

Thomastown West Primary School's motto is **Together Working on Pathways to Success**. At Thomastown West Primary School, we want every child to achieve their full potential and we know that parents share this goal. Thomastown West Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Thomastown West Primary School on 03 9465 4317 or [thomastown.west.ps@education.vic.gov.au](mailto:thomastown.west.ps@education.vic.gov.au).

### PURPOSE

The purpose of this policy is to ensure 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 is available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

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

### SCOPE

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

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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### POLICY

#### 1. School Profile

Thomastown West Primary School was established in 1971 and is located approximately 20 kilometres north of the CBD. The school site is adjacent to Thomastown Secondary College and the schools share some sports facilities and a joint car park. We have approximately 40 nationalities represented in our school community, including 5% Indigenous. The Student Family Occupation Index is currently 0.72. Our current enrolment is 225 students.

The school staff is currently 28, some are part-time. Staff include Principal class, a Leading Teacher, a Learning Specialist and classroom teachers. The non-teaching staff includes Office staff and Integration Aides. Our Out of School Hours program is outsourced to TheirCare. Our school curriculum has a major focus on Literacy and Numeracy. Each day 2 hours of Literacy is taught and 5 hours of numeracy every week. Our specialist subjects include STEM, Performing Arts, Visual Arts and Physical Education.



We offer Phonological Awareness Programs, Prep Oral Language and Perceptual Motor Programs (PMP) in our Junior School. A Language Support Program (LSP) is provided for students who require extra assistance and is overseen by a Department of Education Speech Pathologist. Thomastown West Primary School has extensive experience in effectively supporting students for whom English is an additional language. In addition, our school appoints a dedicated teacher as a tutor to offer daily support, ensuring students receive the additional help they need to 'catch up' and enhance their academic progress.

We also have specialised music programs such as instrumental lessons, choir and a school band. In 2012 we moved into our new facilities which offer the opportunity for flexible learning spaces and 21st Century Learning. Our facilities offer the opportunities for flexible learning spaces and 21st Century Learning.

Thomastown West Primary School has a Community Hub on its site. The Thomastown West Community Hub supports partnerships between the school and Whittlesea Community Connections, The Smith Family and Reservoir and Preston Adult Community Education (PRACE). The purpose of the Hub is to support the needs of families and students in the Thomastown Community.

Thomastown West has invested a significant amount of time and resources into embedding the Respectful Relationships curriculum, School-Wide Positive Behaviour framework and the Berry Street Model at our school.

To further improve student learning, engagement and attendance, Thomastown West Primary School is:

- ✓ partnered with Berry Street and VACCA in the Side By Side initiative and has participated in four Curriculum Days of Berry Street Education Model (BSEM) professional learning,
- ✓ part of the Mental Health in Primary Schools initiative and a Mental Health in Primary Schools coordinator was appointed,
- ✓ completed the Refugee Education Support Program (RESP) with Foundation House and the Centre of Multicultural Youth (CMY) and the school offers parent engagement programs, as well as after school student-led Monday Musters.

The Thomastown West community is committed to creating and maintaining a positive, safe and supportive environment. By upholding our values (Respect, Responsibility, Resilience, Empathy and we Striving to be our Best) we encourage every child to reach their academic potential and social growth in an inclusive and innovative learning environment.

Our school motto is **Together Working on Pathways to Success (TWPS)**. We strongly believe education is a partnership between teachers, families and the wider community. We work together to ensure all students reach their personal best, both academically and socially.

## 2. School values, philosophy, and vision

Thomastown West Primary School's Values, Vision and School Philosophy are integral to all we do and are 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, resilience, empathy, responsibility and to strive to do their best, at every opportunity.

Thomastown West Primary School's vision is to create and maintain a positive, safe and supportive environment. By upholding our values, we encourage every child to reach their academic potential and social growth in an inclusive and innovative learning environment.



Click [HERE](#) to view the **2024-2026 TWPS Statement of Values and School Philosophy Policy** or visit our school website **REPORTS AND POLICIES FOR THE SCHOOL COMMUNITY** page <https://www.thomwestps.vic.edu.au/page/101>

### School Values

- **Resilient:** Resilience is what helps you to cope and get through hard times. Sometimes it makes you even stronger than you were before. It means we bounce back after difficult times.
- **Responsible:** Being responsible means, you do the things you are expected to do and accept the consequences (results) of your actions. It means you do what is right.
- **Empathetic:** Empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It means 'putting yourself in someone else's shoes.'
- **Respectful:** Respect is thinking and acting in a positive way about yourself and others. It means you behave and speak in a way that shows you care about the feelings and wellbeing of other people.
- **We will strive to do our best:** Striving to be your best is the ability to keep working towards a goal, overcoming challenges and sticking with it even when it's hard. It means believing in your heart that you can make choices you are proud of, and always trying your best with a growth mindset. (See Appendix A)

### Philosophy

The TWPS community is committed to creating and maintaining a positive, safe and supportive environment. By upholding our values, we encourage every child to reach their academic potential and social growth in an inclusive and innovative learning environment.

### Vision

TWPS's vision and school motto is Together Working on Pathways to Success (TWPS), which encompasses a commitment to excellence in education. Our school and wider community are committed to developing Literacy, Numeracy, Curiosity and Social Adaptability in all our children so they may meet the challenges of an ever-changing world. We provide a dynamic learning environment that engages students to achieve their personal best by extending and supporting them in their endeavours. We provide programs to allow students to become effective and productive members of a multicultural and technologically advancing local and global community. We will further improve engagement and wellbeing of all students by explicitly planning for greater levels of curriculum innovation, student independence and interdependence and development of flexible, physical learning environments. Additionally, we are committed to fostering a culture of diversity and inclusion, ensuring that every student feels valued and empowered to succeed in a supportive and equitable learning environment.

## 3. Engagement Strategies

Thomastown West Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

At Thomastown West Primary School, we are a School Wide Positive Behaviour Program school. When planning our engagement strategies, we use the School Wide Positive Behaviour Response to Intervention triangle. (See Appendix



## Thomastown West Student Engagement, Wellbeing and Inclusion Policy 2024 - 2026

B). A summary of the whole-school, targeted (need specific) and individual engagement strategies used by TWPS are included on the following pages.

**Whole School (Tier 1)**

- *High and consistent expectations of all staff, students, parents, and carers*
- *Welcoming all parents/carers and being responsive to them as partners in learning*
- *Our school has a School Wide Positive Behaviour Support Program for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.*
- *Our school delivers a broad curriculum including explicitly teaching social competencies as part of the SWPBS.*
- *We have an hour a week dedicated to Student Engagement and Wellbeing based on the School Wide Positive Behaviours Model.*
- *Our teachers adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. PAT SEWI completed by all students.*
- *TWPS have high and consistent expectations of all staff, students, parents and carers.*
- *TWPS prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.*
- *We have created a school culture that is inclusive, engaging and supportive. Including the use Berry Street's daily 'Morning Circle' class meetings within classrooms to build connectivity and support students.*
- *All students have created a 'Getting Ready to Learn Plan' and have access to a Calm Down Corner in their classroom.*
- *TWPS is welcoming of all parents/carers and we are responsive to them as partners in learning. We have connected parents to our school wide reward system (DOJO).*
- *We annually analyse and respond to a range of school data including attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data.*
- *We deliver a broad curriculum, including a range of specialists, to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations.*
- *We target Professional Learning to help support teachers in SEWI.*
- *We engage in whole school professional learning about Refugee Education Support Program*
- *Teachers at TWPS have developed an agreed on TWPS 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 TWPS adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.*
- *Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so they are shared and celebrated as the foundation of our school community. Our school wide inside/outside Behaviour Support Charts and SWPBS Matrix are used throughout the school to ensure consistency and expectations.*
- *TWPS have carefully planned transition programs for Prep, 6-7 and intra-school transition to support students moving into different stages of their schooling.*
- *We monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level, including through the 2020 developed Attendance Response Process and Under 80% Attendance program.*
- *All students have the opportunity to contribute to and provide feedback on decisions about school operations through Student Agency, Student Voice, Student Leadership Group and the Student Representative Council. Students are also encouraged to speak with their teachers, Wellbeing team, Assistant Principal and Principal whenever they have any questions or concerns.*
- *We have Buddy Classes that take place to support school wide relationships, building connections throughout the different year levels.*
- *TWPS creates opportunities for cross—age connections amongst students through school concerts, athletics, and music programs.*



**Thomastown West Student Engagement, Wellbeing and Inclusion Policy 2024 - 2026**

- *Students are encouraged to self-refer to a trusted adult at TWPS such as a teacher, Wellbeing team member, Assistant Principal or 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*
  - *Bully Stoppers*
  - *Safe Schools*
  - *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
  - *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *All staff apply a trauma-informed approach to working with students who have experienced trauma.*
- *TWPS School wide reward system to support and encourage positive behaviour and set high expectations.*
- *Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via our TWPS Dojo Reward system.*
- *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.*

<b>Targeted (Tier 2)</b>	<b>Individual (Tier 3)</b>
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- *Each year group has an Area Team Leader, a teacher who, with the support of the classroom teacher is responsible for their year, who monitor the health and wellbeing of students in their year, and function as a point of contact for students who may need additional support.*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information*
- *Our English as a second language students are supported through EAL best practice strategies delivered in the classroom, and all cultural and linguistically diverse students are supported to feel safe and included in our school.*
- *We support learning and wellbeing outcomes of students from refugee background.*
- *We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on LGBTIQ Student Support*
- *All students in Out of Home Care are supported in accordance with the Department’s policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to*

- Thomastown 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 Learning Plan and/or a Behaviour Support Plan
  - Considering if any environmental changes need to be made, for example changing the classroom set-up.
- Other strategies include:
- 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.
  - *Parent/teacher/Student/Family Student Support Groups*
  - *Individual Education Plan*
  - *Behaviour Support Plan*
  - *Safety Plan*



*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.*
- *Students will be supported by the TWPS Wellbeing Team*
- *School wellbeing staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. Teaching staff will apply a trauma-informed approach (using the Berry Street Educational Model strategies) when working with students who have experienced trauma.*
- *Students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*
- *Students’ behaviour/concerns are all logged as a Compass Chronicle on Compass and students will attend MIR club to address behaviours*

- *Adjustments for any environmental changes need to be made. Eg. changing the classroom set up.*
- *Modified lunch and recess program*
- *Modified Attendance Plan*
- *Return to School Plan*
- *Referrals to Student Welfare Team and Student Support Services*

*As well as other Department programs and services such as:*

- *Disability Inclusion model*
- *[Mental health toolkit](#)*
- *[headspace](#)*
- *[Navigator](#)*
- *[LOOKOUT](#) Centre*
- *Referral to Child and Youth Mental Health Service (CYHMS)*

*Referral to relevant support services:*

- *Re-engagement programs such as Navigator*
- *Appropriate external supports such as council-based youth and family services, other allied health professionals, child and adolescent mental health services or Child First (Orange Door)*

*Where necessary the school will support the student’s family to engage by:*

- *being responsive and sensitive to changes in the student’s circumstances, 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*



### 4. Identifying students in need of support

Thomastown West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team and Student Engagement, Wellbeing and Inclusion Curriculum Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Thomastown West Primary School will utilise the following information and tools to identify students in need of extra emotional, social, behavioural or academic support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled.
- enrolment interviews for all new families
- attendance records
- academic performance
- progress on Individual Education Plans
- observations by school staff such as personal hygiene, appearance, whether bringing food to eat, changes in engagement, behaviour, self-care, social connectedness and motivation, and referrals based on this information.
- Data records:
  - Attendance, including under 80% attendance record.
  - Behaviour Support Logs on Compass
  - Make it Right Club attendance.
  - Suspension data
  - Parent correspondence data
- engagement with families and referrals based on this information.
- self-referrals or referrals from peers
- contact from external agencies such as DHHS and VACCA
- observations from school partners such as OSH Club, The Thomastown West Community Hub

### 5. Student rights and responsibilities

All members of our school community have the 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:

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

Students have the responsibility to:

- participate fully in their educational program.
- make the right choices.
- take personal responsibility for their words and actions.
- encourage others to do the right thing.
- respect the right of others to learn.
- behave in accordance with the TWPS School-Wide Positive Behaviour Support Matrix and (See Appendix C) Inside and Outside Behaviour Support Charts. (See appendix D)



Students who 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 either the Wellbeing Team or School Leadership Team.

### Inclusion Strategies

Thomastown West Primary School is an inclusive school that understands, respects, welcomes, celebrates and honours the diversity of children, families and staff. Diversity comes in many different forms, for example culture, language, religion, lifestyle, family arrangements and circumstances, abilities and disabilities. Thomastown West Primary School recognises that respecting diversity is important in creating a sense of belonging. The diverse backgrounds of the children, families and staff enrich our school's character and identity. Thomastown West Primary School believes schools that are responsive to individual differences and respect diversity benefit everyone and help to build an inclusive environment. Every person, every child, needs to feel that their sense of self and their identity is valued in some way by the people and environments that surround them. In Victoria, mandatory child safe standards have been introduced to help protect children from abuse in organisations. In complying with the standards, organisations must promote the cultural safety of children from culturally and linguistically diverse backgrounds. Like other aspects of child safety, creating and maintaining an organisation in which the cultural safety of children from culturally and linguistically diverse backgrounds is kept safe requires effort. Steps to ensure cultural safety include sharing knowledge, raising awareness, developing understanding that leads to cultural sensitivity and finally, cultural competence. This ongoing and dynamic process leads to sustainable philosophies and values within an organisation that promotes cultural safety for children from culturally and linguistically diverse backgrounds and benefits all children, families, staff and managers.

### Cultural Safety

Thomastown West Primary School promotes the cultural safety of children from culturally and linguistically diverse backgrounds by:

- ensuring our organisation clearly demonstrates a zero tolerance of discrimination.
- creating opportunities each term for students to increase their understanding about and celebrate diversity and inclusion.
- ensuring our policy and procedures specifically address cultural inclusion, sensitivity and competency.
- providing training and development on cultural sensitivity and competency
- being respectful, inclusive and welcoming of families from a range of backgrounds
- asking children and families about their culture and cultural support needs
- recognising occasions which are important to diverse cultures and dietary requirements.
- ensuring the physical environment reflects a positive and welcoming approach to diverse cultures, through decoration and artwork.
- supporting environments of cultural resilience within all communities
- employing staff that are representative of the diversity of your local community.
- employing staff who display cultural sensitivity and cultural competency.
- actively seeking out and talking to families about how they would like to be involved.
- asking families about their preferred format for the provision of information, including translation or interpreting into community languages and audio-visual formats
- ensuring complaint and grievance processes are easily understood and provided in culturally relevant and sensitive ways.

### Safety of Children with a Disability

Thomastown West Primary School keeps children with a disability safe by:

- ensuring our school has a child safe culture in which abuse and harm is not tolerated and diversity is welcomed
- pre-empting unsafe situations via our risk assessment processes (eg. Documentations included in: School Emergency Management Plan, Student Safety Plans and Personal Emergency Evacuation Plans)
- ensuring we have sound recruitment and screening processes in place for staff and volunteers.
- ensuring our code of conduct for staff and volunteers clearly outlines boundaries about staff and volunteer interaction with children with a disability, including personal care assistance.
- having a robust complaint process, encourage feedback and be responsive if problems arise.
- empowering children with a disability by assisting them to build their self-esteem and confidence.
- teaching students about the facts about the physical, social, and emotional changes that occur during the transition from childhood to adulthood, as well as educating students about respectful relationships and their personal safety.
- enabling and facilitating independence with dressing and toileting and personal care where possible
- communicating directly with children with a disability about how safe they feel
- being inclusive and collaborative with families
- raising awareness about abuse and ways to seek help. Ensuring children with a disability know who they can go to if they feel unsafe or have a concern or complaint – ensuring these processes take into account the child's developmental level and communication requirements.
- ensuring vigilance in organisational procedures to identify indicators or warning signs if children have communication difficulties.
- listening to children, no matter how they communicate their thoughts, views and concerns.

### 6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and the School Wide Positive Behaviour Matrix (see Appendix C).

When a student acts in breach of the behaviour standards of our school community, Thomastown West Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary processes taken by teachers and other school staff. Student bullying behaviour will be responded to consistently with *Thomastown West Primary School's Anti-Bullying Policy*.

Behavioural interventions may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

At Thomastown West Primary School these behavioural interventions and consequences are captured in our Inside and Outside Behaviour Charts. Please refer to Appendix D. These posters are consistently and visibly displayed throughout the school and in every classroom.

As captured in the Inside Outside Behaviour charts measures that may be applied include:

- warning a student that their behaviour is inappropriate.
- teacher controlled consequences such as moving seats in the room or moving to another classroom.
- withdrawal of privileges
- referral to the Wellbeing Team
- restorative conversations
- development of Behaviour Support Plans
- attendance at Make it Right Club
- modified lunch or recess timetables
- suspension
- expulsion



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

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

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

The Principal of Thomastown West 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.**

### Preventative Strategies

- **Respectful Relationships**

At Thomastown West Primary School, we understand the importance of establishing respectful relationships with our students, peers and the wider community, therefore TWPS integrates Respectful Relationships into all curricular and extracurricular activities.

- **Social and Emotional Learning**

Social and Emotional lessons take place in our weekly Student Engagement, Wellbeing and Inclusion (SEWI) hour from P-6 and successfully teach our children how to build healthy relationships, be resilient and confident, live our school values, as well as being a contributing factor to our positive, safe and support environment for learning at TWPS.

- **Buddy System**

Thomastown West Primary School also has an effective buddy system which promotes friendship and support between older and younger peers through regular collaboration, which also fosters a sense of whole-school community. The key characteristic of this buddy system is the participation of older students in positive, supportive, regular structured and facilitated one-on-one relationships with younger students.

Our buddy system creates feelings of connectedness that enable both older and younger 'buddies' to bond more closely with their school within a psychologically safe environment, thereby increasing the likelihood of more positive school behaviour and less bullying or unacceptable behaviour.

- **eSmart Schools**

Thomastown West is an eSmart school. The Alannah and Madeline Foundation developed eSmart, which "aims to make Cybersafety a normal part of every young person's life by equipping them to use technologies in ways that protect them from the associated risks" ([esmartschools.com.au](http://esmartschools.com.au)). The initiative is designed to reduce cyberbullying and bullying and to positively engage students (by illustrating that expected behavioural norms still exist within our new technological landscape).

### 7. Engaging with families

At Thomastown West Primary School, we understand that we are partners in students learning. We value the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

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

- ensuring that all parents have access to our school policies and procedures, available on our school website.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities.



- provide opportunities for parents to participate in school activities that connect to their child's learning. (Eg. Monday Musters)
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- being responsive and sensitive to changes in the student's circumstances, 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 or Return to School Plan in collaboration with the student and their family.
- running regular Student Support Group meetings for all students:
  - with a disability
  - students who identify as Aboriginal or Torres Strait Islander
  - in Out of Home Care
  - students who are supported by a Behaviour Support Plan
  - and with other complex needs that require ongoing support and monitoring.

### 8. Evaluation

Thomastown 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 including Attitudes to School Survey
- Student Engagement, Wellbeing and Inclusion Committee Team surveys
- Compass Behaviour Support Log data
- School reports
- Parent surveys
- Case management
- CASES21
- DET SOCS

### 9. Communication

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

- Available publicly on our school's website <https://www.thomwestps.vic.edu.au> on our REPORTS AND POLICIES FOR THE SCHOOL COMMUNITY page: <https://www.thomwestps.vic.edu.au/page/101>
- Included in staff induction processes.
- Included as annual reference in school newsletter.
- Made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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



**FURTHER INFORMATION AND RESOURCES**

The following Department of Education 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
- Child Safe Standards policies: <https://www.thomwestps.vic.edu.au/articles/15>

This policy was last updated in August 2024 and is scheduled for review in August 2026.

<b>Date Implemented</b>	2016; 2020; 2022; 2024
<b>Author</b>	Principal, Assistant Principal, TWPS Wellbeing Team
<b>Approved By</b>	School Council
<b>Date Reviewed</b>	October 2016; September 2020, 21 June 2022; 15 October 2024
<b>Responsible for Review</b>	Assistant Principal
<b>Review Date</b>	10/06/2026
<b>References</b>	Victorian Government Schools Policy Advisory Guide

## Appendix A

### School Values Posters

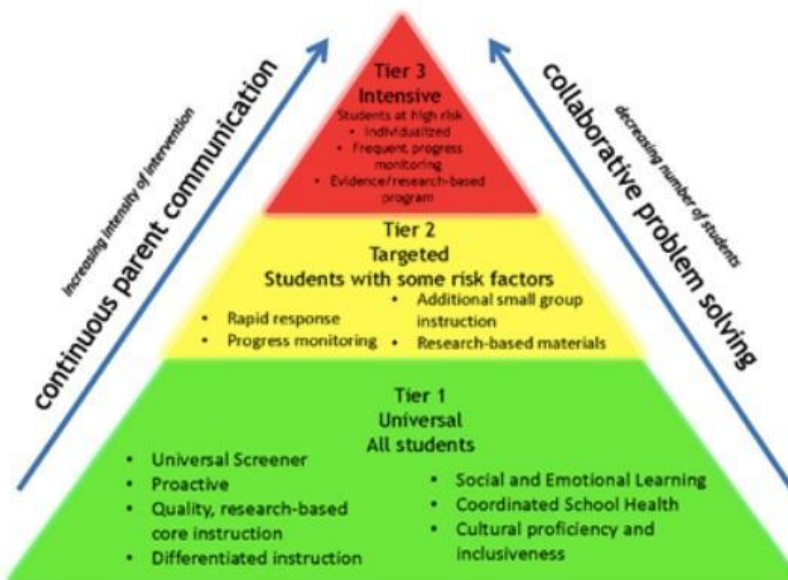


## Appendix B

### School-Wide Positive Behaviour Response to Intervention Triangle

#### School-Wide Positive Behaviour Response to Intervention Triangle

Response to Intervention (RTI) is a multi-tier system of support for all students. The RTI process is built on a foundation of high-quality instruction for all students in the classroom. Students who are finding success through these modes of instruction difficult are provided with interventions at increasing levels of intensity to accelerate their rate of success, in both academics and behaviour, on top of core instruction. These interventions may be provided by the regular classroom teachers, interventionists, specialist, wellbeing team members, mental health consultants or other professionals in the school. Progress is closely monitored to assess the rate of improvement in the area of concern. Through the analysis of progress tools, teachers analyse the student's response to the interventions being provided and make next-step decisions about changes in strategy, interventions, or level of tiers.



Appendix C

School Wide Positive Behaviour Support Matrix

TWPS School Wide Positive Behaviour Support

Values for learning	Always	Indoor	Outdoor	Digital	Assembly	Toilets	Breakfast Club
<b>Respect</b> Being honest and valuing ourselves, other people and property	<ul style="list-style-type: none"> <li>I will respect everyone's differences</li> <li>I will treat others nicely</li> <li>I will respect everyone's right to feel safe and comfortable</li> <li>I will speak with respect</li> <li>I will use my manners</li> </ul>	<ul style="list-style-type: none"> <li>I will follow our Class Agreement</li> <li>I will respect everyone's right to learn</li> <li>I will respect everyone's right to feel safe and comfortable in our class</li> <li>I will respect my teachers</li> </ul>	<ul style="list-style-type: none"> <li>I will share the PE equipment</li> <li>I will look after the PE equipment</li> <li>I will return all PE equipment when I have finished using it</li> <li>I will follow the playground rules</li> <li>I will follow yard duty teachers directions</li> </ul>	<ul style="list-style-type: none"> <li>I will keep all communication positive</li> <li>I will not post any information about other people</li> </ul>	<ul style="list-style-type: none"> <li>I will stand and sing the national anthem</li> <li>I will listen to the Acknowledgment of Country</li> </ul>	<ul style="list-style-type: none"> <li>I will respect the privacy of others</li> <li>I will keep the toilets clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>I will respect everyone in Breakfast Club</li> <li>I will share The Hub's toys, games and books</li> <li>I will look after The Hub's toys, games and books</li> <li>I will keep The Hub clean and tidy</li> </ul>
<b>Responsibility</b> Ability to be trusted to do what is right	<ul style="list-style-type: none"> <li>I take personal responsibility to wear the correct uniform</li> <li>I will be on time for school and for all of my classes</li> <li>I will follow teachers instructions immediately</li> </ul>	<ul style="list-style-type: none"> <li>I will come to class prepared</li> <li>I will participate in Morning Circle</li> <li>I will allow my classmates to learn</li> <li>I will allow my classmates to feel safe and comfortable</li> <li>I will talk to my teacher if I see bad or unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>I will only eat in our Eating Area</li> <li>I will only play in Areas A, B + C</li> <li>I will go to the toilet, get a drink and line up when I hear the music play</li> <li>I will talk to a teacher if I see bad or unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>I will keep all personal details private</li> <li>I will report all inappropriate use of devices</li> <li>I will report all cyberbullying incidents</li> </ul>	<ul style="list-style-type: none"> <li>I will enter and exit the assembly quietly</li> <li>I will listen to the students and teachers who are running the assembly</li> </ul>	<ul style="list-style-type: none"> <li>I will remember to use the toilet at recess and lunch</li> <li>I will flush the toilet when I am finished</li> <li>I will wash and dry my hands</li> <li>I will report bad behaviour or damage to my teacher</li> </ul>	<ul style="list-style-type: none"> <li>I will arrive at school before 8:25 if I need breakfast</li> <li>I will stay in The Hub until 8:30</li> <li>I will pack away any books, games or toys I use</li> <li>I will eat in the eating area and play in the play area</li> </ul>
<b>Resilience</b> Coping and bouncing back after experiencing difficult situations	<ul style="list-style-type: none"> <li>I will remember that challenging times don't last forever</li> <li>I will remember that it's ok to make mistakes</li> <li>I will ask for help if I can't calm myself down</li> </ul>	<ul style="list-style-type: none"> <li>I will follow my Ready to Learn Plan</li> <li>I will keep trying even when my work is hard</li> <li>I will learn from my mistakes</li> <li>I will accept feedback</li> </ul>	<ul style="list-style-type: none"> <li>I will walk away if I feel angry or upset at someone</li> <li>I will ask a teacher for help if I can not solve an issue with another student</li> </ul>	<ul style="list-style-type: none"> <li>I will tell a trusted adult if I see or hear anything that makes me feel uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>I will be happy for other students who receive awards, even when I don't get one.</li> </ul>	<ul style="list-style-type: none"> <li>I will tell a trusted adult if I see or hear anything that makes me feel uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>I will walk away if I feel angry or upset at another student</li> <li>I will ask a Wellbeing staff member for help if I can't solve an issue with another student</li> </ul>
<b>Empathy</b> The ability to understand and share the feelings of others	<ul style="list-style-type: none"> <li>I will think about other people's feelings</li> <li>I will listen with empathy</li> <li>I will remember 'Fair is not everyone getting the same, fair is everyone getting what they need.'</li> <li>I will be an Upstander, not a Bystander when I see something bad happening</li> </ul>	<ul style="list-style-type: none"> <li>I will support my classmates if they need help</li> <li>I will encourage my classmates if they are having a hard time</li> </ul>	<ul style="list-style-type: none"> <li>I will respond to others with empathy</li> <li>I will support other students when they are having a hard time</li> <li>I will support other students when they get hurt</li> </ul>	<ul style="list-style-type: none"> <li>I will support other students when they have problems using devices</li> </ul>	<ul style="list-style-type: none"> <li>I will be supportive of all students and teachers who are running the assembly</li> </ul>	<ul style="list-style-type: none"> <li>I understand that everyone has the right to feel safe and comfortable.</li> </ul>	<ul style="list-style-type: none"> <li>I will respect other student's personal space</li> </ul>
<b>Strive to be your best</b> Having high standards for ourselves	<ul style="list-style-type: none"> <li>I will be on my best behaviour</li> <li>I encourage others to do the right thing</li> </ul>	<ul style="list-style-type: none"> <li>I will do my best when completing my work</li> <li>I will work collaboratively when working with other students</li> </ul>	<ul style="list-style-type: none"> <li>I will be a good sport when playing with others</li> </ul>	<ul style="list-style-type: none"> <li>I will only use school devices for learning</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands to myself</li> <li>I will sit quietly and listen to the presenters</li> </ul>	<ul style="list-style-type: none"> <li>I will return to class as soon as I have finished using the toilet</li> </ul>	<ul style="list-style-type: none"> <li>I will follow the Breakfast Club Agreement</li> </ul>

## Appendix D

### Inside /Outside Behaviour Support Chart

#### TWPS Inside Behaviour Support Chart

At Thomastown West Primary School we strive to always live our school values because everyone has the right to work and learn and everyone has the right to feel safe and comfortable.

Values	Minor Behaviours
Respect	<ul style="list-style-type: none"> <li>Not following directions in class</li> <li>Teasing other students</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Wearing the incorrect uniform</li> <li>Not telling the truth</li> <li>Set work not started or attempted</li> <li>Taking things that don't belong to you</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>Overreacting when not getting your own way</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>Being mean to other students when they are having a hard time</li> </ul>
Strive to be your best	<ul style="list-style-type: none"> <li>Not doing my best work</li> <li>Showing inappropriate or unsafe behaviour</li> </ul>

Values	Major Behaviours
Respect	<ul style="list-style-type: none"> <li>Being disrespectful to teachers or other students</li> <li>Hurting a teacher or other students</li> <li>Bullying other students</li> <li>Using disrespectful language</li> <li>Not respecting school or other people's property</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Choosing not to attend class</li> <li>Choosing not to stay in class</li> <li>Not using the toilets properly</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>Becoming disruptive or aggressive when you don't get your own way</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>Teasing other students when they are facing challenges</li> <li>Teasing other students because they are different</li> </ul>
Strive to be your best	<ul style="list-style-type: none"> <li>Continuing to choose not to complete class work even when offered additional support</li> <li>Consistently showing inappropriate or unsafe behaviour</li> </ul>

**STEP 1:** Stop, Look & Wait.

**STEP 2:** Student is made aware of expected behaviour and encouraged to make positive choices.

**STEP 3:** Student to review/implement their 'Ready to Learn Plan' in a quiet safe space: Quiet Zone. (✓ Students re-engage in classroom activity)

**STEP 4:** Student visits 'Reflection Classroom' to allow time to RESET.

**STEP 5:** When student returns, at earliest convenience, student has restorative conversation, facilitated by classroom teacher. Classroom teacher communicates with Parents/Carers via Class Dojo or email.

**STEP 6:** Logical consequence / an opportunity to 'Make it Right' (i.e. complete unfinished work, M.I.R Club, yard duty with classroom teacher). Classroom teacher or M.I.R Club Teacher communicates with Parents/Carers via Class Dojo or email or M.I.R Reflection document

**STEP 7:** Teacher logs behaviour on Compass, if repeated minor behaviour continues, refer to major behaviours. Classroom teacher phones Parents/Carers.

**Positive Reinforcement**

- Personal Goals
- Dojo Points
- Dojo Dept. Store
- Tick Sheets
- Star of the Week

**STEP 1:** Address all major behaviours immediately after following 'Minor Behaviour' steps first.

**STEP 2:** If major behaviour escalates and a student is at risk to themselves or others, phone 202 for Wellbeing Support. Principal class will triage the situation, allocating appropriate support staff. Classroom teacher immediately evacuates the classroom! (Send message via school phones, student or via mobile phone)

**STEP 3:** All major behaviours logged onto compass and teacher, along with PCO to select required follow up.

#### Ready To Learn



**Together Working on Pathways to Success**

**Next steps**

- Classroom teacher follows up Parent/Carer Correspondence
- Classroom teacher follows up with restorative conversation
- Student attendance at 'Make it Right' Club
- Team Leader Support
- Wellbeing Support: IEP/BSP
  - Student Welfare Officer
  - Mental Health & Wellbeing Leader
- Principal support

#### TWPS Outside Behaviour Support Chart

At Thomastown West Primary School we promote and base our behavioural expectations on our 5 school values.

Minor Behaviours	
Respect	<ul style="list-style-type: none"> <li>Throwing rubbish on the floor</li> <li>Not sharing with PE and school equipment</li> <li>Not sharing on the playground</li> <li>Using disrespectful language</li> <li>Inappropriate body language</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Not wearing a hat during SunSmart months</li> <li>Eating outside of Eating Areas</li> <li>Playing n 'Out of bounds' areas</li> <li>Not using PE equipment properly</li> <li>Leaving PE and school equipment out after recess and lunch</li> <li>Not telling the truth</li> <li>Playing when the bell goes (Stop, think, toilet, drink)</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>Overreacting when not getting your own way</li> <li>Overreacting to a friend not wanting to play your game</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>Teasing other students when they are facing challenges</li> </ul>
Strive to be your best	<ul style="list-style-type: none"> <li>Not being on your best behaviour (play fighting, teasing other students, arguing with other students or a teacher)</li> <li>Being a bad sport when playing with others (cheating, arguing, storming off)</li> </ul>

Major Behaviours	
Respect	<ul style="list-style-type: none"> <li>Physically hurting other students or a teacher</li> <li>Using threatening or abusive language</li> <li>Not respecting the teachers on yard duty.</li> <li>Damaging school property</li> <li>Bullying (repeated behaviour intended to hurt or humiliate others)</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Leaving the school grounds</li> <li>Choosing not to return to your class when the bell rings</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>Physically choosing to react instead of walking away to get help or talking to a teacher</li> <li>Becoming verbally abusive instead of walking away to get help or talking to a teacher</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>Teasing another student who is already upset or facing challenges</li> </ul>
Strive to be your best	<ul style="list-style-type: none"> <li>Being physically or verbally abusive</li> <li>Continually repeating minor behaviours listed above, because everyone has the right to feel comfortable and safe.</li> </ul>

**STEP 1:** Stop, Look & Wait

**STEP 2:** Students are made aware of expected behaviour and encouraged to make positive choices.


**STEP 3:** Restorative conversation (Walk & talk)

**STEP 4:** Logical consequence (Consequence has a link to inappropriate behaviour)

**STEP 5:** If behaviour continues, removal from play area.

**STEP 6:** Log behaviour on Compass, if repeated minor behaviour continues refer to Major Behaviours.

**Ready To Learn**



**Together Working On Pathways to Success**

**STEP 1:** Address all major behaviours immediately

**STEP 2:** If major behaviour doesn't stop or escalates and a student is a risk to themselves or others contact the office immediately for extra support from the principal class. (Send message via a student or via Mobile phone)

**STEP 3:** All major behaviours logged onto compass and teacher along with PCO to select required follow up.

**Next steps**

- Parent/Carer Correspondence
- Student attendance at 'Make it Right' Club M.I.R Club Teacher communicates with Parents/Carers via Reflection document
- Wellbeing Support: IEP/BSP
  - Student Welfare Officer
  - Mental Health & Wellbeing Leader
- Principal support