

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.

Drouin South 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

1. School profile

Drouin South Primary School was established in 1880 and is located approximately 5 km from Drouin. The school has an enrolment of approximately 130 students. The students at Drouin South Primary School come from within and around the township of Drouin with some students residing in rural areas south of Drouin. The school has a town bus service that is operated by School Council and all students come to school via bus or private transport. The school has a Student Family Occupation (SFO) index of 0.51 which indicates the socio-economic status of families is a little lower than the state average. The school has less than 2% of Language Background Other Than English (LBOTE) families and less than 2% indigenous students.

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2. School values, philosophy and vision

Our school vision is: *Learning Together – A community of active thinkers who can achieve our dreams.* This vision was adopted in Term 4 of 2019 following its development by students, parents and staff.

Drouin South Primary School is a learning community which is committed to excellence, where lifelong learning is valued and intends to equip students with the social and emotional skills to effectively become responsible, ethical and caring members of the Australian society. Drouin South Primary School aims to create a learning and pastoral environment which provides educational and social programs designed to develop and enhance the academic, physical, artistic and emotional skills of all students so they can be competent, multi-talented and responsible family members, employees and citizens.

Drouin South Primary School has adopted the School Wide Positive Behaviour approach to developing a safe and orderly learning environment based on the three expectations of

- **Be Caring**
- **Be Respectful**
- **Be A Learner**

3. Engagement strategies

Drouin South 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.

We have programs and procedures in place that support our school values of **Respect, Safety, Pride and Commitment to Learning**, such as:

- School-wide Positive Behaviour Framework
- Whole school Social Skills / Behaviour expectations lessons
- Anti-Bullying Policy
- Chaplaincy Program
- Buddy Program
- Lunchtime activities and clubs throughout the year
- A commitment to the principles of restorative practice
- Student Representative Council
- Breakfast Club
- Ongoing commitment to extra - curricular programs.

Drouin South Primary School believes that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and cooperative. Our school believes that a positive whole-school approach to behaviour is desirable in order to foster a school climate where personal responsibility and self-discipline are developed. The goals of a school-wide approach to positive behaviours are:

- To develop in the school community awareness that students, teachers and parents have rights and responsibilities that need to be respected.
- To develop and maintain self-esteem.

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- To enable students to develop a range of strategies for solving problems.
- To provide teachers with strategies and support, to maintain an effective working environment.
- To develop in students an awareness of their responsibility for their actions.

Universal – For All Students (Tier 1)

Drouin South Primary School has the following strategies in place for the well-being and engagement of all students:

- 3 school-wide positively stated expectations that apply to all areas of the school, are clearly stated and are on display around the school
- A school-wide expectations matrix
- Weekly classroom lessons to explicitly teach school-wide expectations
- “Kookies” used as acknowledgement for students following expectations
- Use of positive language by staff (5:1) ratio
- Use of behaviour and well-being data to make decisions in the best interest of students
- High and consistent expectations of all staff, students and parents and carers
- A commitment to developing positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing (*Connection before Correction*)
- Provision of a welcoming environment for all parents/carers and being responsive to them as partners in learning
- Appropriate proactive and reactive responses to analysing a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- The school wide use of an instructional framework, based on Gradual Release of Responsibility to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, High Impact Teaching strategies (HITS) are incorporated into all lessons
- Teachers at Drouin South 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 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 are provided to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom and also 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 Student Representative Council and other forums including class meetings. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- Opportunities for cross—age connections amongst students are provided through school activities, athletics, extra-curricular programs and our buddy program.

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- All students are welcome to self-refer to the School Chaplain 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
- We engage in school wide positive behaviour support with our staff and students, which includes investigating and implementing appropriate strategies and programs that may include such programs and resources as:
 - Respectful Relationships (DET)
 - Bully Stoppers (DET)
 - Bullying No-Way (DET)
 - Zones of Regulation (social skills/Autism curriculum)
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. visiting performers with well-being messages/themes)
- Opportunities are provided for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

More specific strategies, designed to address particular concerns in certain age groups or friendship circles may include:

- 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
- 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

Specific strategies that may be considered and applied on a case by case basis for individual student include:

- Student Support Groups,
<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/Chaplain
- Referral to Student Support Services
- Referral to Child First, Headspace and other organisations as applicable
- [Navigator school program \(DET\)](#)
- [Lookout \(Students in Out of Home Care\)](#)
- [Be You Resources](#)

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

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- 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 Child First
 - Re-engagement programs such as [Navigator schools \(DET\)](#)

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

Drouin South 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 South 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
- yard behaviour records

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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 Drouin South Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Drouin South 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.

Consequences that may be implemented for negative behaviour include:

- Warning and explaining to 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
- restorative practices
- detentions
- behaviour reviews
- suspension

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- expulsion

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

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

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

The Principal is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Drouin South 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.

8. Evaluation

Drouin South 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

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- SOCS

COMMUNICATION

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

- Available publicly on our school’s website [or insert other online parent/carer/student communication platform]
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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

- [Statement of Values and School Philosophy](#)
- [Bullying Prevention](#)
- [Child Safe Standards](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	20th October 2021
Consultation	Consultation with staff, students and school council.
Approved by	Principal and School Council
Next scheduled review date	October 2023 (1-2 years)

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