



Student Wellbeing & Engagement POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Allansford & District Primary School for assistance.

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.

Allansford and District 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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POLICY

1. School Profile

Allansford and District Primary is a single campus school located in the township of Allansford, eleven kilometres to the east of the regional city of Warrnambool. Our school provides a safe, purposeful and stimulating learning environment that is reflected in our school motto - 'Allansford kids are Friendly Kids'. Student voice is an important driver of change in our school with our student leaders organising many school and community events. Our teachers' emphasis is on knowing our student's needs. We value and implement effective teamwork involving students, teachers, parents and the wider community. We empower teachers to provide learning opportunities to cater for different learning styles, which includes the use of digital technologies across the school to provide learner choice and support of student learning.

2. School values, philosophy and vision

Values

We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning. As a school community we believe that the ethos of the school should be built on a foundation of values:

Be Safe - Be Responsible - Be Respectful - Be A Learner

Philosophy

Allansford and District Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. ADPS's objective is *to ensure all students leave our school with a practical understanding of the curriculum* and appropriate coping skills to navigate life's challenges.

Vision

By working together, all students are empowered to learn and achieve, developing attitudes, skills and behaviours to enable them to be learners for life and active contributors to society.

3. Wellbeing and engagement strategies

For the purpose of this document, 'we' is the community of Allansford including the principal, teachers, students, families and other stakeholders. At Allansford and District Primary School, we believe that a positive school culture underpins the effectiveness of our teaching and learning. We work hard to build a safe and supportive school environment, where respectful relationships are paramount.

We believe in actively teaching behaviours of resilience and strategies of emotional intelligence. We provide opportunities for student leadership; encourage student input and link students to enrichment activities that build on their strengths. Positive behaviour and personal growth are celebrated. Students /parents/carers are encouraged to have a voice.

First and foremost, our school proudly promotes a culture in which children are "caught being good" and positive behaviours are then celebrated with pride. This culture is evident on a daily basis in all classrooms and activities in the school and is constantly reinforced by the school's staff and leaders in a variety of ways and in a variety of forums.

This school provides programs, services, information and resources that engage students through:

- modelling the values of learning, a belief that everyone can be safe, can be respectful, can be responsible and can be a good learner
- providing a safe and supportive environment in which students can learn and grow
- encouraging punctual, regular attendance of all students at school; and
- engaging students cognitively, behaviourally and emotionally.
 - Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self-regulation
 - Behavioural engagement refers to students' participation in education, including the academic, social and extra-curricular activities of the school
 - Emotional engagement encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.

4. Identifying students in need of support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments • Behaviour observed by classroom teachers
- Engagement with student families

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

<u>Rights:</u> <ul style="list-style-type: none">• All students have the right to the support of a functional Student Engagement Policy• All students have the right to be treated with	<u>Responsibilities:</u> <ul style="list-style-type: none">• All students have the responsibility to abide by the Student Engagement Policy• All students have the responsibility to
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<p>respect by other students, teachers and parents</p> <ul style="list-style-type: none"> • All students have the right to learn without disruption and distress • All students have the right to be supported 	<p>consistently treat students, teachers and parents and with respect</p> <ul style="list-style-type: none"> • All students have the responsibility to give their personal best when learning • All students have the responsibility to support others in their learning
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Staff

<p><u>Rights:</u></p> <ul style="list-style-type: none"> • All staff have the right to the support of a functional Student Engagement Policy • All staff have the right to be treated with respect by students, parents and colleagues • All staff have the right to teach and support students without disruption and distress • All staff have the right to be supported 	<p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Staff have the responsibility to work co-operatively with other staff and parents • Staff have the responsibility to treat all members of the school community with respect • Staff have the responsibility to assess, plan and assess students at their point of need • Staff have a responsibility to support each other, students and parents to best cater for each individual child.
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Parents

<p><u>Rights:</u></p> <ul style="list-style-type: none"> • Parents have the right to be treated as partners in their children’s education • Parents have the right to be informed about issues affecting their children • Parents have the right to participate in decision making about Behaviour Goals & Individual Education Plans • Parents have the right to be recognised as the major influence in their children’s lives 	<p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Parents have the responsibility to work co-operatively with the school and its staff • Parents have the responsibility to advise the school about factors which may affect the child’s learning or behaviour • Parents have the responsibility to support the agreed behaviour goals and Individual Education plans • Parents have the responsibility to support the school’s Student Engagement Policy and expectations
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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.

6. Student behavioural expectations and management

Each teacher is responsible for developing classroom strategies consistent with the school’s Student Wellbeing and Engagement Policy. Students are expected to be involved in discussion about these strategies and with their implementation. The consequences for serious breaches of these strategies should be documented and should be consistently applied in the classroom and throughout the school.

These measures may take into consideration the age, any disability or impairment that the student may have and the nature and seriousness of the breach of the Student Wellbeing and Engagement Policy.

When a student violates agreed BEHAVIORS under the school’s Student Wellbeing and Engagement Policy, teachers should invoke consequences that are consistent with the policy.

This applies to both classroom and yard behaviour.

Expectations must be clearly explained to the students so that they understand why they have been given consequences for their actions.

<p><u>Positive:</u></p> <ul style="list-style-type: none"> • Modelling appropriate behaviour by adults and peers • Reinforcing positive behaviour 	<p><u>Negative:</u></p> <ul style="list-style-type: none"> • General Class Reminder • 1st Individual Reminder • 2nd Individual Reminder • 1st Detention (Classroom) • 2nd Detention (Classroom) • Parent Contact • Office Referral • Options: <ul style="list-style-type: none"> ○ Parent Meeting ○ Behaviour Plan ○ Further Detention ○ Loss Of Privileges ○ Suspension (In-School) ○ Suspension (Home) ○ Expulsion
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Consequences of inappropriate behaviour:

- Should be immediate.
- Consequences should be relevant and appropriate and may involve an Incident Report.
- Restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, with a link to the Department's Restraint and Seclusion Policy on PAL.
- Suspension and expulsion may only be used in situations consistent with Department policy - which reflects the requirements of Ministerial Order 1125.
- Students should be aware of consequences.
- Should reflect student development level/understanding.
- Students' dignity/rights should be respected.
- Should be consistent in all environments.
- Parents/Caregivers should be consulted / informed.
- All staff should apply consequences in the same ways.

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

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

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

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

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

7. Engaging with families

Allansford and District 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.

The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Wellbeing and Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities

- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- Transition Activities
- Involving Parents in 'Special Days'

8. Evaluation

Allansford and District 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:

- The Attitudes to School Survey data
- incidents data
- School Level Report data
- Parent Opinion Survey data
- case management
- data extracted from software such as CASES21 or SOCS

Allansford and District 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
- Discussed at staff meetings/briefings as required
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

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

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

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed:	November 2022
Consultation	Consultation for this policy occurred with staff and student representative groups on 15/11/22 and with School Council on 15/11/22.
Approved by:	Principal
Next scheduled review date:	Every two years or when changes occur to the Department's "School Policy and Advisory Guide" – November 2024