

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand this policy, please contact the school office 57841221

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, 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

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 345 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. 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. The school highly values the development of strong home-school partnerships and actively encourages family

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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.

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.

Wellbeing and engagement strategies

Broadford 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 whole school, targeted (Specific Groups) and individual engagement strategies used by our school is included below:

Whole School Strategies

- 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*
- 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 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 survey data, student management data and school level assessment data*
- using an instructional model to ensure an explicit, consistent model of instruction that is evidencedbased, 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*
- 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*
- 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 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*
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- create opportunities for cross—age connections amongst students through, athletics, sports and whole school house events and school buddy programs*
- 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*

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
- *Respectful Relationships*
- 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)
- Implementation of schoolwide wellbeing curriculum which includes a focus on teaching social and emotional learning and mental health strategies

Targeted Strategies (Specific Groups)

- each year group has a Year Group Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, 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 IEPs
- we support learning and wellbeing outcomes of students from refugee background through our IEPs
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school through collaboration with the EAL Cluster and IEPs
- 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 Education 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual Strategies

Broadford 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 Education Plan and/or a Positive Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:

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- 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 The Orange Door
- 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
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability that is funded through PSD or has a Disability Inclusion Profile
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

1. 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. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. 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
- attendance, detention and suspension data
- engagement with families
- behaviour referral data (minors and majors)
- teacher/parent referral for wellbeing support

2. 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:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns. Students have the responsibility to:
- 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. Further information about raising a complaint or concern is available in our Complaints Policy.

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3. Student behavioural expectations

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

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 outlined in the **BPS Behaviour Response Flow Chart**. It provides a consistent response and understanding within all learning communities across the school.

When staff observe a behaviour based on poor choice staff move along the flowchart depending on the level of behaviour. The flowchart flows provide students with an opportunity to correct their behaviour according to our school's 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.

It is not necessary to give a 'Verbal Warning' every time staff witness an inappropriate behaviour. Staff use a continuum of strategies to discourage Minor inappropriate behaviour

Continuum of Response

Indirect strategies are unobtrusive and carries out quickly. Direct correction strategies are suggested for inappropriate behaviours that continue or do not change after indirect strategies have been used. When implementing these direct strategies, staff interact with students using the language from the matrix. Staff interact privately and match their response with the frequency and severity of the behaviour. It is also important staff increase teaching opportunities and praise student's efforts to follow established rules.

When responding to behaviour remember staff are:

- Calm
- Consistent
- Brief
- Immediate - Respectful

Prompt	<ul style="list-style-type: none"> • Provide verbal and/or visual cue
Redirect	<ul style="list-style-type: none"> • Restate the expected behaviour from the matrix
Reteach	<ul style="list-style-type: none"> • State and demonstrate the matrix behaviour • Have student demonstrate • Provide immediate feedback

Provide Choice	<ul style="list-style-type: none"> • The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) • Give the student a choice and get a response • Apply logical consequence if preferred behaviour not demonstrated
Conference	<ul style="list-style-type: none"> • Describe the problem • Describe the alternative behaviour • Tell why the alternative is better • Practise • Provide feedback

Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering consequences such as withdrawal of privileges or withdrawal from class.

Consequences may be used as part of our 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. Consequences at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Consequences that may be applied include:

- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices
- behaviour support and intervention meetings
- 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 and Training.

The Principal of Broadford 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.

4. 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 in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual education plans for students.

5. 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
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

Broadford 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 [please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school 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 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:

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- 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	Term 1 2024
Consultation	School Newsletter 1/3/2024
Approved by	Principal
Next scheduled review date	Term 1 2026