



# Broadford Primary School

## Student Wellbeing and Engagement Policy

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Broadford Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

This policy applies to all school activities, including camps and excursions.

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### POLICY

#### 1. School profile

Broadford Primary School is located in the heart of the town of Broadford which is the administrative seat of the Shire of Mitchell. We have an enrolment of about 370 students from Foundation to Grade 6 and 35 staff members.

The school is situated within easy walking distance of the main street, and opposite a public reserve which includes an oval, netball courts and tennis courts. Most students that attend our school live locally and tend to walk or ride their bike to school. Some students come from the surrounding rural communities by bus. Broadford Primary School has developed close ties to the local community, and enjoys support from our community services.

The school has forged strong links with Broadford Secondary College to enhance the 6-7 transition process and also to present ourselves to our community as being partners in meeting the needs of their children. We also work closely with the other schools in the Broadford Cluster, NEV Region. We embrace the Early Childhood Services as partners in meeting the needs of our students.

The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. A comprehensive curriculum is offered throughout the school with a strong focus on Literacy and Numeracy. Specialist lessons in Visual Arts, Physical Education and Performing Arts are provided to complement class programs.

Student engagement in learning is given high priority, with formative assessment used by teachers to inform their instruction and maintain a curriculum which caters to student needs.

A range of support and enrichment programs are offered to further enhance learning opportunities for students, including intervention programs, swimming, athletics, team sports, camps, excursions, Prep Buddies, cultural performances, choir and a 5/6 school production.

A culture of collaboration and reflective practice has been developed, supported by high expectations for all members of the school community. All staff demonstrate a strong commitment to professional learning which is an integral part of the school's ongoing focus on continuous improvement. Teachers work together in Professional Learning Communities (PLCs), meeting regularly to plan, reflect and engage in professional learning.

The school highly values the development of strong home-school partnerships and actively encourages family involvement. Priority is given to ensuring a supportive culture with open two-way communication promoted at all times. The recognition and celebration of effort and achievement within the school community, helps to foster a positive, engaging learning environment.

## **2. School Values, philosophy and vision**

Broadford's Primary School 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 respect, responsibility resilience and readiness to learn.

## **3. Engagement strategies**

Broadford 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 whole of school and targeted/ individual strategies used by our school are included below:

### ***Whole school strategies include:***

- *ensuring practices reflect the school's values of, respect, responsibilities, readiness and resilience*

- *high and consistent expectations of all staff, students and parents and carers*
- *creating a culture that is inclusive, engaging and supportive*
- *promoting positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *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*
- *using an instructional model to ensure an explicit, consistent model of instruction that is evidenced-based, incorporating high impact teaching strategies*
- *providing a broad curriculum incorporating specialist programs and extra curricula opportunities*
- *developing positive attitudes to learning and a growth mindset through implementation of the school's Ready to Learn program*
- *utilising formative assessment including goal setting to promote student agency in their learning*
- *planning transition programs to support students moving into different stages of their schooling*
- *acknowledging positive behaviour using our SWPBS matrix cards, student achievement in classrooms and formally in school assemblies, newsletters and communication to parents*
- *monitoring student attendance and implementing attendance improvement strategies at a whole-school and individual level*
- *teachers at Broadford 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*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including cohort meetings and classroom meetings*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and house colour whole school events*
- *staff, students and families engaged in school wide programs such as:*
  - *Respectful Relationships*
  - *Resilience Project*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *implementation of a whole school approach to positive behaviour support for engagement and learning through SWPBS ( School Wide Positive Behaviour Support)*

**Targeted/Individual strategies include:**

- *connect all Koorie students with a Koorie Engagement Support Officer (KESO)*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plans 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*
- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with a student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Education Plan and/or a Behaviour Support Plan*

- *running regular Student Support Group (SSG) meetings for all students*
  - *with PSD (Program for Students with Disabilities) funding,*
  - *identified as Koori*
  - *in Out of Home Care*
  - *and students with complex needs that require ongoing support and monitoring.*

*Student Support Groups, see:*

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>

**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*
- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *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 (SSS)*
  - *appropriate external supports such as council based youth and family services, other allied health professionals, child and adolescent mental health services or ChildFirst*
  - *re-engagement programs such as Navigator*

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

*Broadford Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Broadford 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*
- *behaviour referral data (minors and majors)*
- *engagement with 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 have the right to:**

- *work in a safe and secure environment, without intimidation, bullying or harassment*

- be able to learn and play without interruption or interference
- be treated with care, respect and fairness and to be valued as an individual
- have access to quality teaching and learning programs
- participate fully in the school's educational program

**Students have the responsibility to:**

- show respect by listening, asking for help and treating others in a positive way in our school community
- respect the right of others to learn
- show readiness by being motivated and willing to learn
- show resilience by accepting challenges and making positive change
- show care and safety to themselves, others and property

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**

Broadford Primary School is committed to the implementation of a whole school approach to positive behaviour support for engagement and learning. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and rewarding appropriate behaviour. We use a behaviour matrix to teach our four R's of expectations:

**Responsibility**

WE are responsible when we show care and safety to ourselves, others and property.

**Respect**

WE show respect when we listen, ask for help and treat others in a positive way in our school community.

**Resilience**

WE show resilience when we accept challenges and make positive change.

**Readiness (to learn)**

WE show readiness when we are motivated and willing to learn.

At Broadford Primary School we respond to behaviours following the procedures set out in the managing classroom/outside behaviour chart. It provides a consistent response and understanding within all learning communities across the school.

When we observe a behaviour based on poor choice we move along the flowchart from step 1 to 4. The flowchart steps provide students with an opportunity to correct their behaviour according to our schools expectations. The steps on the flowchart are to be used liked they are double-ended, this is to show students that they can move back and forth through the chart and are given the opportunity to try again.

**In the classroom**

*Minor Behaviour*

1. Redirection of learning/student conference/reminder of expectations

2. 1<sup>st</sup> warning given – explicit reason provided and a reminder of expected behaviour/ provide the student with an example of the expected behaviour
3. If the behaviour continues give the student a 2<sup>nd</sup> warning/ move the student to a space for up to 10 mins
4. Student is to be relocated for 10 mins to another classroom in the same area (and with a referral form)/student takes their work with them/ brief conference with the student when they return (reminding the student of the expected behaviour)

If the student's behaviour continues after the 4<sup>th</sup> step, then the behaviour becomes a major behaviour

*Major behaviour*

1. Referral to leadership (who ever oversees your area)/ call leadership prior to sending a student to the office with a referral form (send student with another student)/ use red card to call for support (if there is an emergency)
2. Leadership to conference with student/ leadership supports teacher for student conference/ student returns to classroom (if appropriate)
3. Leadership and teacher decides consequence/ parent contacted and leadership feedbacks to teacher/ student returns to class (if appropriate)

**Outside of the classroom**

*Minor Behaviour*

1. Redirection of learning/student conference/reminder of expectations
2. 1<sup>st</sup> warning given – explicit reason provided and a reminder of expected behaviour/ provide the student with an example of the expected behaviour
3. If the behaviour continues give the student a 2<sup>nd</sup> warning/ have student walk with the teacher for 5 mins/ brief conference to remind them of the expected behaviour
4. Student is to be relocated for 10 mins to an area where they can sit and the teacher can supervise/brief conference with the student after 10 mins (reminding the student of the expected behaviour)

If the student's behaviour continues after the 4<sup>th</sup> step, then the behaviour becomes a major behaviour

*Major behaviour*

1. Referral to leadership (who ever oversees your area)/ call leadership prior to sending a student to the office with a referral form (send student with another student)/ use red card to call for support (if there is an emergency)
2. Leadership to conference with student/ leadership supports teacher for student conference/ student returns to outside (if appropriate)
3. Leadership and teacher decides consequence/ parent contacted and leadership feedbacks to teacher/ student returns outside (if appropriate)

When a student acts in breach of the behaviour expectations of our school community, Broadford 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 appropriate procedure will be taken by teachers and other school staff. Inappropriate behavior procedures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

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**

Broadford 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**

Broadford 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
- office referral data
- school reports
- parent survey
- case management
- CASES21
- SOCS

## **REVIEW CYCLE**

This policy was last updated on 24<sup>th</sup> June 2020 and is scheduled for review in 2021.