

STUDENT WELLBEING AND ENGAGEMENT POLICY

Wandong Primary School

October 2020 – October 2022

PURPOSE

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

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

Wandong 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.

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.

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2. School values, philosophy and vision
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POLICY

School profile

Wandong Primary School was established in 1871 and is located approximately 70 kilometres north of Melbourne. We have 450 students enrolled from Foundation to grade 6 and 46 school staff.

Our school grounds are surrounded by native bushland, and we are supported by a positive community. Most students that attend our school live locally and tend to walk or ride their bike to school. Wandong Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

Our school has some diversity with 9% of students having a disability, 4% with Koorie heritage and 3% of families having a language background other than English (LOTE). We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

Wandong Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility, care, honesty, friendship and doing your best, at every opportunity.

Our school's vision is for all members of our school community to work together to ensure a positive and motivating environment that encourages all students to maximise their educational opportunities in a world of constant change.

Our Statement of Values is available as a part of the *WPS- Statement of Values and School Philosophy* documentation.



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Engagement strategies

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

Whole School Approach

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum and ensure that students are able to experience elements of choice in their learning
- teachers at Wandong Primary School use an 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 Wandong Primary school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- managing a culture that is inclusive, engaging and supportive
- we engage in school-wide positive behaviour support with our staff and students, which includes the explicit teaching of Respectful Relationships and social and emotional learning, incursions and excursions developed to address specific behaviour
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school performances, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Unit Leaders, Assistant Principal and 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
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs and peers support programs

Targeted

- each year group has a Unit Leader, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment were necessary
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma



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Individual

- Student Support Groups / Team around the learner
- Individual Learning Plan and Behaviour Support Plan
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Program for Students with Disabilities
- referring the student to the following services as required:
 - school-based wellbeing supports (Eg://Student Wellbeing leader, School Chaplain, School based psychologist)
 - Student Support Services
 - appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, Child and Adolescent Mental Health Services or ChildFirst referral to ChildFirst

Identifying students in need of support

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

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from classroom teachers

Wandong Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 -

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.




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Wandong Primary School Matrix of Expected Behaviours:

Matrix of Expected Behaviours



	Learning Spaces	Toilets	Recess/Lunch time	Moving around the school	Online	Off-site
KINDNESS	I encourage others I put things away properly I listen whilst people are speaking I speak politely	I ensure that everyone has privacy	I listen to the teachers I keep hands/feet to myself I solve issues by speaking nicely I include others in play I am safe at all times	I walk on the left I speak in a quiet voice I listen to instructions I follow instructions	I put devices on charge after use I seek permission before posting information about others I communicate with respect	I consider the space of others I walk on the left I am safe at all times I listen whilst people are speaking
CURIOSITY	I ask for help when needed I solve problems nicely I join in on discussions I am open to new ideas	I let an adult know if I see a problem	I consider the feelings of others I am open to others' ideas I ask nicely to join in on games	I notice if there is something wrong and let an adult know	I choose appropriate websites when searching online I consider who I should and should not communicate with online	I notice if there is something wrong and let an adult know I am open to new ideas
PRIDE	I try my best I show initiative I care for classroom resources Pack up all resources that I use	I flush the toilet I wash my hands I keep the area clean and tidy Use the toilets in break times	I care for school property I try to stay clean and dry I pack up all resources that I use	I stay in the line and walk in an orderly manner I am polite to visitors to our school	I look after all equipment I keep my passwords private I save my work	I look after all equipment I clean up after myself I behave as I would if I were at school

Positive Strategies – a school wide approach:

In an attempt to foster desired positive outcomes, Wandong Primary School is committed to utilising the following positive strategies:

- Model ideal behaviour
- Offer praise
- Build excitement for content
- Positive relationships
- Proximity Control
- Positive reinforcement
- Warmly providing assistance
- Using an appropriate instructional pace
- Get to know your students/families
- Smooth transitions
- Explicitly teaching positive behaviours
- Use positive language
- Set Routines
- Be purposeful in everything you do
- Be consistent
- Be kind
- Use nonverbal cues
- Differentiate to ensure engagement

Restorative Practices:

Wandong Primary School is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote the importance of respectful relationships rather than behaviour management
- separate the behaviour from the person
- are systematic, not situational.



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Student, teacher and parent rights and responsibilities

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

The Student Engagement and Wellbeing Policy is based on the following principles:

- all students have the right to be valued and treated with respect
- students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference
- teachers have the right to teach in an atmosphere of order and cooperation
- parents have a right to expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- positive relationships are to be encouraged amongst all students.

Rights are never enjoyed automatically. To enjoy these rights, we must take into account our responsibilities.

Students have the responsibility to:

- Be cooperative, considerate and courteous
- Not bully or tease other students in the classroom or playground or online
- Alert a teacher if they or another student is being bullied
- Use acceptable language
- Line up quietly and whilst moving between rooms
- Use playground equipment and grounds safely
- Take care of school and other peoples' property
- Not bring inappropriate toys or belongings to school
- Keep our playground clean
- Behave on camps and excursions in a way that demonstrates our school values
- Always wear a hat during terms 1 and 4 when outside.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Wandong Primary School's Bullying prevention policy.

When a student acts in breach of the behaviour standards of our school community, Wandong 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 action taken by teachers and other school staff.

Disciplinary measures 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.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the PLC Leader
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion



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Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Implementing Discipline Procedures – Suspension and Expulsion

Before a suspension occurs

In order to suspend a student, a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of the student.

A student support group (SSG) is then set up to explain to the student and parent/guardian that a suspension is being considered. All participants in the meeting should try to begin a process of effective communication and identify issues that are of concern to the student, parent/guardian or the school.

When a suspension can occur

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travelling to and from school), they:

- threaten or constitute a danger to the health, safety or wellbeing of any person
- commit an act of significant violence against a person or cause significant damage and or destruction of property; are knowingly involved in the theft of property
- fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or any other staff member
- consistently interfere with the wellbeing, safety or educational opportunities of any other student
- consistently vilify, defame, degrade or humiliate another person based on age, gender identity, impairment, physical features or beliefs.

Procedures for suspension

When a principal decides on a suspension, a SSG meeting is set up to:

- explain to the student and parent/guardian why, when and where the suspension will happen (e.g. in school or at home)
- provide contact details for additional support services as required
- develop, in conjunction with the student (if appropriate), parent/guardian and the student's teacher, an absence plan, including work to be completed while absent.

If a student is suspended, the school must provide the student and parents/guardians with a Notice of Suspension before the suspension begins.

If the suspension is for five consecutive days, the principal must provide the parent/guardian with details of a post-suspension student support group meeting.

Immediate suspension

A student can be suspended immediately if their behaviour warrants ordinary suspension or if they are putting the health, safety and wellbeing of themselves, staff or students at significant risk.

In the case of an immediate suspension, the parent/guardian will be told without delay and a student support group will be held within 48 hours to ensure appropriate support for the student is in place. The school must provide the student and parent/guardian with a Notice of Suspension at the SSG.

When expulsion can occur

Students can be expelled if, while at school, travelling to or from school or during an out-of-school activity, they:

- threaten or constitute danger to the health, safety or wellbeing of any person
- commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- fail to comply with a reasonably and clearly communicated instruction by the principal, teacher or other staff member
- consistently interfere with the wellbeing, safety or educational opportunities of any other student
- consistently vilify, defame, degrade or humiliate another person based on age, gender identity, impairment, physical features or beliefs



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AND

the student's behaviour is of such a magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

Expulsion procedures

Prior to expulsion, an SSG is convened to discuss the expulsion and allow the student and parent/guardian and opportunity to be heard. At this meeting, a Notice of Expulsion is given to the student and parent/guardian, along with the Expulsion Appeal proforma. The Department of Education Regional Director (or nominee) will also attend the student support group. For students in Out of Home Care, the principal must ensure the meeting is attended by a DHS case manager and the student's primary care or person the student normally resides with is present.

Staff Responsibilities:

- A responsibility to ensure that all students and fellow staff are safe and well in their school environment
- A responsibility to treat all students and staff fairly and respectfully
- A responsibility to promote a learning environment, which maximises the opportunity for all students to strive for excellence
- Principal and staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently
- A responsibility to provide and promote positive role models for students at all times
- A responsibility to inform parents of their student's performance at school
- A responsibility to ensure that they meet all 'duty of care' obligations
- A responsibility to ensure that all Occupational Health and Safety requirements are met. (including risk factors)

Parent Responsibilities:

- A responsibility to ensure your student attends school and is at school on time
- A responsibility to support the School Engagement Policy
- A responsibility to support the school in its efforts to maintain a positive teaching and learning environment
- A responsibility to communicate all matters that may affect your student's learning and wellbeing
- For all appointments during school time an approved adult must collect and sign out the student, from the main office
- Engage in regular and constructive communication with school staff regarding their child's learning and wellbeing
- A responsibility to ensure that they model the student code of conduct and recognise that the school is a workplace as well as a school that is free of harassment and aggression

EVALUATION

This policy will be reviewed every two years, as a part of the Wandong Primary School cyclic policy schedule.

CERTIFICATION

This policy was adopted at the School Council meeting held at Wandong Primary School on the 19th of October 2020.

