



Murrumbeena Primary School

Wellbeing Strategy

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Wellbeing Vision

Murrumbeena Primary School cultivates a sense of community and belonging to create an inclusive, supportive environment in which happy, healthy and resilient staff and students perform at their best.

Our Philosophy

At Murrumbeena Primary School, staff and student wellbeing, inclusion and engagement is at the core of our teaching and learning ethos. We believe that health and wellbeing underpins performance and growth, so we ensure our programs meet the diverse needs in our school community. The school partners with students, parents/carers and community health specialists to implement and improve health and wellbeing initiatives. We use social and emotional learning approaches to develop students' self-management and awareness, empathy and relationship skills, which are aligned to the Victorian Curriculum and our school's policies.

Staff consider the needs of all children and recognise the importance of cultural safety for Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds and the safety and wellbeing of children with a disability. Additional support is provided for students through Individual Learning Plans and participation in smaller group sessions. Murrumbeena Primary School will act to protect children from abuse, and build an environment where children feel respected, valued and encouraged, so that all students are empowered, regardless of their circumstances or backgrounds, to reach their full potential.

The school implements a positive wellbeing approach which is embedded through various programs across the school. The classroom teacher plays a major role in the pastoral care of each student. In addition, the school has student wellbeing coordinators at each area of the school offering further support to students, staff and parents. Emphasis is on building the self-esteem and resilience of each individual and developing sound social skills to enable students to interact positively with their peers. A positive classroom climate is developed through a '**Class Essential Agreement**', setting the tone for learning in a productive environment.

The core attributes of the PYP Learner Profile (thinkers, inquirers, communicators, risk takers, open-minded, caring, principled, reflective, knowledgeable and balanced) are reinforced in classrooms. Our school values and the PYP Learner Profiles apply directly to expected behaviours in the classroom, playground and society in general. Our class Essential Agreements reflect these values and we ask our students to 'live by' these.

School Values

At Murrumbeena Primary School we will uphold the following values:



Respect: for ourselves, others and our environment.



Resilience: displaying persistence and courage when embracing challenges and exploring capabilities.



Responsibility: for our learning, our behaviour and our belongings.



Relationships: displaying care, compassion, and cooperation when working and playing with others.



School Mission Statement

Murrumbeena Primary School provides exemplary teaching, with rich engaging learning experiences. This fosters an environment where students' curiosity flourishes. Students learn in partnership with the school to develop self-belief and ownership of their learning. The school provides opportunities for students to be challenged and become life-long learners in a global society.

Beliefs about learning & behaviour

Victoria's vision for learning recognises the fundamental importance of empowering students and the contribution that student voice, agency and leadership make to improved student outcomes, health and wellbeing.

Student Voice

Student voice is about students participating in decision making related to their learning. For example: being able to choose how they represent their learning at the end of a unit, or inquiring into an area of interest (within the context of the unit). Allowing students to make choices within their learning environment has the following benefits:

- increases the student's engagement in learning.
- encourages collaboration between students and their teachers.
- develops personal and social capabilities.

Teachers promote student voice by encouraging students to:

- Listen to and learn from peers and adults.
- Ask questions to strengthen their understanding.
- Share their ideas and opinions.
- Actively seek feedback from teachers and peers to progress their learning.
- Give feedback to peers and teachers.
- Negotiate learning goals and assessment.
- Respectfully challenge others' views around learning and teaching.
- Feel confident to contribute in meaningful ways for a shared sense of ownership.

Student Leadership

Leadership is about the art of motivating, influencing and directing people so that they work together to achieve the goals of a team. All students can be leaders. It's important for students to experience leadership opportunities during their schooling in order to learn the art of building relationships within teams. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills.

Teachers strengthen leadership in students by:

- Providing opportunities for students to develop their personal strengths and share with others.
- Explicitly teaching the roles of team members and providing opportunities for practice.
- Recognising and praising students when they display qualities of leadership.
- Providing whole school leadership opportunities:
e.g. Student Representative Council.

Student Agency

While student voice is about encouraging students to share their opinions and make decisions about what and how they learn, student agency refers to the ability to work toward independently taking action to achieve their learning goals.

Teachers facilitate this by:




- Negotiating and designing learning tasks that stretch students' thinking.
- Implementing systems for students to track and recognise their own learning growth with support from the teacher.
- Involving students in designing and implementing school programs and initiatives.
- Explicitly teaching strategies and skills required for students to achieve their learning goals
- Providing opportunities for students to reflect, take action and accept responsibility for problem solving.



Roles, rights & responsibilities of school community members

Students are more likely to experience an inclusive education within and beyond the classroom when teachers and parents/carers work together for the benefit of the child. Each of us has a role to achieve this goal.

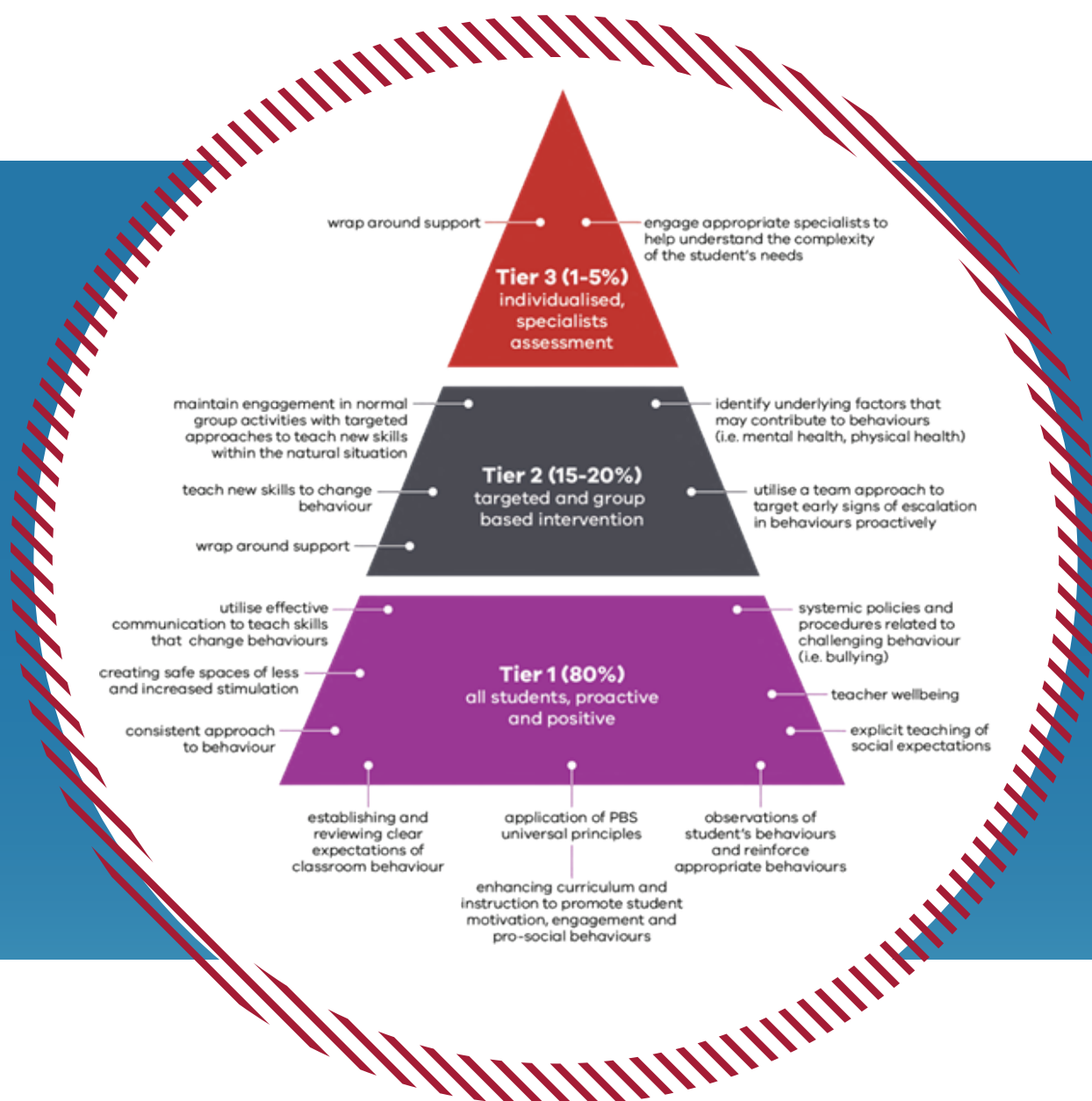
At Murrumbeena Primary School:

We expect students will:	We expect parents/ caregivers will:	We expect staff will:
 <ul style="list-style-type: none"> • Participate actively in the school's education program and learning. • Learn to take responsibility for their own behaviour and learning. • Be organised and ready to learn. • Demonstrate respect for themselves, other members of the school community and the school environment. • Behave in a manner that respects the rights of others, including the right to learn and the right to feel safe. • Cooperate with staff and other students and be a role model for others. • Acknowledge the role of the teacher and those in authority to provide direction and maintain expectations. 	 <ul style="list-style-type: none"> • Show an active interest in their child's schooling and progress. • Cooperate with the school to achieve the best outcomes for their child. • Support school staff in maintaining a safe and respectful learning environment for all students. • Initiate and maintain constructive communication and relationships with the school staff regarding their child's learning, wellbeing and behaviour. • Contribute positively to behaviour support that concerns their child. • Encourage action and behaviours that promote the school's values. • Treat all staff with respect. 	 <ul style="list-style-type: none"> • Provide safe and supportive learning environments that promote risk-taking, resilience and personal growth. • Develop, teach and maintain familiar routines. • Teach appropriate behaviours in context. • Provide an inclusive and engaging curriculum and teaching. • Treat all students with respect. • Initiate and maintain communication with parents regarding the child's learning and behaviour. • Maintain accurate student attendance, learning and behaviour records.

A Tiered Approach to Promoting Positive Behaviours & Managing Challenging Behaviours

At Murrumbeena Primary School we believe that all people in the school community should be courteous and show respect towards one another. We aim to implement a consistent approach to classroom management strategies in order to provide a positive and effective learning environment. We encourage students to accept responsibility for their own behaviour and be proud of their school.

Our school utilises a three-tier continuum of support that promotes learning and wellbeing for all students. Importantly, students have access to more support when they need it. The continuum emphasises prevention and early intervention.



Tier 1: Promoting positive behaviour across the school

Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

Staff promote a positive school culture through a range of strategies.



Whole school positive strategies



- Respectful Relationships
- Wellbeing surveys
- Student Representative Council
- Attitude to School Survey
- Citizenship awards
- Value Bear
- Assembly performances
- House system
- Peer Mediation
- PLAY Program
- Peer Support
- Buddy Program
- Cultural Safety
- Cyber Safety (eSmart)
- Bullying Prevention Strategies
- Camps
- Excursions and incursions
- Student Code of Conduct
- Lunchtime clubs

Classroom based positive strategies



- Classroom positive reinforcement systems - e.g. Class Dojo, Classroom Economy, 'Warm and Fuzzies', 'Teddy Counters'
- Essential Agreement
- Circle Time
- 'Learning to Learn' (linked to the 'Who We Are' unit of inquiry)
- Explicit teaching of school rules and expected behaviours
- Unpacking elements of the PYP eg. Learner Profiles and Approaches to Learning
- Unpacking MPS school values
- Stephanie Alexander Kitchen Garden
- Classroom responsibilities

Tier 2: Early intervention

Here the focus is on identifying students who need additional academic or social and emotional support. They receive targeted support, such as small group social skills instruction, academic support and self-management strategies.

The student and parent/carer will be given frequent feedback regarding behaviour and academic engagement. The ultimate goal will be to move the student to self-management.

Responding to Unproductive Behaviour

Students have a great deal to learn, including how to react and respond to others in socially acceptable ways. It is inevitable that mistakes will be made, but it is how the adults around them (teachers and parents) respond that will either enhance or inhibit that learning. For example, if a child wants a turn on the slide and they push another child out of the way, the role of the adult is to point out the unacceptable behaviour and show the child what to do instead.





At Murrumbeena Primary School, we use a 'Restorative Practice Approach' which involves the child reflecting on their actions, understanding the impact it had on others and how they could approach the situation in a more positive manner in the future. It is equally important for the student to 'restore' the relationship with the person they hurt or upset so the situation is fully resolved. It is through a restorative chat that the student identifies with the teacher the best way to reconnect.

Here are other whole school strategies used to support students while they are learning appropriate behaviours:

- Reflection Room with the use of Restorative Practices.
- Tiered Classroom Intervention - a consistent approach used in all classrooms.
- Yard duty supervision and rewarding positive behaviours with House Points.
- School response to bullying (see RITER, Bullying Prevention Policy and National Day of Action).



Minor behaviours	Major behaviours
<ul style="list-style-type: none"> • Calling out • Disrupting others • Using equipment inappropriately • Playing out of bounds 	<ul style="list-style-type: none"> • Use of inappropriate language • Inappropriate physical contact • Emotional harassment of others • Physical assault or intimidation of others • Verbal abuse or harassment of others • Leaving the school premises unsupervised • Inappropriate use of technology

Action (with examples)	
	Step 1
<div data-bbox="92 271 255 315">Physical</div>  <p>Rough play, tackling, pushing students in line, drawing on self and others, spitting, biting, throwing objects inappropriately, hitting/punching/kicking/biting</p>	<ul style="list-style-type: none"> • Reminder of protocols and expectations • Ask student, "How can we make this right?" • Reflection Time • Move to a different area • Apology
<div data-bbox="92 721 220 766">Verbal</div>  <p>Disobedience, swearing, dishonesty, bullying, harassment</p>	<ul style="list-style-type: none"> • Reminder of protocols and expectations • Ask student, "How can we make this right?" • Reflection Time • Move to a different area • Apology
<div data-bbox="92 1108 344 1153">Cyber Safety</div>  <ul style="list-style-type: none"> • Misusing devices (iPad or laptop) • Inappropriate use of mobile phones • Inappropriate use of web/email • Cyberbullying 	<ul style="list-style-type: none"> • Reminder of protocols and expectations • Reflection
<div data-bbox="92 1547 515 1592">Respectful Behaviour</div>  <ul style="list-style-type: none"> • Littering • Out of uniform • Misuse of equipment • Out of bounds • Stealing • Vandalising/damaging school property • Deliberate undermining of teachers/manipulating others 	<ul style="list-style-type: none"> • Talk/Warning • Reminder of protocols and expectations • Ask student, "How can we make this right?" • Reflection Time
Teacher's discretion to escalate beyond initial level	Step 4 consequences for all actions:

Consequences

Step 2	Step 3
<ul style="list-style-type: none"> • Time with yard duty teacher • Behaviour recorded in 'Yard Duty Book' • Reflection Room 	<ul style="list-style-type: none"> • Reflection Room • Office: Phone Call, email or parent meeting • Classroom teacher informed
<ul style="list-style-type: none"> • Time with yard duty teacher • Behaviour recorded in 'Yard Duty Book' • Reflection Room 	<ul style="list-style-type: none"> • Reflection Room • Office: Phone Call, email or parent meeting • Classroom teacher informed
<ul style="list-style-type: none"> • Privileges revoked 	<ul style="list-style-type: none"> • Restorative Justice • Reflection Room • Office: Phone call, email or parent meeting • Classroom teacher informed
<ul style="list-style-type: none"> • Behaviour recorded • Time with yard duty teacher • Privileges revoked 	<ul style="list-style-type: none"> • Restorative Justice • Reflection Room • Office: Phone call, email or parent meeting • Classroom teacher informed

Suspension / Expulsion procedures as per DET guidelines.

Tier 2 Academic Supports

When a student is in need of additional academic or social and emotional support, the school will respond appropriately by implementing the following:

- **Individual Learning Plan (ILP)** - When a student is either 6 months below academic standard or their behaviour warrants additional support to reflect age appropriateness, an Individual Learning Plan is developed and discussed with the parent. ILPs are also developed to support Koorie students, those with disabilities and students living in out-of-home-care services.
- **Student Support Group (SSG)**- a Student Support Group meeting is held once a term (for Koorie and out-of-home care students and for those with disabilities) with the parents/ carers/ support agencies and the teacher to discuss the child's ILP, general wellbeing and engagement.
- **Student Support Services Offices (SSSO)**- Student Support Services comprise a broad range of professionals including psychologists, speech pathologists and social workers. They work as part of an integrated health and wellbeing team within networks of schools, and our school engages their services to focus on providing group-based and individual support, workforce capacity building and the provision of specialised services.

Tier 3: Individual intervention

Here the focus is specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention. The student will have intensive or individualised support and need a comprehensive behavioural assessment. They will be placed on an Individual Behaviour Plan.

When a student exhibits high-risk behaviours, the school will respond appropriately by implementing any of the following:

- Individual Education Plans- parents are involved in this process
- Individual behaviour plan based on functional behaviour assessment – parents are involved in this process
- Support and intervention with specialist staff (e.g. Student Wellbeing Coordinators, Inclusive Education Leaders)
- Meetings with outside agencies
- SSGs (Student Support Group meetings) with parents, teachers and leaders to identify strategies and supports for student behaviour and learning needs
- Identifying and making adjustments to the learning environment
- Re-engagement programs.

Glossary

Buddy Program

At Murrumbeena Primary School, children starting school in Prep are paired with students in Grade 6. The purpose of the buddy program is twofold. For the Prep students, it supports a smooth transition for children starting school. Prep students feel supported and cared for with the assistance of their Grade 6 buddies. For the Grade 6 students, it gives them the opportunity to take on extra responsibility and practise their leadership/mentoring skills in a meaningful way in the school. The program also promotes social and support networks for children beginning Prep and promotes a sense of community and belonging in the school.

The program involves the following elements:

- Class teachers are involved to oversee how the relationships develop and are maintained.
- The older buddy is provided with advice and some 'training' on how to be a buddy and help their buddy resolve any minor issues (e.g. friendship conflicts) that they may experience during the year.
- Buddies participate in structured activities together as well as being provided with opportunities to identify other activities they might do with and for each other.



Bullying

Bullying may be direct or indirect, physical or verbal, and can include cyberbullying (e.g. text messaging, online messaging, phone calls or other means involving technology and the internet). Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. Bullying behaviours are generally consistent and happen continuously.

Bullying can be:

- **direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
- **direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- **indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

(refer to the schools 'Bullying Prevention Policy' found on the school's website for further information)

Bullying Prevention and Reporting

Students benefit from learning strategies to deal with people who are more strong-willed or bossy. When we take action together, we can stamp out bullying. A student engaging in bullying behaviour can learn alternative and positive ways of relating to people (through tier 2 and 3 supports). Teachers and students promote a bully-free environment with the use of posters and displays and explicit lessons about bullying.

- National Day Against Bullying and Violence
- RITER (Report, Inform, Tell Someone, Evaluate, Report (if it is continuing))

Students have a chance to report bullying through different forms of communication. Teachers purposefully create trusting relationships with students, whereby students feel comfortable to verbally disclose bullying. The school also implements Bullying Surveys during Term 2, Term 3 and Term 4 for students in Grades 3-6. Bullying Surveys provide students with an alternative method of reporting bullying behaviours. Teachers follow up on the information provided in these surveys with students and address any widespread concerns with their class or cohort as required.

Camps

Grade 4, 5 and 6 children will attend camp within the school year. Our camps are considered a compulsory part of the curriculum and are designed to support a variety of areas of learning in the classroom.

Our camp leaders and teachers are equipped to convey teachable moments in a variety of settings whilst also developing and building upon personal competencies. The many benefits of attending school camp include:

1



Social Skills:

Great opportunities exist to develop a wide range of social skills that strengthen established relationships and develop new ones. Activities planned involve team cooperation such as sweeping and tidying the cabins, helping around meal times or team building exercises and personal challenges such as the giant swing.

2



Independence Skills:

For some children school camp may be their first time away from home where they have to remember to brush their teeth or finish the vegetables on their plate. Camp provides an opportunity for kids to take care of themselves by appreciating the importance of interaction and connections to the physical world. Most children rise to this challenge, they enjoy this new found independence and recognise the need to look after themselves, each other and their environment.

3



Team building & development of leadership and decision-making skills:

Camp leaders and teachers are active participants in all aspects of camp life, it would not be successful if this was not the case. However, children will often be expected to take on leadership roles and work together as a team to encourage positive decision making.

4



Encouragement of physical fitness and active lifestyles:

During camp, children will be exposed to a variety of experiences. These experiences are active and facilitate learning in a variety of forms, providing a greater awareness of skills and capabilities that may be new for many.

5



Personal challenges: At camp, children will be exposed to a range of activities that they may not have tried before. Often when children are not under the direction of their parents or carers they will display a more adventurous spirit and will be willing to have a go at new things.

Camp is a great opportunity to develop all of these skills, however, often the thought of sleeping away from home can cause anxiety for children and their parents. Common worries about camp include:

- What happens if they can't sleep?
- What happens if they don't like the food?
- Who will they share a cabin with?
- What will happen if they don't enjoy the activities?
- What will happen if they feel homesick?



Although these concerns are valid, it is important to help kids feel positive about the experience. They will very quickly pick up on any parent anxiety and will emulate those feelings. Our staff are very experienced when dealing with all of these areas and at any time should we have anything that we need to discuss regarding your child's needs, we will contact you.

Should your child still be worried about the camp experience it would be beneficial to talk with them about their fears and worries and help them to look forward to the experience. There are a variety of ideas that may help - discuss the activities that they will participate in, pack together and include a special memento such as a toy or photograph, visit the website and find out additional information about the campsite and, of course, if required, it may also be possible to contact the year level coordinator who can arrange for the family to visit the site to familiarise the child with the environment.

If you feel that your child (or you!) is still anxious then please chat to your child's class teacher or the Assistant Principal so that we can monitor their progress whilst on camp. Throughout their schooling years, children are required to attend school camps, each has progressively more demands, so it is important to keep encouraging them to prepare for what should be a great childhood memory.





Circle Time

Circle Time brings together the teacher and students in an environment of co-operation. Students and teachers sit in a circle to take part in discussions, games and activities designed to increase self-awareness, awareness of others, self-esteem, co-operation, trust and listening skills. Circle Time sessions can address aspects of the Personal and Social Capabilities, and can also address any issues that are impacting students in the classroom or the yard. For instance, if students are experiencing friendship issues in the yard, these might be addressed in a discrete way with the class during Circle Time, using a story or role play to discuss how to appropriately deal with these situations.

Circle Time experiences help everyone to understand what is important to them and their friends. Children become more able to express their feelings and it encourages greater understanding between girls and boys. As children learn more about themselves and each other, a warm and supportive group atmosphere is built, along with improved relationships.

Child Safety Standards

The Child Safe Standards require organisations that provide services or facilities for children to have a child safe policy, a statement of commitment to child safety and practices in place to ensure all children are safe and protected from abuse. Child safety is everyone's responsibility and parents will find our policies and commitment on the school website. Child safety includes educating students about how to stay safe.

Murrumbeena Primary School will provide strategies to promote empowerment through student programs and parent education programs that:

- Outline simple and accessible processes that help children understand what to do if they want to report abuse.
- Deliver age appropriate education about standards of behaviour for students, healthy and respectful relationships (including sexual), resilience, and child abuse awareness and prevention. These strategies include Family Life, DET Protect resources, PYP Curriculum, Restorative Practices and Respectful Relationships.
- Provide support to children from culturally diverse backgrounds or children with a disability and who may require specific care and support regarding child safety issues, and implement strategies to achieve this through effective risk management processes.

Principles include:

- To trust their feelings and to distinguish between 'yes' and 'no' feelings.
- To say 'no' to adults if they feel unsafe and unsure.
- That they own their own bodies.
- That nothing is so yucky that they can't tell someone about it.
- That if they feel unsafe or unsure to go and tell someone they trust.

Lessons are integrated into the units of inquiry in a natural and age appropriate manner.

Citizenship Awards

As a part of the Bullying Surveys, conducted in Terms 2-4 (as discussed previously in 'Bullying Prevention and Reporting' section), students have an opportunity to also disclose the names of students who they believe uphold the school values and demonstrate exemplary leadership skills in our school.

After student and teacher feedback and consideration, Citizenship Awards are given to two members of each year level (Grades 1-6). These awards are presented at the end of term assembly, and parents are invited to come and be a part of this celebration.

Cultural Safety

As an International Baccalaureate school we promote cultural inclusivity and do this by actively encouraging students to celebrate and share their cultural traditions and to read, write and speak in the mother tongue. Our students will be working in a global environment in their futures and those who embrace genuine diversity and inclusivity will be best placed for successful life beyond school.

At Murrumbeena Primary, we embrace **Marrung**, a strategy to ensure that all Koorie Victorians achieve their learning aspirations.

Marrung is the Wemba Wemba word for the Murray Cypress pine tree, representing branches of education and knowledge. We thank the Wemba Wemba people for allowing the use of their language in the naming of this plan.

At every opportunity we acknowledge and integrate learning about our First Nations people into our units of inquiry in order to:

- Understand and appreciate the history and heritage of Indigenous Australians.
- Acknowledge Aboriginal people in our communities and their contributions.
- Create an environment where society is inclusive, responsive and respectful of Koorie people and to strengthen their cultural identity.

Insensitive Comments

In the early years of school, students say things that are not considered 'politically correct' but it is at these times that learning opportunities present themselves.



Cyber Safety

Murrumbeena Primary School acknowledges that online and digital technologies are an integral part of life and learning. Our commitment to the Child Safety Standards is actioned as we incorporate a range of learning opportunities to develop students who are confident and knowledgeable about the safe and responsible use of digital technologies. We teach students about personal safety including cybersafety and phone safety, and focus on three safety messages; Recognise, React and Report.

Cyber safety is an integral part of the curriculum at all grade levels within the school. A cyber safety program, which includes cyber bullying, is explicitly taught at each year to all grade levels. We utilise DET's Digital repository 'FUSE' to ensure the use of age appropriate technological resources.

Students are encouraged to notify a parent/guardian/teacher if:

- they experience an incident of cyber bullying
- they feel that the wellbeing of other students at the school is being threatened
- they come across sites which are not suitable for their school
- someone writes something they don't like, or makes them and/or their friends feel uncomfortable or asks them to provide information that they know is private
- they accidentally do something which is against the rules and responsibilities they have agreed to.

If breaches of the above agreements occur, the teacher and child will discuss the issue with the Information Communications Technology (ICT) Co-ordinator, Assistant Principal or Principal and decide on appropriate action.

English as an Additional Language (EAL)

Students who are new to Australia are entitled to attend a language school for up to 6 months free of charge. The Noble Park Language School (with a campus in Glen Huntly and in Springvale) provides an intensive language program and assists students and their family transition to a new country. It's amazing what a short 6 months can do in extending the child's language understanding. Upon their return to MPS, students are able to participate more fully in the classroom curriculum and continue at a faster rate with their educational journey than if they didn't attend.



Essential Agreement

In PYP schools (see 'PYP Framework' section), every class and team create an Essential Agreement, which sets the tone for collaboration and teamwork. Essential Agreements are not rules per se; but rather, describe and clearly outline expectations and behaviours and guidelines for creating and maintaining a productive and supportive working environment in the classroom or team. Examples of guidelines written in Essential Agreements might be:

- We agree to demonstrate respect towards others', especially their beliefs and their property.
- We agree to take responsibility for our actions, belongings and wellbeing.
- We agree to show enthusiasm in our learning and approach learning with a growth mindset and celebrate the achievements of others.

Essential Agreements are created collaboratively, with all class members contributing and agreeing to the guidelines. Students also express their suggestions and reach agreement on the rewards/reinforcements and consequences the class will use, in addition to using our whole school positive reinforcement systems such as House Points and acknowledgement at assemblies.



House System

Upon enrolment, all students are allocated to a House (**Red, Green, Gold or Blue**). Students participate with others in their house during a range of activities such as, swimming and athletics carnivals, student led lunch time activities and whole school multi age groupings for programs such as Peer Support.

'Community Spirit' is enhanced through participation in house groups which provide another way of extending student's friendships groups and connectedness to our school community.

House Points – students earn points for their house by:

- Demonstrating the school values inside the classroom and in the school yard.
- House Captains organising games and encouraging others to play.
- Yard Clean up- each house has an area of the school yard to keep clean.

At the weekly whole school assembly, the progressive tally of points is announced to the cheers and delight of the students. At the end of the year, a trophy is awarded to the house with the most points for sporting achievements and a shield is awarded to the house that earned the highest points for community spirit.

Individual Behaviour Plan

At Tier 3 of the school's positive support plan, students who continuously demonstrate problems with social behaviours require an individualised program based on a comprehensive behavioural assessment which at times will involve mental health professionals and family and community services.

Parents are involved in discussions and the development and review of this plan.

Individual Learning Plans (ILPs)

Teachers write ILPs for some students with specific needs. An ILP is a working document, usually devised by the teacher in consultation with parents/carers, to address a particular learning area. An ILP has a specific focus and strategies to help students achieve their learning goals. Parents are asked to support these goals at home and the ILP is signed off as completed when the goals have been achieved.

An ILP is usually created when a student is assessed as being 6 months or more below the expected standard (Victorian Curriculum - Learning Areas or Capabilities).

ILPs are also written for students who are funded under the Program for Students with Disabilities, and are a focus of Student Support Group (SSG) meetings.

Student Representative Council (SRC)

The Student Representative Council is comprised of two representatives from each class from Grades one to six. It is an opportunity for students to develop their leadership skills, communication skills and self-management skills. Students apply for leadership roles on the Student Representative Council at the beginning of the school year.

The SRC enables students to provide feedback to staff, promote student voice and a sense of belonging. They make decisions on various important topics, including fundraisers for the end of each term, and make suggestions for changes and improvements around the school. The SRC meets several times every term and requires students to complete independently managed tasks prior to each meeting. This requires all members to draw upon their organisation, time management, communication and general leadership skills. On occasion, the SRC are invited to attend and report back to the School Council. You can read their annual report which is posted on the school's website.

PYP Framework

The International Baccalaureate Primary Years Programme addresses students' academic, social and emotional well-being. It encourages students to develop independence and to take responsibility for their own learning. The program supports students' efforts to gain an understanding of the world and to function comfortably within it and helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

Peer Mediation – run by trained Grade 5

Peer Mediation is an opportunity for the Year Five students to learn and put into action their skills in resolving minor social conflicts in the yard. All Grade 5 students receive training to become Peer Mediators, and they are rostered on and have 'shifts' during the term. Peer Mediators assist the Yard Duty teachers in the junior playground at recess and lunch breaks.

The Grade Five students have been trained to:

- Demonstrate listening skills, empathy, and communication skills.
- Brainstorm solutions to problems and guide younger kids to resolve minor social conflicts in the yard.
- Make connections and meaningful relationships with younger students in the school.
- Teach basic social skills and strategies younger kids can use to help manage difficult situations.
- Assist younger children in emotional regulation skills and provide basic strategies and suggestions to assist with this.

Programs for Students with a Disability (PSD)

The Program for students with disabilities is a targeted supplementary funding program which provides resources to schools to support the provision of school based educational programs for students who have high needs disabilities. Teachers make adjustments to the curriculum and its delivery for many of our students who have disabilities and learning needs but there are a small group of students who require additional support. This support is funded by the Victorian Government through the PSD program.



The Play Program- run by trained Grade 4 students

The Play Program is a fun way to strengthen peer connectedness and create healthy relationships among students at MPS. Grade 4 students are given the opportunity to have a leadership role as a Play Ambassador. A Play Ambassador is someone who organises and runs a range of play based activities for the prep to grade 2 students in the school yard at lunch times. It also builds resilience in students through playing games.

The Peer Support Program- run by trained Grade 6 students

The Peer Support Program is run by the Grade 6 students and is implemented with all year levels across the school. Grade 6 students are provided with training sessions to teach them the values and give them an opportunity to plan lessons to implement those across the school, teaching young students specific values, knowledge or skills, through games, activities and role playing lessons.

This program allows and encourages students to connect with other students across different year levels in the school and develop relationships and friendships. It enables children to have familiar faces in the yard, which promote a sense of familiarity, community and belonging around the school.

The Reflection Room

Students will be referred to the Reflection Room when they have demonstrated poor, unsafe, disrespectful or aggressive behaviours in the yard. This includes (but is not limited to):

- Use of inappropriate language.
- Intimidation, inappropriate or aggressive physical contact (e.g. hitting, kicking, tackling, biting).
- Verbal abuse, or verbal/emotional harassment of others.
- Leaving the school premises unsupervised.

All students will be given the opportunity to correct their behaviour through a process of a Restorative Chat. The Restorative Chat takes at least 25 minutes. If the teacher and student do not have enough time to adequately resolve the problem (for instance, if the child comes into the Reflection Room with only 15 minutes left of lunchtime), they will be asked to come to the Reflection Room the next day to complete their Restorative Chat.

During the Restorative Chat, the teacher asks the child several questions to understand the situation more clearly. This conversation is based on identifying the factors that caused the negative behaviour, and identifying who was impacted by the behaviour. Students are encouraged to reflect on their actions and take responsibility for their behaviour during this conversation. This conversation can also include those affected by the incident so students can reach an agreement on appropriate actions to improve the likelihood of a positive outcome for all involved. Students write down what they did wrong and how they can change and improve their behaviour moving forward. This is completed on a Reflection Slip.

Restorative Practices

Restorative Practices is used to ensure relationships are restored after a disagreement or incident. The teacher acts as a facilitator for the discussion between the students and asks the following types of questions:

Restorative questions for students who have not acted in an appropriate way:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did? In what way?
- What do you need to do to make things right?

Restorative questions for students who have been harmed:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

At the completion of the restorative conversation, students will be provided with a note that they take home to discuss with their parents/guardians, along with the Reflection Slip they filled out, which needs to be signed (as acknowledgement that this discussion has occurred) and returned to school the following school day. If slips are not returned on the following school day, teachers may contact parents to ascertain what has happened with the slip and if the misbehaviour has been discussed.

At completion of the Reflection Room session, a **reminder** is given about what the misbehaviour was, a **redirection** to the appropriate school value and behaviour is provided, a **relocation** within the school yard is implemented (if necessary) and if the behaviour still continues, parent/teacher intervention will be required. This is a tier 2 intervention and on the rare occasion that a child continues to display anti-social behaviour, the child is supported through an individual behaviour plan, a tier 3 strategy involving the parents.

Fair Process

*Justice and fairness provide the foundation upon which healthy relationships are built.
The central theme of fair process is that:*

"individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed."

The Three Components of FAIR PROCESS

1 LISTEN
Involving each person by asking for their input so they can tell their story

2 SPEAK
Everyone involved and affected should be able to discuss why final decisions are made as they are

3 UNDERSTAND
Once decisions are made, new rules are clearly stated, so that everyone understands what is expected

Respectful Relationships

The Resilience, Rights and Respectful Relationships Program is implemented across the school with learning materials covering 8 topics of Social and Emotional learning. Topics 1 – 6 will be introduced in 2020 and in 2021, the program will extend to include topics 7 and 8.

Below is a brief description outlining the **main focus** of each topic.

- **Emotional Literacy** – understanding, expressing and managing our own emotions, building a vocabulary to describe emotions, building empathy and responding appropriately to the emotions of others.
- **Personal Strengths** – Building a vocabulary to help recognise and understand strengths and positive qualities in themselves and others. Promoting a strengths based approach in turn promotes student wellbeing, positive behaviour and academic achievement.
- **Positive Coping** – This topic provides students with opportunities to identify and discuss different types of coping strategies. When young people build a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies.
- **Problem Solving** – problem solving skills are an important part of the coping repertoire. Critical and creative thinking skills are applied to a range of scenarios exploring personal, social and ethical dilemmas.
- **Stress Management** – activities within this topic have an explicit focus on teaching positive approaches to stress management. Students learn to recognise the signs and symptoms of stress and to develop strategies such as self-calming, that will help them deal with stress effectively.
- **Help Seeking** – learning activities in this topic are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone.
- **Gender and Identity** – this topic challenges gender stereotypes and students learn about key issues related to human rights and gender identity and focus on the importance of respect within relationships. Activities promote respect for diversity and difference.
- **Positive Gender relations** – Students develop the skills needed to solve problems, set boundaries within relationships and play an active role within the prevention of gender based violence.



Student Support Group

A parent of a child with disabilities and funded through the Program for Students with Disabilities will have a Student Support Group meeting once per term. This meeting is to discuss the achievements made by the child, identify areas for continued focus, review the Individual Learning Plan, gain parent feedback, review extra upcoming curricular events and discuss adjustments to be made which will enhance the child's participation. The meeting is held in the last couple of weeks of the term between the classroom teacher, the parent and can include the Wellbeing Coordinator, Assistant Principal and the child's health professionals.

Student Wellbeing Surveys

Throughout the school year, students complete various wellbeing based surveys which have diverse purposes for staff and students. These surveys may include:

- **Bullying Survey** - survey distributed to students in each class from Grades 3 - 6. Students have reported that this survey allows those with issues to report problems in a discrete way.
- **Attitudes to School Survey** - Grades 4, 5 & 6. (A DET survey compulsory for all students in Victorian schools). Schools analyse the data obtained from these surveys and put in place strategies for continuous improvement.
- **PIVOT Survey** - Grades 3-6. These surveys provide teachers with feedback about the effectiveness of their teaching. Teachers identify areas for improvement and can choose to include this in their performance reviews.

School Rules




The school rules at MPS strive to establish behavioural expectations for students.


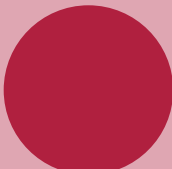
1. Treat others how you want to be treated.
2. Play in designated zones when in the yard.
3. Respect property: the school's, other people's and your own.
4. Take turns, cooperate and include others.
5. Follow rules of games and play fairly.
6. Use respectful language.
7. Walk safely when moving around the school.
8. Keep the school and classroom tidy.
9. Play safely – no tackling, hitting, fighting, kicking or name calling.
10. Respect other people's differences.



Tiered Classroom Intervention

The Tiered Classroom Intervention is a classroom behaviour management system applied in every class at MPS. It is a consistent approach to supporting students to self regulate and adjust behaviour. This classroom discipline system gives students clearly defined boundaries which instil a strong sense of fairness and safety across the school.

Tier	Student Behaviours/ Indicators	Teacher Responsibilities	Parent Contact
	Well done All students are here at the start of the day. <ul style="list-style-type: none"> • Student on task - acknowledge positive behaviour. • Student off task - correct, use positive support strategies including reflection on classroom agreement. 	<ul style="list-style-type: none"> • Specific praise describing behavioural actions aligned to the classroom agreement, explicit feedback to students on their success. • House Points – recognition for positive on task behaviour and staying on green all day. 	At teacher discretion
	Redirection / informal warning <ul style="list-style-type: none"> • Student off task despite gentle encouragement. • An informal warning is given eg. '(Name), our classroom agreement is to (state specific point) so please give your best effort with this or your peg will have to move.' 	<ul style="list-style-type: none"> • The teacher will check if there is a health concern or contributing issue. • Teacher checks the child knows what to do. • Child is reminded of classroom essential agreement. • The child is prompted to return to on task behaviour or is redirected. 	
	Formal Warning <ul style="list-style-type: none"> • At the next instance of inappropriate behaviour the peg is moved. • When student next engages in on-task behaviour, child is praised. 	Communicate to student: <ul style="list-style-type: none"> • This is a formal warning. • I'm looking for 'x' kind of behaviour. • At the next example of on task behaviour teacher praises child for making positive choice. 	

Tier	Student Behaviours/ Indicators	Teacher Responsibilities	Parent Contact
	<p>Time Out / in classroom</p> <ul style="list-style-type: none"> • When inappropriate behaviour continues, child's peg is moved to red and they move to a desk isolated in the room. • At the desk, the child completes a reflection form identifying the inappropriate behaviour and what they should be doing. • When reflection slip is completed child continues their work until designated time is up (10 – 15 minutes depending on age). 	<ul style="list-style-type: none"> • Time out area contains timer and reflection forms. • Limited interaction between student and teacher so teacher can continue with class. Child uses visual prompts to set timer, complete reflection form and continue working. • When time is up, child returns to class and continues working without intervention. • At recess or lunch, the child and the teacher discuss the reflection form and behavioural expectations. 	At teacher discretion
	<p>Time Out – Buddy Class</p> <ul style="list-style-type: none"> • If inappropriate behaviour continues, the student is sent to a buddy class for 20 minutes. • The student completes another reflection form. 	<ul style="list-style-type: none"> • Escort required. Student goes with Buddy Class Reflection Form and curriculum work. • Student to sit, complete reflection form as well as supplied curriculum work (not to be used as a helper). • Student to be escorted back to class when time is up and completes re-entry questions. 	<p>Teacher records on Compass</p> <p>Parent contacted</p>
<p>Re-Entry Questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What rule did you break? 3. What needs to be done to fix this situation? 4. Will you be able to do this? 5. If the same or similar thing happens today, what will be the consequence? 		<p>Continued Non Compliance Student not compliant during re-entry process OR returns compliant but reoffends:</p> <ul style="list-style-type: none"> • Courtesy call to office • Student is escorted to the office • Student misses play break • Parent contacted. 	Parent contacted
<p>Targeted/ Intensive Intervention</p>	<p>Individual Behaviour Support Plan</p> <p>Student's behaviour is persistent and repetitive.</p>	<p>Behaviour Support Plan</p> <ul style="list-style-type: none"> • 2-3 goals negotiated with student by classroom teacher and admin. • Strategies identified to support child to achieve goals. • Parents invited to have input into plan and to identify additional supports at home. • Support Plan is monitored and parents contacted at negotiated stages. • Excursions/ incursions/ camp involvement to be negotiated with modifications made: eg. parent may have to attend, reduced time at camp etc. (Admin will use present data to inform decision). 	Parent contacted

Transition Sessions (“Step Up”)

The school runs numerous transition sessions towards the end of the school year (Term 4), which have the following purposes:

- Allows students to meet the teachers in the year level they are moving into, in order to feel familiar and comfortable.
- Allows teachers to identify students’ interests, needs and abilities prior to the start of the next school year.
- Enables teachers to identify how students in each class relate to each other and work together, and determine whether there needs to be any adjustments of class groups due to unproductive behaviours.

Transition sessions generally involve get to know you activities, ice breaker games and basic Writing, Reading or Maths activities. The type of tasks completed will vary depending on the grade level and the cohort of students. Teachers plan the transition sessions to try and ensure they gain as much information as possible about the class groups and cohorts of students.

Value Bear

The Value Bear is a special award that is given to classes at assembly by the specialist teachers (Music, P.E., L.O.T.E. Art and I.R.C.). Each week, at least one of these specialist teachers choose a class who have demonstrated the school values in their lessons. The value bear is awarded to grades at assembly for showing:

- Relationships - being kind to one another and working well as a grade
- Respect - using manners
- Resilience - being able to bounce back from a bad experience and demonstrating a growth mindset
- Responsibility - taking ownership of their learning.

Yard Duty Supervision

Teachers constantly patrol the school yard and its fence boundaries to ensure the environment is safe for all. Students report minor issues to the Peer Mediators but more serious concerns are reported to the teacher who speaks to all students involved. Behavioural problems are recorded in the yard duty book and the yard duty books are reviewed to note any repetitive behaviours of concern.

Step 1: Teachers will record names in the yard duty book and a brief description of the incident.

Step 2: Wellbeing Coordinator to check the yard duty books regularly.

Step 3: Students recorded 3 times in the yard duty book miss out on a lunch time play to participate in a 'Safety talk'.

Step 4: If the child is recorded in the yard duty book a further 3 times (within the term), they complete a Reflection Room form and parents are contacted.

Step 5: If the child is recorded in the yard duty book a further three times but spread out across the year, they miss out on the opportunity of 'extended play' which is given to all other students at the end of the term. (In other words, once per term, play is extended by 10 minutes. Those who have been in the book more than 6 times, are collected at the beginning of play to review school rules and expectations for the first part of play time and then are allowed to join the others).

Appendix 1

Policies that support Wellbeing at Murrumbeena Primary School:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- eSmart Policy
- Digital Technologies (Internet, Social Media and Digital Devices) Policy
- ICT Student User Agreements P - 4 and 5 - 6
- Mobile Device Policy
- Photographing, Filming and Recording Policy
- Inclusion and Diversity Policy