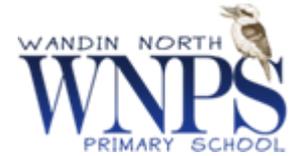


# STUDENT WELL BEING AND ENGAGEMENT POLICY



## 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

Wandin North 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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## POLICY

### 1. School profile

Wandin North Primary School is a medium sized school of 323 students located 50km east of Melbourne. Our school is nestled in a bushland environment and first opened its doors in 1915. Wandin North has a record of being a safe, caring school with strong academic outcomes, community support and a commitment to continuous improvement. Student Learning Outcomes are consistently strong, which support effective teaching and learning practices. We have a whole school approach to instructional models so that as students transition through grades, they are hearing shared language which builds understanding over consecutive years. We pride ourselves on knowing our students, academically and socially. We assess what our students know and plan for their individual needs. Students are engaged by setting their own personal learning goals and celebrating their success once achieved.

Our School values of Aim High, Show Respect, Be Organised and Bounce Forward are strongly evidenced by positive student behaviour and achievement of Values Awards. A positive approach to learning and wellbeing is used by staff and students through practicing Gratitude and developing a Growth Mindset. Wandin North Primary School has an agreed approach to student conduct, with clear expectations of behaviour evident in classrooms and in the playground. A strong partnership between home and school exists with very high levels of parent participation and involvement.

## 2. School values, philosophy and vision

Wandin North Primary School's Vision and School Values are integral to the work that we do. They form the foundation of our school community and culture. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's Vision is: A Community of Learners, Achieving Together

Our school Values are: Aim High, Bounce Forward, Show Respect and Be Organised

A detailed explanation of our values is available online at: [www.wandinorthps.vic.edu.au/vision-values](http://www.wandinorthps.vic.edu.au/vision-values)

## 3. Engagement strategies

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

The code of behaviour for students at Wandin North Primary School is consistent with the Department of Education and Training guidelines and regulations. We aim to provide all children with a welcoming, safe, caring and orderly learning environment where mutual respect is highly valued and the needs of all children are catered for.

Wandin North Primary School has a consistent and positive approach to behaviour that fosters and develops personal responsibility and positive behaviour. This is based on clear goals and values: "Show Respect, Be Organised, Bounce Forward and Aim High".

Wandin North Primary School has a whole school approach to behaviour with the use of our 'Steps Board'. This tool refers to 'Green' and 'Red' based mindsets and supports students to regulate their behaviour. A detailed description on the system can be found online via the following link: [https://drive.google.com/file/d/1AA23OBmwDGsuyt3B21qXWt-xlweq\\_yyj/view?usp=sharing](https://drive.google.com/file/d/1AA23OBmwDGsuyt3B21qXWt-xlweq_yyj/view?usp=sharing)

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

### Universal

#### **Whole school strategies to promote positive behaviour and inclusion**

- high and consistent expectations of all staff, students and parents and carers
- a commitment to providing parents with ongoing, timely and open communication
- 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
- notifying parents of concerns, and discussing with parents their role in promoting acceptable student behaviour
- 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 Wandin North use our instructional model and consistent classroom resources to ensure an explicit, common and shared model of instruction. This ensures that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Wandin North 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 values and vision 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 support our students as they move into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, formally in school assemblies and through communication with parents/carers. We provide recognition and rewards for positive achievements and behaviour through a system of values and merit awards.
- 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 year group meetings and Peer Support Groups. 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 plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to our Year Group 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
- we have scheduled buddy programs to foster school community
- we provide a consistent process for recognising success and positive behaviour choices through the class steps board (see pg. 2)
- maintaining a small number of easily understood rules, which are fair, clear and consistently applied. Regularly clarifying these rules through classroom discussions
- in appropriate cases, developing a Behaviour Management Plan for students
- ensuring that staff have access to appropriate training and development programs
- providing appropriate support programs, e.g. counselling, one-to-one intervention, learning improvement plans
- providing programs that develop self-regulation, self-evaluation, communication and conflict resolution skills
- coordinating management of specific cases through the Educational Support Services

- promoting the school's Code of Behaviour by providing opportunity for families to view the documentation via the school's website
- foster a positive relationship with the local media to promote public acknowledgment of the school its achievements
- model consistent and respectful behaviour

### Targeted

**The following includes more specific strategies, designed to address particular concerns within certain ages groups**

- each year group/composite level group has a Team Leader who is responsible for their year. Team leaders monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support. They monitor student issues and data and confer with the Principal team for advice and support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan. We will coordinate with Student Support Services for Educational Needs Assessments.
- 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 be informed about best practice approaches to working with students who have experienced trauma (See link from the DET's FUSE site below)

<https://www.cese.nsw.gov.au//images/stories/PDF/trauma-informed-practice.pdf>

### Individual

**Wandin North 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
- ensuring students have clear understanding of classroom routines to support inclusion
- 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
  - Re-engagement programs such as Navigator

**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

**The following student resources may be considered and applied on a case by case basis.**

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.px>
- 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
- Navigator
- Lookout

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

Wandin North Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our leadership team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Wandin North 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

#### **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.

The following Code of Behaviour and School Community Standards are based on the democratic values of respect, equality and concern for the welfare, rights and dignity of all members of the school community. These are introduced to every student at the start of the school year.

Each student's right to learn depends on the ability of teachers to carry out their professional responsibilities in the classroom free from disruption. Every student has the right to expect that he or she will spend the school day - both in and out of the classroom – safe and to achieve their best.

**Students have the right to:**

- learn without being interrupted by others
- be treated with respect
- participate fully in their education
- feel safe, secure and happy at school
- work in a safe, effective and visually appealing environment
- express their opinion in a socially acceptable manner and be treated in a socially just manner
- express their ideas, feelings and concerns
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation

**Students have the responsibility to:**

- Facilitate their learning by:
  - being organised for the school day
  - actively listening
  - collaborating with others
  - treating all property with respect
  - attending school every day
  - following agreed class expectations
  - being committed to learning
- Treat all people at school with respect through:
  - Positive actions and words
- Care about our school by:
  - looking after equipment
  - caring for their classroom
  - behaving in a manner that is positive towards other students and staff
- Follow the expected standards of behaviour as determined by the school community
- 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**

**Below is Wandin North Primary Schools community standards, expectations and student code of conduct**

### *1. Code of Behaviour*

- *Students represent the school appropriately at all times*
- *Students do not engage in behaviour that is objectionable or offensive to others*
- *Students are prepared to work to the best of their ability and respect the rights of the classroom teacher and other students*
- *The following behaviours will result in immediate consequences:*
  - *Using offensive language/gestures, spitting*
  - *Excessive noise*
  - *Inappropriate physical contact*
  - *Verbal or physical violence*
  - *Dangerous play - throwing stones, sticks or objects, tree climbing, misusing play equipment*

- *Persistent inappropriate behaviour such as:*
  - *Disrupting class*
  - *Lack of respect to others*
  - *Refusal to complete work*
  - *Not following teacher instructions*

## **2. Attendance and Punctuality**

- *Attendance at school is compulsory*
- *Any absence must be explained by parent/guardian*
- *Students arriving to lessons and activities punctually*
- *Students are organised for class appropriately*
- *Students must not leave school or class without permission.*

*This means that students are not permitted to be*

- *Late to class without permission*
- *Away from school for all or part of the day without permission*
- *Arrive late or leave early without having received permission*
- *Students who are late to school follow sign in procedures at the office*

## **3. Uniform**

- *Students are expected to wear the school uniform at all times, including excursions*
- *Uniforms must be clean and worn in a tidy manner, including hats*
- *Students who are out of uniform require a letter from parent/guardian*

## **4. Harassment**

- *Students will not engage in any behaviour, which causes distress or discomfort to others. This includes the following forms of abuse: Verbal, Physical, Sexual, Racial*

*None of the following behaviours are acceptable:*

- *Teasing, name-calling*

*Writing negative things about others,*

- *Uninvited touching*
- *Intimidation, bullying*
- *Urging others to behave in negative ways*
- *Permitting harassment to happen without taking action against it*

## **5. Property and Environment**

- *Students will respect personal, school and community property and buildings*
- *Students are expected to keep the school environment clean and not to litter*
- *The school environment is the responsibility of all, students are expected to assist in cleaning up activities*
- *School equipment will be shared equitably*

*This means that the following behaviours are not permitted and will result in consequences:*

- *Stealing from others*

- *Interfering with other people's property, including bags, tubs and their contents*
- *Damage to school property, such as windows toilets, plants, furniture, sports equipment etc.*
- *Graffiti*

#### **6. Health and Safety**

- *Students will not act in any way which endangers the health and safety of themselves or others*
- *Only authorised people are on the school premises*
- *Students are to follow teacher's instructions*

*None of the following behaviours are acceptable:*

- *Throwing objects*
- *Being in classrooms without staff permission*
- *Running in buildings*
- *Having dangerous items at school*
- *Playing unduly rough games or games that have been banned*
- *Tampering with school fixtures*
- *Inviting people to visit the school without permission*
- *Being out of bounds*

#### **7. Smoking**

*Wandin North Primary School is a smoke free area and students, staff and parents are expected to respect the rights of others to such an environment. Smoking is not permitted at school activities. None of the following behaviours are permitted:*

- *Students are not permitted to be in possession of smoking materials at school*
- *Smoking at school*
- *Being in the company of others smoking at school*

#### **8. Banned Substances**

- *Using, possessing, being under the influence of, selling or distributing illegal substances or alcohol, while on school premises, at school sponsored activities, or travelling to or from school is prohibited*
- *The use of prescribed drugs follows Medication administration procedures*

*None of the following behaviours are permitted:*

- *Having banned substances - alcohol, non-prescribed prescription drugs, illegal drugs, aerosols and glues for inhalation*
- *Having equipment that can be used in conjunction with drugs*
- *Supporting other students in having banned substances at school*

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 Wandin North Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wandin North Primary School's 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.

The following table explains Wandin North Primary School's strategies and possible consequences for dealing with unacceptable behaviour:

Behaviour	Examples of consequences
Out of uniform	<p>Being out of uniform without an acceptable reason from parent/guardian</p> <p>Day 1 - Student will be given a verbal reminder.</p> <p>Day 2 – Students will be given a verbal reminder and a written notice.</p> <p>Day 3 - Teachers are to contact the students' parents via Compass to inform their child is out of uniform, asking if they require support/assistance.</p> <p>Students will be offered an item of uniform from lost property or the second hand uniform shop.</p>
Persistent disturbance in class  <i>eg. refusing teacher requests, excessive noise, lack of courtesy to peers, choosing not to complete work</i>	<p>Consequences will be assigned by the teacher concerned via the use of classroom 'steps board'. Students will receive an initial warning to correct their behaviour. If the undesired behaviour persists, the student will be asked to place themselves down a step. If students find themselves in the red zone at the end of a learning session, students will spend time on the green seat at recess breaks as a consequence for their behaviour. The time spent on the green seat will be determined depending on the step level in the red zone.</p>
Not completing work	<p>If the student continues to not complete their work after having time and feedback on what is needed to correct their behaviour after the steps board process, the following actions may apply:</p> <ol style="list-style-type: none"> <li>1. The student will be asked to complete the work in the Office and remain there during recess time.</li> <li>2. If frequent, the teacher is to meet with the child's parents to discuss strategies on how to help the child improve work habits and/or further action that may be taken.</li> </ol> <p>The incident and/or meeting with parents is to be recording on Compass.</p>
Engaging in any behaviour which causes distress or discomfort to others.  <i>e.g. Intimidation, teasing, name calling, writing negative comments</i>	<p>Students will be placed down the steps board into the red zone without warning.</p> <p>Other disciplinary measures that may be applied include, extra duties, removal of privileges (e.g. participation in sport or excursions), or time out of the classroom in the Office.</p> <p>Acting in this manner, students will be expected to sit in a time out zone (the green seat). This may involve loss of play for one or more play periods.</p>
Acting in any way which may endanger the health and safety of themselves or others.	<p>Acting in this manner, students will be given a warning. If there is a second occurrence, it is expected that students are to sit in a time out zone (the green seat). This may involve loss of play for one or more play periods.</p> <p>If students continue to act in such a manner, disciplinary measures applied include discussion with the Assistant Principal/Principal. The behaviour may result in modified play resulting in time out inside Office. Parents will be</p>

<p><i>eg. Playing rough games, throwing or fighting with sticks or stones <u>without the intent to injure</u>, being out of bounds</i></p>	<p>notified. If behaviour continues, a Behaviour Management Plan may be prepared for the student.</p> <p>If considered appropriate, this plan will detail the following:</p> <ol style="list-style-type: none"> <li>1. Specific behaviour(s) causing concern</li> <li>2. Action taken so far</li> <li>3. Goals for development prior to the next review date</li> <li>4. Strategies to be used, including relevant personnel including outside support</li> <li>5. The next review date and who is to be involved</li> </ol>
<p>Acting in any way which immediately impacts the health and safety of themselves or others.</p> <p><i>eg. deliberately damaging school property, intentionally violating school rules, using offensive language /gestures, inappropriate physical contact, any physical violence, deliberately disturbing the good working order of the school, throwing or fighting with sticks or stones with the <u>deliberate intent to injure</u></i></p>	<p>Students will be expected to sit in a time out zone (the green seat). This may involve loss of play for one or more play periods</p> <p>Disciplinary measures applied include discussion with the teacher/Principal, removal of privileges, payment for deliberate damage, parent interview, suspension and/or expulsion</p> <p>Procedures for Suspensions and or expulsions will be made in accordance with the guidelines established in Student Engagement Policy</p> <p>Copies of these procedures are freely available at school</p>

**Disciplinary measures that may also 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
- missing play time to spend time on the ‘green seat’
- referral to the Year Level Coordinator
- restorative practices
- 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**

Wandin North 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, for example Working Bee's and Harvest Market
- 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 learning plans for students

### **The responsibility of parents**

When parents enrol their children at our school they enter into an agreement.

- this agreement is based on shared responsibility and mutual respect
- the agreement should aim at achieving effective learning and positive behaviour so that the school environment is both productive and safe
- this agreement leads to the understanding that students are developing a responsibility for their own behaviour
- this agreement guarantees all safety procedures are adhered to through attendance to Child Safe induction sessions and Working with Children Checks are current and recorded at the office

Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. The school is not by itself responsible for developing socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers.

Parents are responsible for the basic care of children. If they are unable to do so, the school will seek to link families to appropriate support agencies.

### **Complaints, Queries and Communicating concerns**

When parents wish to raise a concern or make a complaint, Parents are expected to follow agreed procedures including:

- making an appointment via the Office
- expressing concerns/complaints in a respectful manner
- documenting concerns and using the school email or Compass email
- keeping concerns confidential
- not using social media to express dissatisfaction
- not approaching other parents or students directly

In some cases, parents should discuss their concerns with the Principal. It is essential that the Principal be approached regarding serious concerns, as little can be done to address concerns which are not communicated directly. It must be understood that it is not always possible for the action which is requested to be followed or for the desired outcome to be attained. In this case, parent respect for a decision is desired.

## 8. Evaluation

Wandin North 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:

- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS
- Compass Chronical notifications
- ILP & SSG documentation
- Student Survey data

## FURTHER INFORMATION AND RESOURCES

Please see the following policies for supporting information:

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards
- Inclusion and Diversity
- Attendance

### EVALUATION AND REVIEW CYCLE

This policy was last updated in March 2021  
This policy is scheduled for review in 2024