



Student Wellbeing and Engagement Policy

Date Implemented	10 March 2020
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Approval Authority – School Council President	(Not required)
Responsible for Review	Penelope Harris
Review Date	31 st January 2021



EXPECT MORE – ACHIEVE MORE

Student Wellbeing and Engagement Policy

RATIONALE

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.

Monbulk 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.

CONTENTS

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

POLICY

1. School profile

Monbulk Primary is situated in the Dandenong Ranges approximately 50km from the city of Melbourne. At Monbulk Primary School our vision is to endeavour to nurture and educate individual students in a safe and positive environment. Students will be active and responsible participants in their own learning through a broad range of experiences. At Monbulk we strive to build an involved community, one that fosters the achievement of personal best and helps make a difference to others. Our school values are: Respect, Responsibility, Relationships, Resilience underpinned by Excellence. Our School Motto: Expect More Achieve More Monbulk Primary is a caring community school consisting of 250 students. The school has a total of 24 staff which includes Principal, Assistant Principal, 14 teachers (12 full time and 2 part time) and 9 support staff (9 part time). Monbulk Primary has a strong commitment to continuous improvement and the pursuit of academic excellence, with students achieving pleasing academic results. The school provides a differentiated curriculum that promotes individual learning and

focuses on the development of independent learners. Students are encouraged to develop social, emotional and interpersonal skills through a range of values based programs. All students are encouraged to undertake leadership roles to assist in the development of self-esteem and confidence. Monbulk Primary encourages strong links between home and school and enjoys community participation at many levels. A strong School Council and Parent Group support all aspects of the school's operation and provide the basis for strong community partnerships. The school community actively supports the development of school resources and programs to ensure the best possible outcomes for students.

2. School vision and values

At Monbulk Primary School our vision statement is that we endeavour to nurture and educate individual students in a safe and positive environment. Students will be active and responsible participants in their own learning through a broad range of experiences. At Monbulk we strive to build an involved community, one that fosters the achievement of personal best and helps make a difference to others.

Our school values are:

- Respect
- Responsibility
- Relationships
- Resilience

3. Engagement strategies

Monbulk 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 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
- 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
- deliver a broad curriculum
- teachers at Monbulk Primary School use the Gradual Release of Responsibility Model as an 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
- teachers at Monbulk 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 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

- ensure a safe and orderly classroom environment through the 4R's model of in class student management. This model provides consistent expectations and processes for student behaviour and allows students multiple opportunities to change their behaviour.
- 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 Peer Support Groups. 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, music programs and peer support programs
- All students are welcome to self-refer to their teacher, 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
 - Following eSmart scope and sequence
 - programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
 - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
 - buddy programs, peers support programs

Targeted

- each year group has a PLC Leaders 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
- 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 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Support Services
- referral to ChildFirst, Headspace

Monbulk 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 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
- running regular Student Support Group meetings for all students:
- with a disability
- in Out of Home Care
- and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Monbulk 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. Monbulk 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 a member of the school leadership team.

6. Student behavioural expectations

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

When a student acts in breach of the behaviour standards of our school community, Monbulk 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.

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
- restorative practices
- ZONE
- behaviour reviews
- suspension
- expulsion

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

Monbulk 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

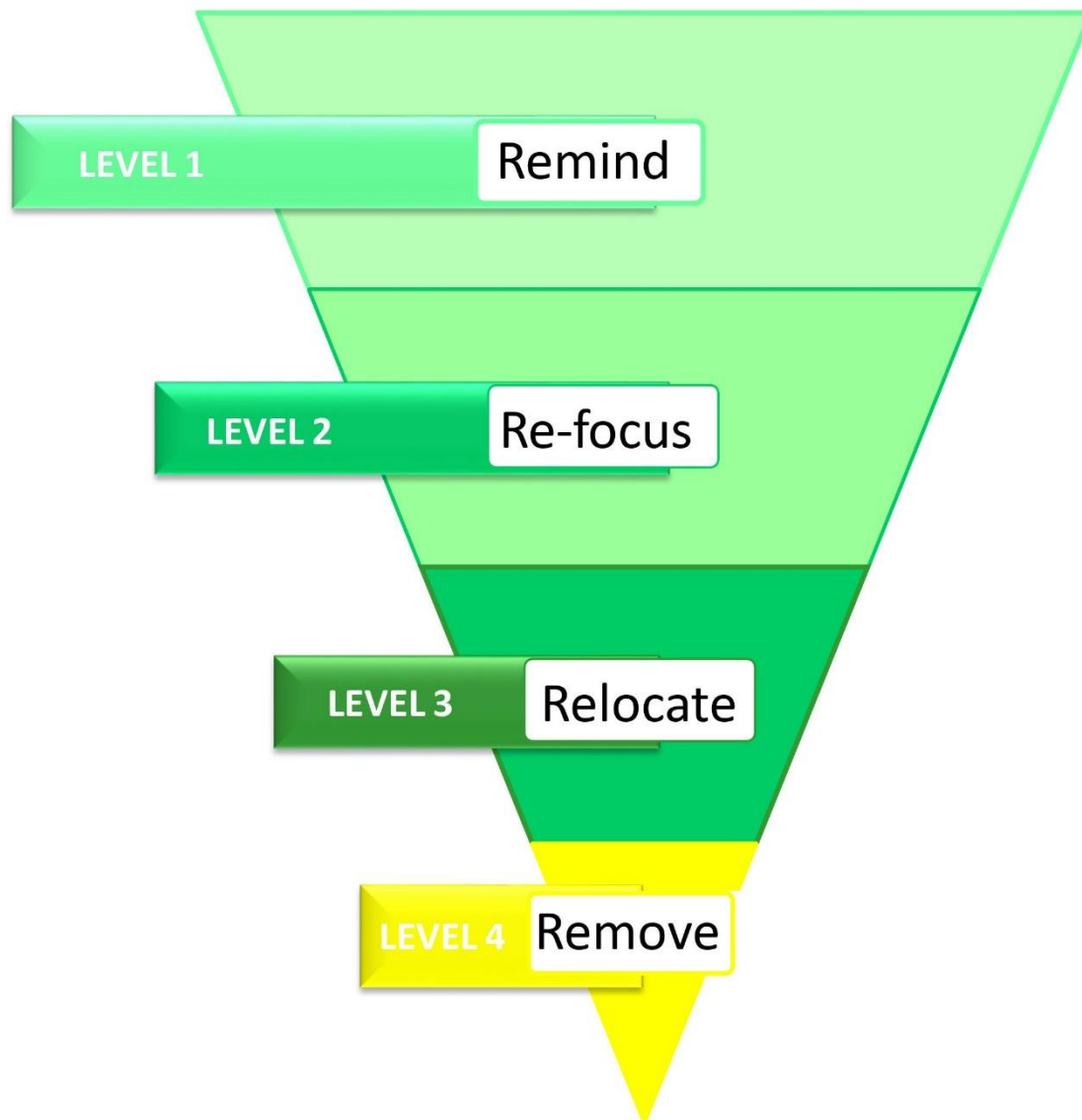
Monbulk Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

In Class Student Management Model – THE 4R's

It is expected that all students and teachers follow this classroom model in order to maintain an orderly learning environment.



Monbulk Primary School Student Management Model Teacher Guide – 4R Process

Level 1

Remind

Teacher positively reminds the individual student about MPS values and classroom expectations

"Remember our classroom expectation of coming to school to learn, please take a seat, thanks"

"Remember our school value of respect, please remain quiet, thanks"

"Remember that we are supposed to be focused on our learning right now, **thanks**"

"I am going to take this opportunity to **remind** you that we are not ... right now, thanks"

Level 2

Re-focus

Teacher explicitly re-focuses the student from what they are doing to what they should be doing

"Barry, stop ..., you know our classroom expectation/school value of ..., you need to refocus on ... , thanks"

Level 3

Relocate

Teacher asks the student to move to an alternative location

**Within the classroom
(15 minutes)**

"Barry, I have reminded and refocused you already, can you please move to ... table, thanks"



Followed by

'You have a choice now to follow our classroom expectations/school values by refocusing on your learning. Any disruption to yours or a classmates learning will result in **removal**'

Level 4

Remove

Teacher directs the student to their Buddy classroom with work to complete

'Barry, go to (specify classroom) with your books and complete the work from this lesson. It is my expectation that you will meet with me with an apology before you re-enter the classroom, thank you.'

Send with a reliable student.



MANAGING BEHAVIOUR IN THE YARD - ZONE

TYPES OF HIGH-LEVEL BEHAVIOUR	CONSEQUENCE
<ul style="list-style-type: none"> • Dangerous behaviour (waving sticks around, throwing missiles) • Disrespectful behaviour towards a staff member • Fighting or physical aggression • Leaving the school grounds • Disrespectful behaviour towards other students and their property • Verbal aggression, swearing, or teasing • Continual and repeated low-level behaviour 	<ol style="list-style-type: none"> 1. The student reports to the staffroom to explain that they are in ZONE. (ZONE is an allocated area for students when they are removed from the yard) 2. Students are supervised for half of break time in the PRINT ROOM. Students may be in ZONE for half of recess and half of lunch depending on the severity of the incident. 3. Students are supervised by the teacher allocated to sickbay duty 4. Students complete a reflection sheet (appropriate to their literacy skills) explaining their behaviour and what they should have done differently 5. Students take the reflection sheet home in a sealed envelope 6. The teacher who placed a student in ZONE needs completes a Chronical entry on Compass before the end of the day. This will inform both the parents and the classroom teacher.
TYPES OF LOW-LEVEL BEHAVIOUR	CONSEQUENCE
<ul style="list-style-type: none"> • Climbing fences/trees/building • Littering • Misuse of any garden area • Misuse of any portable/fixed equipment • Tackling during ball sports • Going inside during recess or lunch without permission 	<ol style="list-style-type: none"> 1. The student is to walk with the yard duty teacher 2. Teacher conferences with the student about their behaviour and choices
CONTINUED HIGH-LEVEL BEHAVIOUR	CONSEQUENCE
<p>If a student is in ZONE more than once in a week</p>	<ul style="list-style-type: none"> • ZONE time is doubled • Parents are to be notified outlining the unsatisfactory behaviour • A family meeting with the classroom teacher and Principal may be scheduled