



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Grahamvale Primary school on 5821 4219.

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.

Grahamvale 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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2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Grahamvale Primary school is situated amongst orchards in the north east corner of Shepparton. We have a proud reputation for developing confident, life-long learners ready to accept the challenges of an ever-changing world. Grahamvale Primary School has a diverse student and community population.

Our school of approximately 350 students comprises of Foundation to Year 6 classes run by a full complement of classroom teachers who are well supported by additional specialist teachers for Physical Education, Visual Art, Performing Art and STEM. Families benefit from a targeted Enrichment Program that is provided by experienced teachers.

Our facilities include a contemporary building with 11 modern classrooms surrounding a central library. Flexible learning spaces are a feature of the school, and our library space provides us with an indoor area for performances and assemblies. An additional six classes are housed in smaller buildings, including an art studio and performing arts room, while landscaping and established gardens complete a very attractive environment.

Grahamvale Primary School is dedicated to deliver our vision of providing a quality education for all students within a caring and safe environment. Our students become responsible citizens who can use technology, are eSmart and ready to transition to secondary school and beyond.

2. School values, philosophy, and vision

Grahamvale Primary School's statement of values and school philosophy is integral to the work that we do and is the foundations of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Personal Best, Teamwork and Community creating a caring and safe environment.

Grahamvale Primary School's mission is to commit to providing students with the best possible foundation in life through receiving a quality education that encourages them to be confident and lifelong learners.

Our Statement of Values is available online at www.grahamvaleps.vic.edu.au.

3. Wellbeing and Engagement strategies

Grahamvale 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 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.

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 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 Grahamvale Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Grahamvale 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 values 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
- 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 Junior School Council and other forums including class meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross-age connections amongst students through school plays, athletics, cross curricular activities (book week) and our Foundation/Year 6 Buddy Program
- all students are welcome to self-refer to the School Nurse, 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
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Zones of Regulation

Targeted

- 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 (Inclusion and Diversity policy)
- all students in Out-of-Home Care are supported in accordance with the Department's policy on Supporting Students in Outwill be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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
- 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 and other school staff each year

Individual

- Student Support Groups
- Individual Education Plans
- Behaviour Support Plans
- Student Support Services
- Disability Inclusion Profiles
- ChildFirst, Headspace
- C.A.S.A (Centre Against Sexual Assault)

Grahamvale Primary School implements a range of strategies that support and promote individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students 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

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 Officer
- running regular Student Support Group meetings for all students:
 - with a disability
- in Out of Home Care
- are of Koorie or Torres Strait Islander background
- with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Grahamvale 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 to help identify students in need of support and enhance student wellbeing. Grahamvale 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
- Koorie or Torres Strait Islander background
- Refugee or ESL status
- Presence of a physical disability or learning disorder

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:

- learn and achieve to their individual potential
- be rewarded for hard work and effort
- be accepted as an individual
- be treated and spoken to fairly and respectfully by teachers, students, and parents.
- learn and play in a clean and tidy environment
- Have appropriate access to school facilities and equipment
- Feel safe, secure and happy at school

Students have the responsibility to:

- allow others to learn and play without interference
- contribute to the best of their ability in all school activities
- accept other as individuals with differing backgrounds, personalities and interests
- treat and speak to teachers, students and parents in a fair and respectful manner
- keep our school clean
- listen to and value others' opinions and ideas
- use our school facilities and equipment in a careful and acceptable way
- contribute to the physical and emotional safety of people in our school
- be in control of their own thoughts and feelings, and make strong choices

- come into class at the beginning of the day and after each break on time
- 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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and 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. Student bullying behaviour will be responded to consistently in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Grahamvale Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- moving students to a new spot in their classroom
- removing students from their classroom to another classroom
- withdrawal of privileges
- referral to leadership
- restorative practices
- detentions
- 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 Grahamvale 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.

School Action and Consequences (Note: These are a guide and individual consideration will be given on a case-by-case situation.

Levels of student	Behaviours exhibited at each	Consequences of behaviour
<p>Level 1</p> <ul style="list-style-type: none"> – The student is cooperative and self-controlled – The student respects the rights of self and others – The student works to the best of their ability 	<p>Level 1</p> <ul style="list-style-type: none"> – Respectful of others – Leadership – Initiative – Sportsmanship – Excellent attendance – Consistent effort – Cooperative behaviour – Wears school uniform with pride. 	<p>Level 1</p> <ul style="list-style-type: none"> – Awards and achievement certificates – Participation in all school activities (including camps and excursions) – Raffle tickets – House Points – Represents school within the community – Leadership responsibilities.
<p>Level 2</p> <ul style="list-style-type: none"> – The student has shown minor disruptive behaviours in the classroom or yard – The student is uncooperative – The student is disrespectful – The student has been involved in unintentional harm to others. 	<p>Level 2</p> <ul style="list-style-type: none"> – Making unacceptable noise in the classroom – Disrupting the learning/playground activities of others – Uncooperative behaviour – Unsafe play – Unintentional hurting due to careless behaviour – Teasing. 	<p>Level 2</p> <ul style="list-style-type: none"> – Reminding the student of the school rules/values and making positive choices – Redirection to task/game – Time out within classroom/yard – Time out in the buddy classroom/yard duty teacher – Record behaviour – Parents may be contacted and also informed of <u>possible loss</u> of privilege after parental consent if deemed inappropriate for their child to attend or reasonable adjustments made for <ul style="list-style-type: none"> • student to attend incursion/excursion – Behaviour entered onto COMPASS
<p>Level 3</p> <ul style="list-style-type: none"> – The student continues to breach Level 2 behaviour patterns – The student is regularly disrupting/harming other students – The student has continued to disrupt the rights of others. 	<p>Level 3</p> <ul style="list-style-type: none"> – Continues Level 2 behaviour – Disruptive, rude, insolent – Poor attitude – Refusal to follow instructions – Behaviour continues to infringe upon the rights of others – Leaving the classroom without permission – Swearing or fighting – Bullying – including cyber bullying – Hurting children and damaging school property. 	<p>Level 3</p> <ul style="list-style-type: none"> – Detention at lunchtime – Establishment Student Support Group and develop Behaviour Management Plan – Counselling/Student Support Officer and other outside agencies – Behaviour entered onto COMPASS – Parents will be contacted and also informed of the <u>possible loss</u> of privilege to attend incursion/excursion after parental consent if deemed inappropriate for their child to attend or reasonable adjustments made for the student to attend.

<p>Level 4</p> <ul style="list-style-type: none"> - The student continues to breach Level 3 behaviour patterns - The student's behaviour may endanger the health of staff or other students. 	<p>Level 4</p> <ul style="list-style-type: none"> - Consistent failure to improve behaviour at Level 3 - Continuing to ignore the rights of others - Continuing to ignore student responsibilities - Serious/dangerous violation of the school rules. 	<p>Level 4</p> <ul style="list-style-type: none"> - Suspension of student from school as per Department of Education guidelines (period of suspension decided by Assistant Principal/Principal) - Student Support Group and return to school plan with a facilitated parent meeting/discussion regarding school expectations engaged/addressed in student support group - Counselling/SSS and other outside agencies - Behaviour entered onto COMPASS
<p>Level 5</p> <ul style="list-style-type: none"> - The student's behaviour is totally unacceptable, and the student has made no effort to improve. 	<p>Level 5</p> <ul style="list-style-type: none"> - Failure to adjust behaviour patterns displayed at Level 4 - The student's presence at the school is detrimental to the education and wellbeing of others. 	<p>Level 5</p> <ul style="list-style-type: none"> - Consultation with DE and SSS Team - Parent meeting with DE & Network Nominee and stakeholders if considering expulsion - Expulsion from Grahamvale Primary School. (This would only be considered where other measures have been implemented and exhausted and in consultation with DE policy.)

7. Engaging with families

Grahamvale 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

Grahamvale 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 (Attitudes to School Survey)
- incidents data
- school reports
- parent survey
- case management
- COMPASS, including attendance and absence data
- SOCS

- Grahamvale 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 website
- included in staff induction process
- included on transition and enrolment packs
- included as annual reference in school newsletter and sent out via COMPASS at the start of the year
- 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 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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Consultation	Staff at staff meeting 27 May 2024 School Council 3 June 2024
Approved by	Principal
Next scheduled review date	June 2026 The review cycle for this policy is 2 years.

