



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

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

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

Heyfield PS 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.

POLICY

1. School profile

Heyfield PS is located in the North Gippsland township of Heyfield and serves the educational needs of primary school students within the town and outlying areas. The school has experienced a fluctuation in student enrolment in the last few years, with around 180 -190 students.

The school was established in 1871. The original buildings no longer remain and the school is accommodated in two buildings: one brick veneer building dating from the late 1950s. This building houses the library, art room, staff room, wellbeing office, sickbay, general office, principal's office and one classroom. The second building is an inspirational blend of 3 heritage classrooms dating from the 1930s with a new multi-purpose facility constructed under the Building the Education Revolution (BER) funding arrangements. This building comprises 5 classrooms opening onto a shared break out space to enable collaborative learning activities to take place.

The school is set in large grounds, which provide a range of engaging playing areas for students. This include basketball/netball courts, two major playgrounds, fitness track, rebound wall, vegetable garden, sandpit and a grassed oval. The school has a very welcoming atmosphere with bright displays of student work proudly displayed in the inside and outside of classrooms. Classrooms are calm and friendly providing print-rich

learning environments and a range of cues for independent learning. Students speak confidently and happily about their learning activities.

The school provides a comprehensive curriculum covering all of the domains from the Victorian Curriculum. Specialist programs are provided in Art, Library, LOTE, PE and Social Skills. Strong emphasis is placed on student learning in literacy and numeracy.

Staffing consists of the principal, a mix of teaching staff who are well supported by a business manager, a fulltime welfare officer and 3 aides. The parent community is very supportive and help with running events, fundraising as well as 'walking school bus', 'brekkie club' and reading support in classes.

2. School values, philosophy and vision

Our school community commits to working collaboratively to provide a safe, challenging and engaging learning environment. Students are encouraged to reach their full potential and develop as strong lifelong learners with high self-esteem and self-confidence. They will display respect of others and their environment, aspire to have hopes and dreams, build resilience in their learning and attitudes and engage fully with an inquiring mind.

We all develop as learners and demonstrate respectful practices when interacting with members of our school and broader community. We display positive attitudes towards challenges and encourage each other to give the best of ourselves.

We commit to nurture the growth of our students into skilled and successful citizens who will leave our school feeling confident and ready to face what life throws at them.

Our students and our community are at the heart of every decision we make, with the belief that all learners can progress and achieve.

3. Engagement strategies

Heyfield PS 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:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Heyfield PS use the 'Sunflower of Learning' as 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 Heyfield PS 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other student leaders of the school. Students are also encouraged to speak with their parents, teachers, welfare officer and/or Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- students are encouraged to discuss any 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 Bounce Back.
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- connect all Koorie students with the region Koorie Engagement Support Officer with agreement from families
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Heyfield PS 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.

4. Identifying students in need of support

Heyfield PS 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. Heyfield PS 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 peers

5. Student rights and responsibilities

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

Students have the right to:

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

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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.

6. 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 Heyfield PS's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Heyfield PS 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 principal or/and welfare officer
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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.

7. Engaging with families

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

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

- ensuring that all parents have access to our school policies and procedures, available on our parent portal, in paper copy at the office and 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
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Additional information

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student’s background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student’s learning program.

Broader support strategies (Tier 2 and 3) will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Heyfield Primary School provides a framework to assist making curriculum (what we teach) and pedagogy (how we teach it) more deliberate and purposeful by ensuring the schools values and beliefs match practice in classroom and beyond.

Minor/Major misbehaviours

Minor – Blue seat	Major – Time Out and/or Chat with Principal
Unexplained lateness to class returning from yard	Abusive language
Swearing	Not keeping hands and feet to self
Incomplete class work	Fighting
Disruptive Behaviour	Smoking
Running in corridor	Spitting
Littering	Not following instructions
Drawing on self	Dangerous Behaviour
Not following instructions	Bullying/Harassment
Not keeping hands and feet to self	Damage to property intentionally
	Insulting/aggressive Behaviour
	Theft
	Truancy
	Arguing with teacher
	Inappropriate use of technology

Consequences which may be used:

Yard

1. Apology - verbal or written
2. Time out

3. Do extra tasks / clean up / pay damages
4. Counselling with Welfare Coordinator
5. Notify parents
6. Detention- Lunchtime / after school
7. Involvement of outside agencies
8. Suspension—in school/ out of school
9. Expulsion within DET Guidelines

Class

1. 2 Warnings (Verbal, Name in discipline book then time outside for 5 minutes)
2. Remove to Buddy class- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
3. 3 warnings in Buddy class remove to Principal/Acting Principal
4. Appropriate consequence as listed previously
5. Where appropriate, parents/carers should be informed of such withdrawals.
6. Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

9. Evaluation

Heyfield PS will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

REVIEW CYCLE

This policy was last updated on September 2019 and is scheduled for review in 2021