

# Yarra Junction Primary School

School Number: 3216



## STUDENT WELLBEING AND ENGAGEMENT POLICY

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**Yarra Junction Primary School's vision:** to develop each child's social, emotional and academic growth by promoting our students to be creative, curious and critical thinkers within an engaging and connected learning environment.

**Vision Statement:** We care, We inspire, We Achieve.

# STUDENT WELLBEING AND ENGAGEMENT POLICY

## Yarra Junction Primary School

### 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.

Yarra Junction 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, philosophy, and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations (*Steps to Success Practice and Chronicle Reports*)
7. Engaging with families
8. Common Language and Practices (*YJPS common language and practices that promote positive behaviour and wellbeing*)
9. Evaluation
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### POLICY

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## 1. School profile

Yarra Junction Primary School was established in 1894 and is located in the Yarra Valley, 65.8 kilometres North-East of Melbourne CBD. We have 215 student enrolments from foundation to Grade 6 and 31 school staff members including a Principal, Classroom teachers, Specialist Teachers, Education Support Officers, Administration staff and a Wellbeing Team.

Our school grounds are situated before the township of Yarra Junction with access to the Warburton Trail. Most students that attend our school live locally, with many who walk or ride their bike to school. Yarra Junction Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

We are proud of our inclusive school community and strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

## 2. School values, philosophy and vision

Yarra Junction 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 values of respect, integrity and kindness at every opportunity.

**Our school's vision** is to develop each child's social, emotional and academic growth by promoting our students to be creative, curious and critical thinkers within an engaging and connected learning environment.

**Our statement to achieve our vision is:** *We care, We inspire, We Achieve.*

**Philosophy:** All children have the right to access a comprehensive and personally rewarding, quality education. All school communities have an obligation to ensure that each child receives the educational, emotional, physical and social experiences necessary to experience success. Strong relationships are the key to successful learning.

**Mission statements:**

*All of us, All the time, no exception.*

*Excellence in Educating students through great teaching.*

**Values:** *Respect, Resilience, High Expectations and Collaboration*

**Learning Links:** [We value developing learning skills within our students to promote both academic and emotional/social development]

**Apply Best Effort**

**Multiple Approaches**

**Give, Receive, Apply Feedback**

**Curious Questioning**

**Values:**

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### Respect

*Caring for and having high regard for self and all others.  
Listening to beliefs and opinions without judgement and  
accepting diversity. Be accountable for your own actions. We  
care about good behaviour and the positive contributions that  
we make to society.*

### Resilience

*The quality to 'bounce back' after trying and never giving up.  
Finding different ways to seek solutions.*

### High Expectations

*Ensure that our school community's words and actions reflect  
high standards of personal and academic achievement and  
that student goals are extending all of their capabilities.  
Pursue high expectations to achieve goals, feel proud and  
improve to be our best.*

### Collaboration

*Helping each other and working cooperatively towards a  
common goal. Together, we will all get along.*

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## YJPS - Our Values in Action

VALUE	As a learner (+ Learning Links)	In the yard	As a friend & student	Online
<u>Respect</u>	<ul style="list-style-type: none"> <li>I follow instructions</li> <li>I'm organised</li> <li>I look after my things</li> <li>I participate in school activities</li> <li>I show initiative</li> <li>I care about myself and others</li> </ul>	<ul style="list-style-type: none"> <li>I include everyone in my games</li> <li>I listen to others ideas</li> <li>I encourage others</li> <li>I look after my environment</li> <li>I look after equipment</li> <li>I treat others fairly</li> </ul>	<ul style="list-style-type: none"> <li>I respect personal space</li> <li>I take turns</li> <li>I use manners</li> <li>I treat others how I want to be treated</li> <li>I speak with kindness</li> <li>SHELL</li> </ul>	<ul style="list-style-type: none"> <li>I use appropriate language</li> <li>I am careful with equipment</li> <li>I respect other people's privacy</li> <li>I look out for new friends online</li> <li>When I see something inappropriate I tell an adult.</li> </ul>
<u>Resilience</u>	<ul style="list-style-type: none"> <li>I apply multiple approaches</li> <li>I am proud</li> <li>I give everything a try</li> <li>I bounce back</li> <li>I am confident</li> <li>I never give up</li> <li>I receive feedback</li> </ul>	<ul style="list-style-type: none"> <li>I walk away from red brain behaviour</li> <li>I engage positively in activities that I enjoy</li> <li>I resolve my own problems</li> <li>I support others to resolve problems</li> </ul>	<ul style="list-style-type: none"> <li>I show tolerance</li> <li>I listen</li> <li>I compromise</li> </ul>	<ul style="list-style-type: none"> <li>I disengage from interacting in red brain behaviour online.</li> <li>I collaborate with my parents and teachers to set rules and responsibilities for online use</li> </ul>
<u>High Expectations</u>	<ul style="list-style-type: none"> <li>I focus and try hard</li> <li>I am confident</li> <li>I think in different ways</li> <li>I show initiative</li> <li>I aim high and work hard</li> <li>I am independent</li> <li>I challenge myself</li> <li>I apply best effort</li> <li>I give and apply feedback</li> <li>I am curious</li> <li>I question</li> </ul>	<ul style="list-style-type: none"> <li>I create new games</li> <li>I find solutions to problems</li> <li>I use our environment creatively</li> <li>I am a leader</li> </ul>	<ul style="list-style-type: none"> <li>I encourage others to get involved</li> <li>I celebrate others success</li> <li>I show sportsmanship</li> <li>I apply best efforts</li> <li>I am kind to all others</li> </ul>	<ul style="list-style-type: none"> <li>I use my own ideas</li> <li>I research and try new things</li> <li>I use technology to show learning and express creatively.</li> <li>I keep my personal details and passwords private.</li> </ul>
<u>Collaboration</u>	<ul style="list-style-type: none"> <li>I get along with others</li> <li>I share ideas and resources</li> <li>I learn with others</li> <li>I offer to help others</li> </ul>	<ul style="list-style-type: none"> <li>I encourage others</li> <li>I show compassion and understanding</li> <li>I accept outcomes and move on</li> </ul>	<ul style="list-style-type: none"> <li>I give positive feedback</li> <li>I help and mentor others</li> <li>I encourage the achievement of others</li> <li>I help and mentor others check the Friendship bench to support others</li> <li>I compromise</li> <li>I help others</li> </ul>	<ul style="list-style-type: none"> <li>I work collaboratively online</li> <li>I make positive connections with others online</li> <li>I use devices collaboratively</li> </ul>

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### 3. Wellbeing and engagement strategies

Yarra Junction Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

#### Universal

- 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
- 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
- deliver a broad curriculum including High Abilities programs and facilitate lunchtime clubs to ensure that students are able to engage in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Yarra Junction Primary School use a gradual release 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 Yarra Junction 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
- teachers at Yarra Junction Primary School embed Teach Like a Champion Techniques to create positive and enriched learning environments and effective teaching to nurture high expectations and student learning outcomes.
- 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 are acknowledged in the classroom, and formally in school assemblies and communication to parents

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- *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 Junior School Council and other forums including year group meeting and Wellbeing forums. Students are also encouraged to speak with their teachers, Principal, Wellbeing Coordinator or any trusted staff member whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Resilience Project*
  - *Bully Stoppers*
  - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support 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.*

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## Targeted

- every grade teachers and/or Education Support officer is responsible to monitor the health and wellbeing of students in their classroom and act as a point of contact for students who may need additional support. Students of concern, are to be referred to Wellbeing Coordinator with a Chronicle Report. Students are referred to the chaplain using our schools Chaplain referral form and staff must obtain a signed parental consent form.
- First Nations 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. Where applicable we support the creation and implementation of Cultural Safety plans. All First Nations students have an Individual Education Plan and Student Support Group (SSG) meetings are conducted termly.
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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. All classroom teachers, Wellbeing Team and Principal are trained in Youth and Mental Health First Aid.
- 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](#)

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## Individual

Yarra Junction 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 Learning 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 Child First*

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 Plans in collaboration with the student and their family*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

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## 4. Identifying students in need of support

*Yarra Junction Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Yarra Junction 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 – observations are to be recorded as Wellbeing Chronicles on Compass*
- *attendance, detention, and suspension data*
- *engagement with families*
- *student self-referrals or peer referrals.*

## 5. Student rights and responsibilities

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

Students have the right to:

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

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.

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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.

## 6. Student behavioural expectations

*When a student acts in breach of the behaviour standards of our school community, Yarra Junction Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*When a student chooses to engage in behaviour that breaches our YJPS standards, a student chooses the consequence detailed in our behaviour framework documents. Staff will engage in a restorative approach with students to promote positive behaviour skills. Staff at YJPS take the time to unpack undesirable behaviours as part of a staged response to inappropriate behaviour 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 and an opportunity to take responsibility of their actions through writing a responsibility letter.*

*At Yarra Junction Primary School, we embed the "Steps to Success" model to promote positive behaviour and promote our school values as a whole school practice.*

*The practice promotes students to develop personal skills so that they are responsible and take charge of their actions and make choices about their personal behaviour.*

*Each classroom has a Steps to Success Board and at the commencement of each school year students create a personalised character to represent them on the steps board.*

*As part of the Steps to Success program, Specialist teachers award classes with high expectations and positive behaviour with a gold star. Classes receive class agreed awards for achieving 10 stars within a term. There is also a special privileged rainbow star to be achieved.*

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## STEPS TO SUCCESS IN PRACTICE:

### **Red Brain behavior: FIRST STEP**

Teacher walks close to student (names behavior) and states this a red brain choice.

Private Discipline

Ask or support student to state the green brain alternative

Student moves themselves down a step

*(Teacher looks for opportunity to publicly praise student and reward by asking student to move themselves up a step)*

If RED brain behavior continues:

### **SECOND STEP**

Teachers walks close to student (names behavior) and states this is a red brain choice.

Private Discipline

Ask / Support student to state the green brain alternative.

Student moves themselves a second step.

### **Consequence:**

- Student to remain in alternative learning space within the classroom
- Student to spend 15 minutes of first break or 15 minutes of second break play time in the administration area (foyer/first aid seats). Student to be supervised by allocated detention staff member.
- Teacher to call the office to advise name of student and detention time. Detention teacher to obtain list from office staff and give student responsibility letter. (folder in office).  
Responsibility letter to be given to the classroom teacher. Classroom teacher to email responsibility letter to parent and upload a copy onto a compass chronicle.
- If work is to be completed within this time, the classroom teacher/specialist is to give this work to the student.

If RED brain behaviour continues:

### **THIRD STEP**

Teacher walks close to student (names behaviour) and states this is a red brain choice.

Private Discipline

Ask or support students to state the green brain alternative

Student to move themselves down a third step

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### Consequence:

- Student withdrawn to a buddy class (with withdrawal form for a duration of 30 minutes or at teacher discretion). Teacher to complete classroom withdrawal form and send form with student (via an ES or responsible student) to the classroom teacher the student is being withdrawn to.
- Teacher to call the office to advise name of student and detention time. Detention teacher to obtain list from office staff and give student responsibility letter. (folder in office).
- If work is to be completed within this time, the classroom teacher/specialist is to give this work to the student. The responsibility letter is to be sent to parents by the teacher and chronicle is to be made.
- Classroom Teacher to notify parents via email that student has reached third step and scan letter of responsibility.

*Eg: Please find attached a student responsibility letter from.....*

*Thank you in advance of your support in discussing and promoting positive behavior choices.*

Teacher to make a student behavior chronicle entry and attached responsibility letter

*If **RED brain** behaviour continues:*

### **PRINCIPALS OFFICE (Fourth Step)**

Teacher walks close to student (names behaviour) and states this is a red brain choice.

Private Discipline

Ask or support students to state the green brain alternative

Student to be escorted by a peer or ESO to Principal (If Principal unavailable escorted to Wellbeing Coordinator)

Consequence (at Principals discretion), could include:

- *withdrawal of privileges (laptop)*
- *restorative practices*
- *detentions (break times)*
- *behaviour support and intervention meetings with parents*
- *Behaviour plan established*
- *Internal/external suspension*
- *Expulsion*

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### **Moving down a step – clarified:**

If students red brain behaviour is disruptive to other students or their own learning (eg: calling out, lack of work (below students individual standard) student moves down one step, regardless of step colour. Eg: green to green, green to black, black to red, red to red.

If students red brain behaviour includes: teacher refusal, swearing, offensive gesture, damaging students property, pushing, Making rude- inappropriate comments, leaving the classroom without permission student moves one step below the black line. Eg: green to red, black to red, red to red.

If students red brain behaviour includes: punching, fighting, Vandalism, vandalism of school property, Swearing at someone else, stealing - student moves straight to bottom step of step board.

### **Step House Points:**

Students will receive House Points at the end of a school day if their “step person” finishes the day on a green step.

*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. [If your school has a stand-alone bullying prevention policy] Bullying will be managed in accordance with our Bullying Prevention Policy.*

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 **Yarra Junction 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.

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## COMPASS CHRONICE ENTRIES:

When an incident occurs, or a concern is raised use Compass to record / document the event/concern. Describe the event and include any behaviour or information that occurred leading up to and during the event.

Include quotes from students and witnesses involved. The entry needs to be detailed but succinct.

1. Log in to Compass
2. Click the Organisation tab and select Chronicle.
3. Click create a new chronicle entry.
4. Under the Template heading, select the type of entry. Select YJPS templates. Eg: YJPS Behaviour, or YJPS Wellbeing
5. Under students, type and select the students involved. Under each student's name is the word involved if you click on this you can modify the student's involvement to victim, perpetrator or witness.
6. Rating (top right of Chronicle) Give the chronicle a rating.

**Grey** : Uncharacteristic red brain behaviour – disruptive, lack of work (no effort), defiant, Disruptive or offensive gestures

**Amber**: Vandalism, Pushing, Making rude comments, Leaving the classroom without permission, or swearing, minor vandalism (drawing on a table)

**Red**: If the chronicle is a student's third chronicle within a week, major vandalism, hitting, kicking, stealing school property, sexualized behaviours. Red chronicles also relate to high risk wellbeing/confidential chronicles. (Red chronicles may require an iris alert, and/or Department intervention and/or specialist intervention)

7. Under staff visibility, select Level 3 Admin (ensure all classroom teachers of named students are in the notification chain in addition to Team Leader, Principal and Wellbeing Coordinator)
8. Select the appropriate time and date. Ensure you change this if you are filling in the entry later/date.
9. Fill in boxes
10. Attach a student responsibility letter to the chronicle.

(Email a copy to parent and student to be given hard copy to take home.

11. Click Save and Close (those in the notification chain will be alerted.

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Team Leaders are to monitor Compass Chronicles and table student wellbeing/behaviour concerns at team meetings. Students who have received three or more chronicle reports within a week will be referred to the Wellbeing Coordinator, Chaplain, or Principal. Wellbeing team to investigate and implement further support to promote positive behaviour. Student to receive an internal suspension that involves completing a day of learning removed from their classroom and alternative breaks.

Where “red brain” behaviour continues or if a student receives three chronicles rated red within a week, Principal, and classroom teacher to collaborate on establishing a behaviour plan or revising a current behaviour plan. Parents and student are to be invited to a meeting to share behaviour plan. The student will receive an internal or external suspension (at Principals discretion). A suspension further results in the student being withdrawn from breaks upon the return to class and missing of an event such as an excursion, incursion, or camp. Student will receive restorative behaviour support from Wellbeing Coordinator and/or Chaplain and/or Principal.

### **Bullying:**

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Classroom teachers are responsible for monitoring chronicles of students within their class to evaluate if the red brain behaviour is repeated. Repetitive behaviour is three or more of the same behaviour. Eg: name calling of another student.

Refer to Yarra Junction Primary School’s Bullying Policy for further details.

### **Yard duty:**

To support identifying red brain behaviour and consequences in the yard, staff are to refer to Appendices. Incidents are to be recorded on Compass chronicles under YJPS behaviour template on the day of the incident, by the supervising staff member.

Staff on duty are to request that students meet the detention teacher outside the principals office where they will be required to write a student responsibility letter. Letter templates in yard duty folders. The letter is to be attached to the chronicle report and emailed to parents with a request for their support.

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## 7. Engaging with families

Yarra Junction Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website and/or Compass and/or hard copy as requested at school office.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- encouraging parents to be active members of School Council or School Council Sub-Committees.
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.
- Engaging with parents with any wellbeing or academic concerns.

## 8. Common Language and Practices

To promote positive learning outcomes it is essential that YJPS staff adopt common language and practices.

### Red Brain and Green Brain

At the commencement of the school year all students engage in the Junction Way practices to learn about the brain. Students are taught that "Red Brain" is a negative behaviour choice and "Green Brain" is a positive behaviour choice. Teachers introduce students to our Behaviour Framework and Steps Board to develop common understanding of unacceptable behaviours.

### "That's their Program"

To ensure that students have equitable access to learning, at times learning programs, student supervision and behaviour management plans are modified. Modifications are decided in exceptional circumstances in collaboration with the teacher and Principal. Staff and students through common language of "That's their program" acknowledge that at times some students require modification to ensure that they can access learning. Eg: Why does Mo get to work in the Bunjil Building? "That's their program".

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## “I am wondering....?”

Commencing with the phrase, I am wondering... when addressing a student who is displaying red brain behavior is an unthreatening way to open up communication and to acknowledge to the student that you show genuine concern and desire to help/support.

Eg: I am wondering why such a clever student like you is out in the hallway? I am wondering if you could help me understand what has happened, you look upset?

## GEM (Resilience Project)

Gratitude, Empathy and Mindfulness language.

## “Are you refusing to do what I am asking?”

Use this statement if a student does not follow instructions. This statement gives a student the time to re-consider their actions/words and then make a green brain choice.

## Finger Strategy – What can I do if something is bothering me?

1. Ignore
2. Move away
3. Say STOP (politely)
4. Say STOP (firmly and loudly)
5. Inform a teacher.

## Catastrophe Scale

The Catastrophe Scale is a visual guide designed to help students put problems into perspective. Problems may be rated from 0 (no problem) to 10 (catastrophe). This helps children understand that some problems may not be as bad as first perceived (ratings 0-4) can be easily overcome, while more challenging problems (ratings 5-10) need different strategies and help from other people.



## Restorative approach

The idea of restorative practice is to build caring communities around students, whilst not accepting harmful or disrespectful behaviour. We want to teach and support students to take responsibility for their actions and to repair any harm that has been done.

Depending on the circumstances, the following could take place individually or with everyone involved present.

### To the wrong doer?

- I am wondering what happened?
- What were you thinking at the time?
- Was it the right thing/wrong thing to do?
- Who has been affected by your actions?
- How has this affected you?
- How could you fix or support this?

### To the victim:

- Can you explain what happened?
- What have you thought about since?
- How has it upset/hurt/harmed you?
- What has been the hardest thing for you?
- What do you need to fix or support this?

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To both:

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

Is there anything I can do to help?

Is there anything else you would like to say?

Formally record the agreement reached by the students on Compass

## Zones of Regulation

Using the language and practices of Zones of Regulation promote students to identify their feelings (colour zones: Blue, Green, Yellow and Red) and promote opportunity to teach students how to self-regulate through strategies.

## 9. Evaluation

Yarra Junction 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
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Yarra Junction 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
- Available to parent/carers on Compass
- Available to staff in YJ Policy folder on Google drive
- 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

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The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## 10. Appendixes

- Classroom Withdrawal Form
- School Yard Withdrawal form
- Responsibility letter
- Modified Responsibility letter

### Other Appendixes:

ICT Frameworks (Junior and Mid/Senior) and ICT Responsibility Letters– Digital Technology Policy

Bullying Framework and Bullying Responsibility Letter – Bullying Policy

YJPS Bullying Surveys – Bullying Policy

Zones of Regulation – Google Drive (YJ Document / Classroom Visual Displays)

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# CLASSROOM WITHDRAWAL FORM

Name:

Class:

Date:

Please place a cross beside the type (s) of behaviour to warrant withdrawal.

<b>RED BRAIN BEHAVIOUR</b>	Move one step down from any position on "Step board".	Move to below the black line from any position on step board.	Move straight to bottom step. Students' responsibility letter written and emailed to parent and chronicle entry made.	<input checked="" type="checkbox"/>
<b>Disruptive</b> (Calling out/noises – inappropriate)	*			
<b>Lack of work</b> (Best effort not applied)	*			
<b>Defiant - refusing a teacher</b> Respond with: "Are you refusing to do what I am asking?" Each refusal down a step.		*		
<b>Swearing</b>		*		
<b>Offensive gesture</b>		*		
<b>Vandalism of school property</b>			*	
<b>Damaging another student's personal property</b>		*		
<b>Pushing (includes pushing into or past another)</b>		*		
<b>Pushing a teacher-</b> suspension internal/external at Principals discretion				
<b>Making rude / inappropriate comments to / towards another student, teacher or parent helper. (opposing Respectful Relationship language)</b>			*	
<b>Leaving the classroom, office or learning space without permission</b>		*		
<b>Stealing property of another student</b>			*	
<b>Fighting or punching (student/teacher)</b> One day internal suspension (withdrawal from class and both recess/lunch or one day external suspension – at Principals discretion of internal or external.	<b>Sent to Principal</b>			
<b>Stealing school property</b> One day internal suspension (withdrawal from class and both recess/lunch or one day external suspension – at Principals discretion of internal or external.	<b>Sent to Principal</b>			
<b>Comment..... (if required)</b>				

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# SCHOOL YARD WITHDRAWAL FORM



<b>RED BRAIN BEHAVIOUR</b>	<b>STEP 1 Warning</b>	<b>STEP2 Walk with Duty Teacher (remainder of break)</b>	<b>STEP 3 -Sent to inside detention. -Responsibility Letter written -Chronicle Entry -Parent called</b>
<b>Defiant - refusing a teacher</b> Respond with: "Are you refusing to do what I am asking? Each refusal down a step.		First offence	Second Offence
<b>Swearing</b>			
<b>Offensive gesture</b>		First offence	Second Offence
<b>Throwing rocks/sticks/ ball (no brandy)</b>			First offence
<b>Tackling in a game of football</b>	First offence	Second Offence	Third offence
<b>Riding bike /scooter in school grounds</b>	First offence	Second Offence	Third offence
<b>Vandalism or damaging of school property</b>	One day internal suspension (withdrawal from class and both breaks or one day external suspension – at Principals discretion of internal or external.		
<b>Pushing (includes pushing into or past another) or Tackling a student (non football related)</b>			First offence
<b>Pushing or hitting a teacher</b>	Sent to Principal – suspension /expulsion (Principals discretion)		
<b>Making rude / inappropriate comments to / towards another student, teacher or parent helper. (opposing Respectful Relationship language)</b>			First offence
<b>Leaving the school grounds without permission</b>	One day internal suspension (withdrawal from class and both breaks or one day external suspension – at Principals discretion of internal or external.		
<b>Being a bystander to an incident and not reporting to a teacher</b> (refer to bullying framework – Bullying Policy)			First offence
<b>Fighting</b> (punching/kicking)	One day internal suspension (withdrawal from class and both recess/lunch or one day external suspension – at Principals discretion of internal or external.		
<b>Comments:</b>			

Nb: First/Second/Third offence relates to same Break time.

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Name..... Date.....

What happened: (Draw a picture or write a sentence)

How I felt:



*Happy*



*scared*



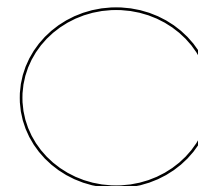
*neutral*



*sad*



*angry*



\_\_\_\_\_

What was the red brain choice?

My consequence for my red brain choice is.....

What would be the green brain choice?

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Date.....

To .....,

Today/Yesterday I made a red behavior choice.

I.....

.....

This is a red brain behavior choice because .....  
is against Yarra Junction Primary School's Student engagement and Wellbeing policy and our school values.

As a consequence of my red brain behavior I,

.....

.....

.....

I understand that a chronicle behavior report will be made and recorded on my student file and that multiple chronicle entries will result in consequences outlined in the Student Engagement and Wellbeing Policy and framework.

To avoid making this red brain choice in the future,

I will.....

From, .....