

## STUDENT WELLBEING AND ENGAGEMENT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact Drouin West Primary School on 5625 1971 or [drouin.west.ps@education.vic.gov.au](mailto:drouin.west.ps@education.vic.gov.au)

### 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.

Drouin West Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

### SCOPE

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

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

*Drouin West Primary School was established in 1874 and is located approximately 110 kilometres east of Melbourne. We have approximately 250 students enrolled from Foundation to grade 6 and 35 school staff members including classroom teachers, specialist teachers, ES staff, administration staff and 2 principal class staff.*

*Our school grounds back onto native bushland, and we are surrounded by a supportive community. Most students that attend our school live in the nearby town of Drouin locally and tend to be driven to school by their parent/guardians. Drouin West Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.*

*Drouin West Primary School also has strong representation from the Koorie community. 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.*

### 2. School values, philosophy and vision

#### Vision

To create an inclusive, safe community for all, where students are engaged as learners.

#### Mission

To provide a supportive learning community where all members reach their full potential. The values which form the basis of the actions of the whole school community are:

- Be a Learner
- Be Safe
- Be Kind
- Be Respectful

These values frame how we treat students, teachers and visitors to our school. We expect our school community to act according to our values in the classroom, the playground, the car park, the toilets and when we are away from school on excursions and camps.

These values are on display in the classrooms and are common vocabulary amongst staff and students.

Drouin West Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school

### 3. Wellbeing and engagement strategies

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

## 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
- Teachers at Drouin West Primary School use data informed practice to support their planning and teaching.
- teachers at Drouin West 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
- 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 are also encouraged to speak with their teachers, ES staff members, Assistant Principal, Chaplain and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through; buddy classrooms and peer support, whole school sports days and assemblies
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o Respectful Relationships
  - o Safe Schools
- Student leadership, sports teams , book club and recess and lunchtime provide opportunities for student inclusion
- buddy programs, peers support programs
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Team which includes representatives in the areas listed below

### Targeted

Targeted supports use specific strategies, designed to address particular concerns in certain age groups or friendship circles. Strategies include:

- Programs such as 'Healing the Beat' are used to support specific behaviour issues (i.e. anger management programs)
- Students also have an opportunity to complete the Seasons For growth program run by the chaplain. Generally two groups of Seasons for growth are run per term.
- Staff undertake professional development in the areas of OT and Speech with the support of Speech Pathologist in Schools through Latrobe Community Health.
- Connect all Koorie students with a Koorie Engagement Support Officer
- Having the KESO staff be present at the school to conduct a Welcome to Country each year.
- 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
- 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

Drouin West Primary School acknowledges the difference in the needs of students. In some cases specific and targeted individual actions are needed to support children. Strategies include:

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plans and Behaviour Support Plans
- Program for Students with Disabilities recognised and act in accordance with the Equal Opportunity Act <https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010/020>, Disability Discrimination Act 2012 <https://www.legislation.gov.au/Details/C2018C00125> and the Disability Standards for Education Act 2005 <https://www.legislation.gov.au/Details/F2005L00767>
- referral to Chaplain, Assistant Principal and Student Support Services
- referral to Headspace, Head to Help, Orange Door, DFFH
- Navigator support used if required
- Lookout support used if required

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

- building constructive relationships with students at risk and students who are vulnerable due to complex individual circumstances

- meeting with students and their families to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- we consider if any environmental changes need to be made, for example changing the classroom set up, change of timetables, change to lunchtime and recess recourses or supports. Referring the student to:
  - o school-based wellbeing supports
  - o Student Support Services
  - o Appropriate external supports such as Head to Help, CHYMS, GCASA, other allied health professionals, headspace, or Orange Door
  - o Re-engagement programs such as Navigator

Where necessary we 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:
  - o with a disability
  - o in Out of Home Care
  - o and with other complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

Drouin West 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. Drouin West 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 peers
- information shared by paediatricians, psychologists, OTs, Speech Pathologists, Therapists, and all other allied health professionals who can provide information that can be shared and included in targeted plans to help support the wellbeing and growth of the student.

## 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.

### **As students, we will:**

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities
- treat other students with the 4 B's (Be a learner, be safe, be kind, be respectful)
- communicate with our teachers using the 4Bs

### **As principals and school leaders, we will:**

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with families to understand their child's needs and, where necessary, adapt the learning environment accordingly

- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

**As teachers and non-teaching school staff, we will:**

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parent
- treat all members of the school community with respect.

**As community members, we will:**

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints

## 6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's School Wide Positive Behaviour Supports handbook. Student bullying behaviour will be responded to consistently with Drouin West Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Drouin West Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary 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:

**Proactive measures include:**

- Classroom supports
- Positive rewards system
- Classroom routines taught and followed
- Respectful relationships taught
- Student voice heard and responded to
- Modelling of positive behaviours
- Role plays
- Timetabling considerations
- Interventions to learning and wellbeing
- Visual supports
- Written instructions
- Referral to school values
- IEPs and Behaviour plans

**Behaviour management strategies include:**

*Remind* – Remind the student of the expected behaviour e.g. Julian, remember to get your pen out and start to write your plan.

*Redirect* – Redirect the student back to the expected behaviour e.g. “Julian focus on your page in front rather than looking at Branton”. If you cannot focus I will have to move you.

*Relocation* – Relocate the student to a more appropriate place in the classroom e.g. Julian take your books and move to sit here please. Then ideally when he has been sitting for a little moment, check that Julian knows what to do he may not be understanding.

*Restorative conversation*

*Remove* – Remove the student to another pre-arranged “Buddy” classroom (see information below about buddy classroom). Ideally get another student or an aide to escort Julian to another classroom. Set the task and the time he is to be there. Write a note for the accepting classroom teacher so they know what is happening.

*Restorative conversation*

*Remove to leadership* – Once again, ideally get another student or an aide to escort Julian. Set the task (work) and the time he is to be there. Write a note for the accepting leader so they know what is happening.



## Restorative conversation

### *Buddy Classroom*

A buddy classroom is another classroom that you have pre-arranged with another teacher, where you can send your students during the remove phase of our classroom management system. It is acceptable to have multiple buddy rooms for different students and what will work best for them.

Please ensure this information is in your CRT folder and available for any staff coming into your classroom.

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.

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

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

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

The Principal of Drouin West Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- 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.
- Acknowledging those who are struggling financially, emotionally or intellectually and provide open discussions and support for their child/ren.

- Facilitating twice yearly Parent/Teacher interview.

## 8. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Drouin West Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

## FURTHER INFORMATION AND RESOURCES

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

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

- [Restraint and Seclusion](#)

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

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

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	July 2026