Help for non-English speakers

If you need help to understand the information in this policy, please contact school office on 51271512 or moe.ps.south@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.

Moe (South Street) 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.

Contents

- School profile
- School values, philosophy and vision
- Wellbeing and engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations and management
- Engaging with families
- Evaluation

Policy

School Profile

Moe (South Street) Primary School has an enrolment of 250 students (11 grades) and is located within the township of Moe, in Gippsland. The school is an active member of the Latrobe Valley network in the Gippsland Region. We have 29 PSD students and 28 Koori students.

Our Mission is for:

Students, Teachers and Parents to develop a strong partnership that displays mutual respect and trust to provide a stimulating learning environment that meets the academic, social and emotional needs of all students.

In 2018 we implemented SWPBS, known as Positive Behaviours for Learning (PB4L) at our school. This has made a significant impact on the climate of the classrooms and the school.

South Street lies within an area that is characterised by high unemployment and generational poverty. The school has a high Student Family Occupation (SFO) index which reflects a low socio-economic status. Despite these challenging factors, we have a range of intervention and support programs to provide all students with an education that meets their needs.

An atmosphere of warmth and friendliness characterises the school in which all students are known personally and encouraged, challenged and supported by our caring and dedicated staff. The size of the school is ideal for catering for the individual learning needs of students whilst maintaining a successful learning environment. All students are given opportunities to challenge themselves and experience success.

School values, philosophy and vision

South Street Primary School's mission, vision and expectations are integral to the work that we do and are 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, integrity and kindness at every opportunity.

Our school's vision is Excellence in education to achieve personal growth and academic success.

As part of PB4L, our school wide values are to be Safe, respectful learners.

Wellbeing and engagement strategies

Moe (South Street) 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, and 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

Developing a strong relationship between the teacher and students is first and foremost the key to a successful year in the classroom. Knowing the child, their interests and their parents will establish trust-filled relationships based around the emotional needs of the student.

- *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*
- *teachers at South Street Primary school use a Workshop instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *South Street actively incorporates School Wide Positive Behaviour Support (PB4L) practices across the school*
    - *Creating classroom and school environments that are positive and supportive*
    - *Ensuring expectations are consistent and made clear*
    - *Creating consistent, predictable routines for students to follow*
    - *Teaching desired behaviours – refer to our PB4L School Matrix (Displayed around the school)*

    - *Providing recognition and acknowledgement to students when desired behaviours are shown. We use our PB4L tokens and prevent weekly awards at assembly*
    - *Respond to undesirable behaviours fairly and consistently*
- *teachers at South Street 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 through our token system, and formally in school assemblies and communication to parents*
- *Celebrate and Recognise National Day of Action against Bullying and Violence*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations during Morning Routine and Real School Circles throughout the day. Other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Educational Support (ES), team leaders, welfare and wellbeing team, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Welfare Leader, School Nurse, School Chaplain, Assistant Principal 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*
    - *Separate Yard areas that are actively supervised*
    - *Active and Proactive play that operate at recess and lunch times*
- *programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e. anger management programs, Life Education)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess, and lunchtime activities)*
- *buddy programs for example 5/6- Foundation Buddies*
- *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.*

Restorative Practices

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices help build children's capacity to self-regulate behaviour and contribute to the improvement of learning outcomes. South Street is a partner with Real Schools and uses the Restorative Practices 2.0 model

Restorative Practice is used when an incident arises in that requires teacher intervention. These practices exclude confrontation and intimidation and provide students with a fair hearing

of their side. We understand that if a child does not feel heard their behaviour can deteriorate as a result. Through this technique we are able to talk and counsel students when needed without the adverse effects of 'the blame game'. It also allows self-reflection time and gives the students the opportunity to be accountable for their actions.

Targeted

Targeted strategies include more specific actions designed to address particular issues or concerns in groups of students.

Our targeted strategies include:

- behaviour data is tracked weekly via Compass to identify students in Tiers 2 and 3
- fortnightly tier two meetings
- when recommended by the Tier 2 team, a positive intervention behaviour plan will be developed
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- each year group has a 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 and refer to Wellbeing Support Team
- 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 the Marrrung Education Plan
- our English as a second language students are supported through EAL support program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- we support learning and wellbeing outcomes of students from refugee background through our school values and PB4L practices and referring to Services such as Save the Children.
- 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
- 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

Individual

Individual student specific strategies that may be considered and applied on a case-by-case basis include:

South Street Primary 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
- through our Breakfast club, lunches provided Rotary Sandwich Program, Foodbank

- supporting individual students through, intervention (Reading Tutor Initiative) and Chaplaincy programs
- 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 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*
    - *in Out of Home Care*
    - *with other complex needs that require ongoing support and monitoring.*

Identifying students in need of support

Moe (South Street) 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. Example 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

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 PB4L expectations are used as a guide to identify 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.

Student behavioural expectations and management

- Behavioural expectations of students, are grounded in our PB4L expectations, and school's Statement of Values

Positive Behaviour for Learning

- We are a Positive Behaviour for Learning (PB4L) school, where we have identified expected behaviours and acknowledge our students when they display them. A behaviour expectation matrix has been developed and is explicitly taught, practiced and acknowledged. Our school's expectations are safe, respectful learners.
- We have a token system which we use to acknowledge students when they demonstrate the expected behaviours in our school. When giving out tokens we need to be explicit about the language we use to ensure students understand what behaviours they are displaying at that time.
- As part of PB4L, staff have been trained in teaching students to regulate their emotions through the Zones of Regulation.

Classroom Expectations

- Teachers develop Classroom Expectations as a class at the beginning of the year in line with the PB4L expectations, to set the standard for what is expected of student behaviour. Being consistent with these expectations will develop a sense of fairness and safety amongst all students.
- 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.
- When a student acts in breach of the behaviour expectations of our school community, Moe (South Street) 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 unacceptable 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.
- Measures that will be applied include:

- Using the PB4L staged response for unacceptable behaviour
- the student will be given an opportunity (reminder of the expected behaviour)
- a prompt will then be given for the student to take up the expected behaviour
- the student will be re-directed and re-taught the expected behaviour
- the student will be given 2 choices (bounded choices); one of which is the expected behaviour
- the student will be given an appropriate consequence with staff using the Behaviour Management Process Map or Yard Action Plan
- restorative conversation will occur between the student and staff member issuing the consequence at the earliest time possible
- resets and relocations are used for class issues
- solution spot is used for yard issues
- 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 South Street 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.

Engaging with families

Moe (South Street) 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.

Evaluation

South Street 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:

- Compass Behaviour Referrals
- incident Data

- student survey data
- staff survey data
- school reports
- parent survey
- CASES21, including attendance and absence data
- SOCS

South Street 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 and Compass

- Included in staff induction processes
- Included in transition and enrolment packs
- 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Please refer to our website for these Policies

POLICY REVIEW AND APPROVAL

Date Implemented	**17/9/2024**
Approval Authority (Signature and date)	**17/9/2024**

Consultation	**Staff July 2024** **Policy Team- August 2024** **School Council Meeting**
Dates Reviewed	**20/3/2020, 21/2/2023, July-August 2024**
Responsible for Review	**Principal, Policy Coordinator**
Next Review Date	**August 2026**

Student Wellbeing and Engagement Policy