

# Student Engagement and Wellbeing

DRAFT POLICY



CLUNES PRIMARY SCHOOL

## 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.

Clunes 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.

## 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

Established in 1875, Clunes Primary School offers students a safe and structured learning environment and highly engaging curriculum provided by our very dedicated and talented staff. Renovated buildings complement extensive grounds and together provide students with an engaging learning environment with excellent resources. In 2020 our school enrolment is around 110 students. Our school is not considered as ethnically diverse.

Our core business is student learning, underpinned by student wellbeing. We aim to challenge students physically, emotionally and cognitively. We encourage every student to be the best that they can be and actively contribute to their community.

School Council continues to make substantial investments across all areas including in electronic learning technologies. All classrooms have interactive whiteboards, computers and access to iPads. Students participate in numerous multi-media projects.

Staff actively promote sustainability. Students have access to an extensive vegetable garden and regularly learn to cook with fresh produce. Our use of energy and water, waste production, recycling and biodiversity are regularly reviewed by students.

The school offers an engaging visual arts program for all students which takes learning outside the art room. Students are also provided opportunities to perform in musicals, participate in sporting and extra-curricular activities including the RACV Energy Breakthrough.

### Physical location & Facilities

Clunes Primary School is located in the township of Clunes thirty-two kilometres north of Ballarat in Victoria. Clunes Primary School is situated at the west end of the Hepburn Shire; a shire recognised for social and economic disadvantage. The excellent facilities at Clunes Primary School include two large oval areas, multipurpose hall/canteen, internal and external toilets, resource centre, art/craft room, literacy support area, functional teaching spaces and administration areas. The school has developed appropriate, inclusive and imaginative covered and open playground areas and with the ongoing development of the gardens/ play areas, presents as an attractive, secure environment.

### Community and Student Connectedness with the school

At Clunes Primary School we pride ourselves on providing a comprehensive and engaging curriculum providing all students the opportunity to reach their potential. Our committed staff demand high expectations of all and aim to work in partnership with parents.

Clunes Primary School constantly strives to build community connections with our families and the wider community as we embrace the concept of "It takes a Village to raise a Child". We value parent participation in school activities, support for the Home Learning environment and Individual Plans, participation in school bodies such as Parent Club and School Council and participation in working bees and fundraising initiatives.

## 2. School values, philosophy and vision

Clunes Primary School's vision is committed to providing a safe, caring, stimulating and inclusive learning environment in which all students are provided with opportunities to achieve their potential through a diverse, engaging curriculum.

### MISSION

Clunes Primary School's mission is to provide high quality education and prepare young people to become active, engaged and responsible citizens of the local and global community.

### OBJECTIVE

Clunes Primary School's objective is to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

### VALUES

Clunes Primary School values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. All members of the school community are expected to follow our Values and Beliefs based on School Wide Positive Behaviour Support and You Can Do It philosophies and principles.

The values and beliefs that form the basis of our actions are:

- **Respect-** We show respect.  
We respect and care about one another and our community.
- **Learning-** We learn.  
We are confident, we are organised, we persist, we cooperate and we give effort.
- **Safety-** We are safe.  
We get along with one another and we are responsible.

The school also believes in having high expectations for all students and a commitment to hard work.

## 3. Engagement strategies

Clunes 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 (class 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
- delivering a broad curriculum to ensure that students are able to engage in subjects and programs that are tailored to their interests, strengths and aspirations
- using instructional frameworks to ensure an explicit, common and shared model of instruction, to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- adopting 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
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including Class and House group meetings. Students are also encouraged to speak with their teachers and the Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through Focus Days, the School Musical, sporting programs, Buddy Program, Breakfast Club and teacher and student led Clubs.
- All students are welcome to self-refer to the teacher/ 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 (SWPBS) with our staff and students. Our curriculum programs focus on fostering the social, emotional, physical and academic development and wellbeing of all students.

- Programs complementing SWPBS such as:
  - Respectful Relationships
  - eSmart
  - Life Education

promote the development of appropriate patterns of behaviour with an emphasis on self discipline, positive self esteem, communication and building effective relationships. We also have a school chaplaincy program providing additional support 1.5 days each week.

- programs, incursions and excursions are developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

### Targeted

- each class teacher is responsible for their class and will monitor the health and wellbeing of students in their class 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
- 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, Chaplain, Principal and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Clunes 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
  - Re-engagement programs

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 Plan 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

Clunes Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Staff of Clunes Primary School play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Clunes 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.

Clunes Primary School implements School Wide Positive Behaviour Support. This pro- active strategy supports a whole school approach to creating and maintaining a safe, secure, and nurturing learning environment. Our Student Engagement and Wellbeing Policy reflects the very positive approach we have in our school towards all aspects of learning and development.

- Problem behaviours have clear consequences
- Positive Behavioural Support strategies are implemented at the school-wide, non-classroom, classroom, and individual student level
- Positive Behavioural Support strategies are designed to meet the needs of all students

The policy developed and implemented fosters:

1. A caring and supportive school environment
2. An agreed code of behaviour (conduct) centred around the school rules matrix

### 3. An emphasis on recognition for positive behaviour

As a learning community, we value:

- Learning
- Professionalism
- Teamwork and cooperation
- Positive Self Worth
- Respect
- Integrity
- Trust



At all times we:

- Promote personal growth, positive self worth and respect for all.
- Encourage a caring, cooperative and responsible attitude in students towards others and towards personal and community property.
- Actively seek to protect the safety and wellbeing of all members of the school community.
- Effectively implement student welfare, behaviour management and anti bullying strategies.

We believe:

1. Our school can positively influence students' behaviour and academic performance
2. We can assist each child to acquire/maintain the skills necessary to have healthy relationships, sound values, strong self esteem and effective communication which we recognise as pre-requisites for effective membership in our community.
3. Our approach to managing student behaviour is a whole school approach and must be understood by children, staff and parents who all take responsibility for its implementation.
4. Our program requires honest and open communication between all concerned.
5. A problem solving approach utilising the experience of staff members and parents will best address the management of student behaviour.

Four guiding principles will determine our practice:

- In order for us to operate effectively and meet the needs of all students, we understand and accept that **certain kinds of behaviour are expected**.
- We all believe that each person should be treated fairly and that each group – students, teachers and parents – have **rights** which will be recognised by all those involved in the school community.
- Related to these rights are certain **responsibilities** that must be recognised and accepted by all those involved in the school community
- It must be accepted that certain **consequences** will occur when these rights are infringed or these responsibilities are not accepted. These consequences will be implemented in a cohesive and consistent manner throughout the school community.

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.

Every member of our school community has the rights to participate in a safe, supportive and inclusive educational environment.

It is the expectation that all members of our school community will respect the rights and responsibilities of others.

At Clunes Primary School everyone has rights and responsibilities. We all need to know what they are.

**EVERYONE HAS THE RIGHT TO:**

1. FEEL SAFE AT SCHOOL
2. LEARN TO THE BEST OF THEIR ABILITY
3. BE TREATED WITH RESPECT

All members of the school community are expected to conduct themselves in a manner that reflects these values.

The conduct of the school administration, staff and students is governed by several pieces of external legislation such as the Acts involving Privacy, Occupational Health and Safety, Equal Opportunity and Discrimination.

**The school environment should be a place where the whole school community can learn and grow. Everyone is entitled to learn in a positive environment.**

RIGHTS	RESPONSIBILITIES
<b>STUDENTS</b>	
<p>To be treated with respect and valued.</p> <p>To have other students not interfere with them, their learning, their games, their safety and their possessions</p> <p>To be cared for by their teachers</p> <p>To be taught effectively</p> <p>To feel safe, happy and secure at school</p>	<p>To be responsible for their work and actions</p> <p>To follow the agreed school code of behaviour</p> <p>To care about our school and its equipment</p> <p>To care for each other and for the teachers and other school staff</p> <p>To give of their best in all situations</p>



## TEACHERS AND SUPPORT STAFF

<p>To be treated with respect and valued.</p> <p>To have the right to teach</p> <p>To feel happy and secure at school</p> <p>To have manageable class sizes and adequate resources to enable effective teaching</p> <p>To have full encouragement and support from Administration, parents and the school community</p>	<p>To promote maximum learning in all situations</p> <p>To provide stimulating learning environments</p> <p>To provide good role models for our students in behaviour, appearance and conduct</p> <p>To manage classes effectively and justly</p> <p>To care for the children of the school</p> <p>To carry out the required staff actions in the school policies and procedures</p>
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## PARENTS

<p>To be treated with respect and valued.</p> <p>To be respected by school staff as an important influence in a child's development</p> <p>The opportunity to have input into school policy and procedures</p> <p>To feel welcome and have access to school personnel at a mutually arranged time</p> <p>To know their children are safe</p>	<p>To encourage students to develop a positive attitude towards school, learning and relationships</p> <p>To nurture good behaviour habits in children</p> <p>To encourage children to accept and abide by the school rules</p> <p>To provide good role models for our students in behaviour, appearance and conduct</p>
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### 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 Clunes Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Clunes 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 Principal
- restorative practices
- detentions
- behaviour reviews
- internal suspension
- 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.

## Implementation

Our School Rules Matrix and Student Engagement and Wellbeing Policy will be distributed to all members of the school community.

Students will be encouraged to discuss behaviour and bullying issues in class meetings, gender meetings, House meetings, Junior School Council and student leadership meetings.

Safety issues and socially acceptable behaviour will be promoted in special programs such as Respectful Relationships, curriculum initiatives such as "You Can Do It", eSmart lessons, weekly assemblies and class discussions.

Parents will be kept informed by staff on behaviour management and wellbeing issues affecting their child and where necessary follow up action to take place.

Discussions will be held by staff at intervals throughout the year in order to monitor the success of the policy and programs and ensure consistency of implementation.

Consultation will take place between students, parents and teachers in evaluating and reviewing the policy.

The Principal and a Student Wellbeing Coordinator will assist students, staff and parents with any wellbeing issues that may arise.

Support teams will be established for students with identified needs to provide advice, assistance and goals as deemed necessary.

At the beginning of every year teachers will develop a classroom management plan, in consultation with students, incorporating school rules matrix, school values, management strategies and will include positive and negative consequences.

### **REWARDS FOR APPROPRIATE BEHAVIOUR:**

- Verbal recognition through praise and encouragement.
- Written recognition in notes to students and sent home to parents.
- Stickers/tickets.
- Classroom negotiated reward system.
- Presentations at school assemblies such as Student of the Week Awards and Principal Awards to recognise student's efforts and achievements and certificates to acknowledge student participation in special events.
- Student work displayed within the school and wider school community.
- Student work published in the school newsletter/community newsletter.
- Participation in whole school Focus Days.

### **CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR:**

- Discussion with child followed by a warning (make a choice).
- Completion of a Thinking Time Journal with support from the teacher in order to reflect on the action and restore positive learning behaviour/ outcome
- Completion of a white coloured Behaviour Form by student for breaches of rules.
  - When a student receives a Behaviour Form, class teacher to inform parents through written note in diary or verbal communication.
  - 3 Behaviour Forms in a term, class teacher to contact parents to discuss alternate support strategies to assist student management and student to complete an internal suspension.
- For serious incidents parents contacted immediately and appropriate action taken as deemed necessary.
- Individually negotiated Behaviour Agreements/Contracts.
- Time out from given activity.
- Withdrawal of privileges and participation in special events.
- Verbal or written apology.
- Referral to Principal/Student Wellbeing Coordinator/Primary Welfare Officer to support both staff and students.
- Mediation between students where deemed necessary.
- Conference with parents.
- Community Conferencing where deemed necessary.
- Internal Suspension. Parents to be contacted and reasons given.
- Referral to a Wellbeing Consultant or Guidance Officer to support both staff and students.
- Suspension or expulsion for serious breaches of school rules in accordance with DET Guidelines

## **7. Engaging with families**

Clunes 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
- 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

Clunes 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
- SOCS

## FURTHER INFORMATION AND RESOURCES

Clunes Primary School Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards.

## REVIEW CYCLE

This policy will be updated in April 2020 and is scheduled for review in March/ April 2021.