



Student Wellbeing and Engagement Policy



APPROVED IN: FEBRUARY 2024

REVIEW: 24 MONTHS

APPROVED BY: PRINCIPAL (JAI LAW)

COUNCIL APPROVED: **NA**

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.

Darnum 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, where student participation is encouraged and valued, 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Darnum Primary School is a progressive and dynamic rural school environment, which caters for the educational, social, emotional and physical development of the children of Darnum and its feeder area. Darnum Primary is a small mid-sized rural school with an enrolment of 158 students in 2023. It is located 7 Kilometres east of Warragul on the Princes Highway. The school offers a balanced and comprehensive curriculum developing skills and providing experiences in eight key learning areas of English, Mathematics, Science, Technology, Humanities, Arts, Health and Physical Education, and Languages Other Than English (Japanese).

Built on the values of FROGS (Friendship, Respect, Organisation, Growth and Safety), Darnum Primary School promotes a secure and visible learning environment to ensure that students, staff and parents feel confident, rewarded and appreciated as they work together to achieve excellence in learning and growth. The school has an active and involved parent community that supports all school activities. 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

Darnum 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 respect, integrity and kindness at every opportunity.

Our school's vision is *"As an active and inclusive learning environment, we are visible learners who aim to be the best we can be academically, socially and emotionally."*

Our Statement of Values is available on request at the school office.

3. Wellbeing and engagement strategies

Darnum 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
- 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 Darnum Primary School use the Workshop Model to ensure an explicit, common and shared modelling of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Darnum 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and House meetings. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and Buddy Programs.
- Students are welcome to self-refer to the Social and Emotional Coordinator, School Chaplain, classroom teacher or 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
 - Bully Stoppers
 - eSmart
 - Calm Kid Central
 - Be You
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Social and Emotional Learning in the classroom as part of our school curriculum
- buddy 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 class has a teacher who will 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
- 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](#).
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and other staff as required 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

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Darnum 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 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 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
- 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.

4. Identifying students in need of support

Darnum 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. Darnum 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.

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

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values/Student Code of Conduct. 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 standards of our school community, Darnum 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.

At the commencement of each year, each class will complete / review / refine a Positive Behaviour Matrix that will allow all members of the school community to understand what positive behaviours are expected of students in all areas of their schooling life at Darnum Primary School.

The school has established a Behaviour Processes Chart (see appendix) that outlines unacceptable behaviours and potential disciplinary measures that may be taken.

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 Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- 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 Darnum 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

Darnum 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

Darnum 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
- Compass Chronicle reports
- Attendance reports
- parent survey
- case management
- SOCS

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 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

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- [Restraint and Seclusion](#)

APPENDIX 1.0 – Behaviour Processes Chart



BEHAVIOUR LEVELS

BEHAVIOUR PROCESSES

EXPECTED ACTIONS

LEVEL FOUR

- Deliberate aggressive physical contact
- Serious and deliberate damage to property
- Repeated & severe bullying
- Any behaviours from levels 1-3 that are continued / increased in severity



LEVEL THREE

- Bullying
- Repeatedly being rude
- Repeatedly being distracting
- Repeatedly calling out
- Serious physical contact
- Blatant disrespect



LEVEL TWO

- Swearing directed at somebody
- Name Calling
- Bullying behaviours
- Minor physical contact
- Distracting others after warning
- Calling out after warning
- Being rude
- Repeatedly not following instructions



LEVEL ONE

- Distracting others
- Calling out
- Not listening
- Not cooperating
- Being disrespectful
- Disrespecting property
- Not wearing correct uniform
- Littering
- Not following instructions
- Swearing



LEVEL FOUR

Expected actions *

- Student sent to principal
- Removal of privileges
- Parents contacted
- Student sent home
- Suspension
- Parent meeting
- Revised Behaviour Mgt. Plan



LEVEL THREE

Expected actions *

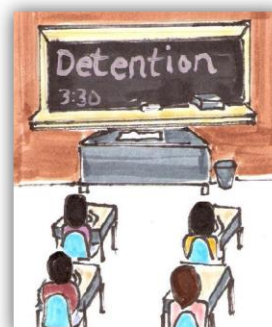
- Removal from classroom / yard
- Placed in another classroom
- Sent to principal
- Parents contacted
- Detention
- Behaviour Mgt. Plan
- Parent meeting



LEVEL TWO

Expected actions *

- Move within classroom
- Consequences contained within the classroom
- Removal of privilege
- Removal of house points (or equivalent class system)
- Goal setting
- Parent phone call
- Principal notified



LEVEL ONE

Expected actions *

- Warning
- Reminder
- Goal Setting



* These are *potential* actions. Not all actions will be applied / applicable. Behaviours at the level *may* lead to some or all of these actions.

APPENDIX 2.0 – Positive Behaviour Matrix



DARNUM PRIMARY SCHOOL STUDENT POSITIVE BEHAVIOUR EXPECTATIONS



FRIENDSHIP	RESPECT	ORGANISATION	GROWTH	SAFETY
<ul style="list-style-type: none"> We include others in games, conversations and learning We help and support each other We use kind and supportive words with each other We celebrate the efforts and achievements of others We apologise when we wrong others We tell an adult if another person can't solve a problem themselves We give each other space to calm down and feel safe We notice when others may feel sad, alone, left out and we seek to help We solve disagreements positively 	<ul style="list-style-type: none"> We allow others to learn We tell the truth We listen to each other We follow instructions from adults We look after the equipment of others and the school We look after the environment and the buildings We take responsibility for our mistakes We are mindful of how we speak to others We accept everyone's differences We give others the opportunity to participate We consider the opinions of others We are mindful of people's privacy, particularly in the toilets 	<ul style="list-style-type: none"> We turn up to school and class on time We keep our spaces clean and organised We pick up after ourselves We return sports equipment to the shed when finished We have a drink bottle with us in class We go to the toilet in our breaks We keep our work neat We are responsible for our belongings and equipment We name our property We follow our routines and procedures We are prepared for our learning 	<ul style="list-style-type: none"> We try our best in all our work We have a go, even when it is challenging We create our learning goals We aim to achieve our learning goals We seek help when we are having trouble with our learning We help and support each other in our learning We are resilient We are visible learners We celebrate growth in others We reflect on our learning and aim to improve 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We respect people's personal space We listen to instructions from adults We tell an adult if there is a problem We are SunSmart We report any dangers to an adult We walk our bikes and scooters to the bike rack We will use playground and sport equipment appropriately We move around the school in a safe manner

