



Clunes Primary School

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.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.

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, 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.

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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Clunes Primary School, on Dja Dja Wurrung Country, was established in 1875 and is located in the rural town of Clunes, 32 kilometres north of Ballarat, in the Hepburn Shire. We have 101 students enrolled from Years Prep – Six and 25 school staff members including valued Teaching staff, Education Support School staff, Chaplain (1 day weekly), IT Tech (1/2 day weekly), Gardener (6 hours weekly), Cleaner and School Bus Driver.

Our historic school sits proudly at the top of School Hill, on Canterbury St, and we are embedded within a supportive small rural community. Most students that attend our school live locally and tend to travel by the Public Transport Victoria (PTV) School Bus, or are delivered by car to/from school. Some walk or ride their bike to school despite steep hills. Clunes Primary School has strong connections with the local community, and enjoys embedded relationships

with our local businesses and community services.

Our school is socially- economically diverse with near 50% of families meeting the equity funding threshold. The school also has strong representation from the Koorie community but is not culturally diverse. We proudly celebrate diversity and are an 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

Clunes Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of We Learn, We Show Respect, We are Safe at every opportunity.

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.

Our Statement of Values is available online at: www.clunesps.vic.edu.au

3. Wellbeing and engagement strategies

Clunes Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritised positive professional 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 Opinion Survey data, student management data and school level assessment data
- delivering a broad curriculum to ensure that students are engaged in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Clunes Primary School use an Instructional Model to ensure an explicit, common and shared model of instruction ensures that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Clunes 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 Statement of Values and School Philosophy 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 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
- student attendance is monitored and attendance improvement strategies are implemented at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through student leadership; Student Leadership Team and Junior School Council P-6 and other forums including class meetings. Students are also encouraged to speak with their teachers, our Education Support

Staff members, our Chaplain and Principal (a staff member that they feel safe and comfortable with) whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school Focus Days, sports days and events, whole school performances, music programs eg. Choir and peer support programs eg. Buddy Program
- all students are welcome to self-refer to the Student Wellbeing Leader, our School Chaplain, Classroom or Specialist Teachers 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 (RRRR)
 - Bully Stoppers
 - Safe Schools
 - The Resilience Project
- programs, incursions and excursions are developed to address issue specific needs or behaviour (i.e. building and sustaining friendships, resilience, anger management programs, cyber bullying)
- opportunities for student inclusion (i.e. sports teams, and student-led clubs and recess and lunchtime activities)
- buddy programs, peer support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each teacher is responsible for their class. They monitor the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Marrung Action Plan for further information
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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

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

- building constructive professional relationships with students at risk or students who are vulnerable due to complex individual circumstances eg. our students with diverse learning needs
- meeting with student’s 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/ Orange Door

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 Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- planning for and implementing regular Student Support Group meetings for all students:
 - Koorie students
 - with a disability/ diverse learning needs
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Clunes Primary School is committed to providing necessary care 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. 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 Wellbeing and Engagement 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
STUDENTS	
<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>
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>

6. Student behavioural expectations and management

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, 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.

The Principal of Clunes 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.

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 The Resilience Project, "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 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 DE Guidelines

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. Further information about raising a complaint or concern is available in our Complaints Policy.

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, 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

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 Attitudes to School survey data
- The Resilience Project- student opinion data
- Incidents data
- School reports

- Parent Opinion survey
- case management
- Sentral & CASES21 data, including attendance and absence data
- SOCS referral data

Clunes 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 enrolment packs
- Included in the semester based Junior school/ Senior school Information Newsletter to Parents/Carers (Matrix)
- Included as annual reference in school Newsletter
- Made available in hard copy from the school’s Office 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 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	9 th April 2024
Consultation (mandatory)	School Council- 17 th April 2024 Parent Group- Student Leadership Team- Junior School Council- Year 4, 5 & 6 student forums-
Approved by	Principal
Next scheduled review date	Before June 2026 (2-year review cycle)