ready to learn.</li></ul>
Behaviour	<b>We expect students to:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Support each other's learning by behaving in a way that is respectful. Be motivated to learn and be engaged in the learning process.</li><li><input type="checkbox"/> Understand that any form of bullying is unacceptable;</li><li><input type="checkbox"/> Be prepared to learn and explore their full potential;</li><li><input type="checkbox"/> Contribute to a positive school environment that is safe, happy and inclusive;</li><li><input type="checkbox"/> Follow the SWPBS Matrix expectations;</li><li><input type="checkbox"/> Understand that adults have a responsibility to keep them safe.</li></ul>

***Shared expectations of our STAFF***

Engagement	<b>We expect staff to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop flexible teaching styles to engage learners</li> <li><input type="checkbox"/> Deliver curriculum and assessments that challenge and extend students</li> <li><input type="checkbox"/> Develop positive relationships with students as a basis for engagement and learning</li> <li><input type="checkbox"/> Explicitly teach and reinforce the expected behaviours using the SWPBS Matrix to students in all settings.</li> </ul>
Attendance	<b>We expect staff to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor and follow up on absences in line with staff handbook</li> <li><input type="checkbox"/> Promote regular attendance at school</li> </ul>
Behaviour	<b>We expect staff to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead by example by modelling appropriate behaviour</li> <li><input type="checkbox"/> Teach students social skills and values through curriculum and classroom activities</li> <li><input type="checkbox"/> Use positive behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive relationships</li> <li><input type="checkbox"/> Respond to reports of behaviours of concern and/or bullying following the school's agreed processes</li> <li><input type="checkbox"/> Share strategies and support each other to reflect on one's individual approach to behaviour management</li> <li><input type="checkbox"/> Involve specialist expertise where necessary</li> <li><input type="checkbox"/> Uphold the expectations outlined in the Child Safe Code of Conduct</li> </ul>

***Shared expectations of our PARENTS/CARERS***

Engagement	<b>We expect parents/ carers to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work in an educational partnership with the school regarding their child's learning and wellbeing</li> <li><input type="checkbox"/> Actively support their child's learning by building positive relationships with members of the school community</li> <li><input type="checkbox"/> Support the school's efforts to educate young people in a diverse world by promoting an understanding and appreciation of diversity in the home</li> <li><input type="checkbox"/> Attend parent-teacher meetings</li> </ul>
Attendance	<b>We expect parents/carers to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure students attend school</li> <li><input type="checkbox"/> Supply an explanation in the event of non-attendance</li> <li><input type="checkbox"/> Deliver students to school on time and ready to learn</li> <li><input type="checkbox"/> Ensure their enrolment details are kept up to date.</li> </ul>
Behaviour	<b>We expect parents/carers to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the school's behavioural expectations in order to promote a consistent approach to learning, both in and out of school</li> <li><input type="checkbox"/> Promote respectful relationships within the school community</li> <li><input type="checkbox"/> Be respectful in communicating with school staff</li> </ul>



	<input type="checkbox"/> Raise issues or concerns with the school in a manner consistent with the Parent Complaint Policy <input type="checkbox"/> Uphold the expectations outlined in the Child Safe Code of Conduct
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Disciplinary measures may be used as part of a staged response to inappropriate behaviour. This is 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 be provided with an opportunity to be heard. All behavioural incidents are recorded on COMPASS.

### **Major and Minor Behaviours**

Yarraville West Primary School recognises students who fulfil the shared expectations detailed in this policy through acknowledgment and encouragement. When students do not meet these expectations, a staged response will be applied, in line with the logical consequences described below, utilising the rethink and restore approach (Appendix 2).

Restorative practice conversations provide a safe space for students to fix their mistakes and return to the group strengthened. Students learn how to get what they need using effective approaches to build and maintain positive relationships. At Yarraville West Primary School teaching staff use restorative practice conversations to scaffold students to a resolution that is accepted by all, is aligned to the school's core values and ensure that the type of restitution agreed upon is logically related to the mistakes made (Appendix 3).

### **School Action and Consequences**

Yarraville West Primary School strives to engage all students; to facilitate positive behaviours, foster healthy friendships and support beneficial learning choices. We also believe in a cohesive and consistent approach to inappropriate behaviour, while acknowledging that there cannot be a single prescriptive response to every situation.

From experience, we know that no two situations can be dealt with in the exact same. This is because there are several differing factors that affect each situation - the life circumstances of the student, their involvement in prior incidents, the severity of the incident - but our students will always be treated fairly and with respect.

Students are given the opportunity to explain their version of events through discussion with the relevant teacher. With more serious incidents, discussions may also involve leadership and/or parents, and in cases of conflict between students, restorative discussion is facilitated where appropriate.

Actions and consequences are proportional and logical to the nature of the behaviour and appropriate to the student. Actions taken remain in line with our SWPBS Major and Minor document. We realise the importance of identifying and addressing the root cause(s) of the behaviour if we are to keep our students happy, healthy and safe, and help students to reach their full potential.

Suspension is a measure 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>

The Principal of Yarraville West Primary School is responsible for ensuring all suspensions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance. Any form of restraint or seclusion, other than in the circumstances described in the Department of Education's Restraint and Seclusion Policy is prohibited. <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

## 8. Engaging with families

Yarraville West 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. Yarraville West Primary School partners with parents and carers to enhance student learning and positive behaviour. The school promotes active involvement through various methods, including wellbeing interviews, training, reports, newsletters, and by:

- ☐ ensuring that all parents have access to our school policies and procedures, available on our school website
- ☐ when necessary, engaging with parents and caregivers regarding incidents.
- ☐ maintaining an open, respectful line of communication between parents and staff
- ☐ providing parent volunteer opportunities so that they can contribute to school activities
- ☐ involving families with home learning and other curriculum-related activities
- ☐ involving families in school decision making through School Council sub-committees and surveys
- ☐ coordinating resources and services from the community for families, through voluntary contributions e.g. school uniform
- ☐ including families in Student Support Groups (SSG), and developing individual plans for students

## 9. Attendance

Yarraville West Primary School is continuing to build an understanding in the community that full, and punctual, attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.

An approach to improving attendance and reducing lateness is addressed through school initiatives including:

- ☐ Sending an automated SMS text to parents/carers if their child is marked absent without notification via Compass
- ☐ Tracking attendance, punctuality and following up with parent/carers
- ☐ Marking the roll twice each day
- ☐ For persistent non-attendance, the school invites parents to meet and discuss re-engagement strategies in line with department policy.

## 10. Evaluation

Yarraville West 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 - Compass
- ☐ staff survey
- ☐ parent survey
- ☐ case management
- ☐ CASES21, including attendance and absence data

Yarraville West 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
- ☐ 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

### **Related Policies:**

[Statement of Values and School Philosophy Policy](#)


[Bullying Prevention Policy](#)

[Child Safe Standard 2 Child Safety Policy](#)

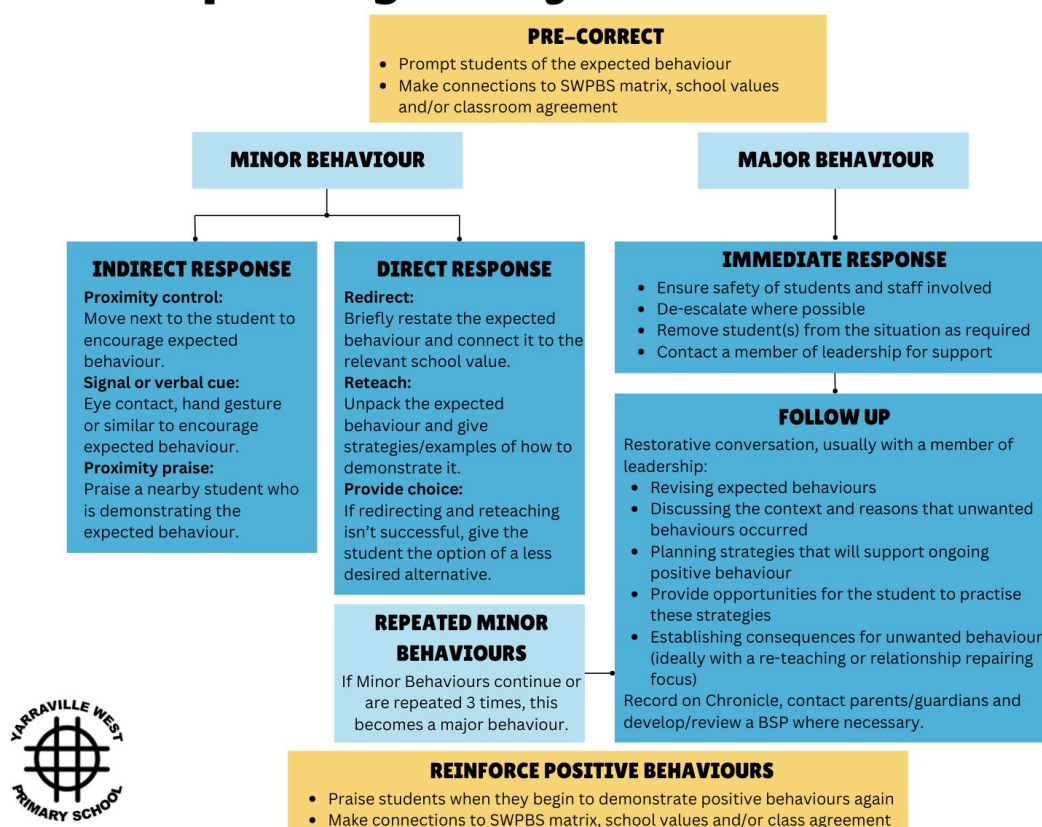
[Attendance Policy](#)

[Managing and responding to behaviour Policy](#)

## APPENDIX 1 – YWPS School Wide Positive Behaviour Matrix

	Yarraville West Primary School's vision is to develop a positive, courageous and reflective learning culture, that connects students, families and staff proudly to our community.			
	<b>RESPECT</b>	<b>RESILIENCE</b>	<b>INTEGRITY</b>	<b>CREATIVITY</b>
<b>Always</b>	<b>Be Kind</b> <i>We show kindness, consideration and understanding.</i>	<b>Be Brave</b> <i>We bounce back when faced with challenges.</i>	<b>Be Honest</b> <i>We have the strength to make good choices.</i>	<b>Be Inventive</b> <i>We use imaginative and original thinking to choose strategies and solve problems.</i>
<b>Learning Spaces</b>	We support and encourage each other. We use our words to explain how we are feeling. We share and compromise. We accept our own and each other's differences.	We challenge ourselves to put in our best effort and try new things. We learn from our mistakes and use feedback to make improvements. We work hard to make progress towards goals. We celebrate our efforts and achievements.	We follow class agreements, instructions and routines with all teachers. We ask for help when we need it. We take responsibility for our actions and do our best to make it right. We choose a space to sit where we can concentrate.	We welcome all ideas. We work together to find solutions. We find ways to include others in activities.
<b>Paths &amp; Walkways</b>	We walk safely at all times, keeping left and giving way to others. We help others when they are hurt. We walk quietly during learning times.	We are patient when walkways are crowded.	We are honest about problems that have occurred. We stay together as a class group when walking with a teacher.	We encourage others to do the right thing. We seek help when needed.
<b>Outside Classrooms</b>	We eat sitting down. We keep areas clean by putting rubbish in bins. We put our belongings in the right place.	We bounce back once a problem is solved. We acknowledge when an accident happens and do our best to make it right. We line up patiently for our teacher.	We are honest about our actions. We line up safely, ready to learn.	We choose a noise level appropriate for that time of day.
<b>Play Areas</b>	We play safely and fairly. We share the play space with others. We use equipment safely.	We ask for help when we need it. We choose another area if a space is full. We talk about our emotions to help us solve problems.	We agree on the rules of a game and follow them. We eat our food before going on the oval. We go straight to class when we hear the music.	We find ways to include others in our game. We help others to join in. We choose the right area for the game we want to play.
<b>Toilets</b>	We flush the toilet and wash hands. We keep the toilets clean at all times. We allow others to have privacy. We use inside voices at all times.	We wait patiently for our toilet buddy.	We use the toilet for the right reasons. We speak up if we see someone doing the wrong thing.	We choose another toilet if one is not 'ok' for use. We tell the office if something isn't right in the toilets.

# Responding to Major/Minor Behaviours



## Major/Minor Behaviours

### Minor Behaviours

Using words (verbal or written) in a disrespectful or inappropriate way for the developmental age of the student (e.g. name calling, teasing)

Non-serious, but inappropriate physical contact (i.e. over-affectionate, invading personal space, rough play, etc.)

Low-intensity failure to respond to adult requests (e.g. yelling, "no!" when asked to do something)

Low level disruptive behaviour, e.g. talking while teacher is speaking, non-verbally distracting others, or using loud voices or noises indoors.

Deliberately destroying another student's equipment/possession or work in an inappropriate way (low-intensity incident) e.g. scribbling on another student's page, snapping another student's pencil through rough handling.

Wearing clothing or shoes that do not fit within the school setting policies.

Missing the beginning of class time or missing part of the learning time on purpose, e.g. leaving the classroom without permission, deliberately spending too long getting a drink/using the bathroom.

Low-level misuse of technology, e.g. playing a game instead of completing the set task during learning time.

### Major Behaviours

Using words (verbal or written) in an abusive, offensive or highly inappropriate way, e.g. racist/homophobic slurs, swearing.

Repeatedly refusing to follow directions, talking back and/or socially rude interactions. (In this case the student is continuing to show defiance/non-compliance after initial request has been made directly to that student.)

Deliberately disruptive behaviour causing an interruption in a class or activity. This includes sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.

Aggressive actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Delivering disrespectful messages (verbal, written or gestural) to another person, including threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negatives comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

High-level misuse of technology, e.g. cyber bullying, searching/sharing inappropriate content online.

Significantly damaging property (intentionally or due to negligence) e.g. damaging an iPad screen, graffiti.

Unsafe behaviour, e.g. leaving school grounds or attempting to run away; hiding from staff (fence, roof, gates)

Threatening or performing inappropriate sexual behaviour, verbal or physical.

Criminal or delinquent behaviour, e.g. theft, custody of a weapon.

## YWPS Positive Approach to Student Behaviour

Support Co-Regulation	Restorative Process	
<b>Model:</b> You must have felt {insert feeling} when {name} {insert action}.	<i>Perpetrator</i>	<i>Victim</i>
<b>Support student to express:</b> When you {insert action} I feel {insert feeling} because....	What happened?	What happened?
<b>Ask:</b> What do you need from {name} to make things right?"	Who has been affected by what you have done?	What impact has this had on you?
	What do you think you need to do to make things right?	What do you need from {name} to be able to move on?
	What do you need from {name} to be able to move on?	