**Marlborough Primary School
School Policies Manual**
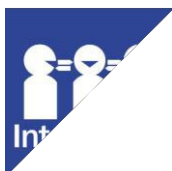
# STUDENT WELLBEING AND ENGAGEMENT POLICY

### Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal.

## 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.

Marlborough 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

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

### School profile

Marlborough Primary School is a dynamic and exciting learning community where students, families and staff work closely together as we strive for excellence. We are absolutely committed to giving every student the opportunity to lead a successful, rewarding and fulfilling life. Working together with parents and carers, we are committed to developing students who are highly literate, numerate and curious about the world.

We are a forward thinking school that aims to prepare our students for a rapidly changing world. We develop the students' capacity to be critical thinkers and lifelong learners by providing opportunities to build their curiosity and to

apply their learning both locally and globally in order to improve the world they live in.

## School values, philosophy and vision

Marlborough 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, responsibility and inclusivity at every opportunity.

Marlborough Primary School's vision is that we are a community centered on wellbeing where students are empowered and build skills for life to achieve their personal best.

We are committed to ensuring Marlborough Primary School is a safe and caring learning community which nurtures mutual respect and trust, and also consolidates collaborative working habits and attitudes. We strongly believe in the importance of celebrating our students' achievements and in acknowledging and enjoying the positive aspects of their personal development.

### Our core beliefs as a learning community are that:

- Numeracy and literacy skills are fundamental for each student's development and future success.
- Learning is an active process and students need opportunities to explore materials, ideas and concepts before being introduced to formal activities.
- Students' self-esteem and confidence play a vital role in their achievements.
- Individual differences, learning styles and interests of learners must be considered in the organisation and planning of programs.
- A successful learning environment fosters personal qualities including tolerance, open mindedness, flexibility, creativity, curiosity, independence and self-awareness.

### At Marlborough Primary School we have a focus on continual improvement of teaching and learning programs and school organisation by:

- Efficient and effective staff teams.
- Using research-informed curriculum and pedagogy.
- Using student evidence to inform teaching and learning programs.
- Creating a safe, positive and trusting environment.
- Students being responsible and enthusiastic learners – valuing learning and developing an understanding of the learning process.
- Supporting students to adopt a Growth Mindset towards their learning.

## Wellbeing and engagement strategies

Marlborough 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 Tier 1 (whole of school), Tier 2 (targeted group specific) and Tier 3 (individual) wellbeing and engagement strategies used by our school is included below:

Tier 1

- High and consistent expectations of all staff, students and parents and carers.
- Create and maintain positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Create and maintain a culture that is inclusive, engaging and supportive.
- Provide opportunities for parents/carers to be partners in learning.
- Analyse and respond to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey data, and school level assessment data
- Teachers use an instructional framework to ensure an explicit, and shared model of instruction to ensure that evidenced-based, high impact teaching strategies are incorporated into teaching practice.
- Teachers adopt a range of teaching and assessment practices 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.

- Transition programs are used 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 data and implement attendance improvement strategies at a whole-school, cohort and individual level, based on identified need.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council. 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 performances, athletics and our buddies program.
- All students are welcome to self-refer to the Mental Health and Wellbeing Leader, classroom teacher 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 and agents in their own wellbeing and learning.
- We engage in school wide positive behaviour support with our staff and students.
- Some of the Tier 1 programs we engage in to support student wellbeing and engagement are:
  - Positive Education - a program focused on the research and impact of positive psychology.
  - Berry Street Education Model - supports schools to implement trauma-informed practice.
  - Zones of Regulation - a model and language set that support students to identify their own emotions and supports them to build strategies for self-regulation.
  - eSmart - empowers student to be safe and responsible online.
  - Respectful Relationships - promotes respect and gender equality and helps students learn how to build healthy relationships.
  - UR Strong Friendology – empowers students with friendship and relational skills to develop, strengthen and repair friendships.
- Programs, incursions and excursions are developed to address issue specific behaviour (i.e. anger management programs).
- Provide opportunities for student connection (i.e. sports teams, student clubs at recess and lunchtime)


Tier 2

- Year level teaching teams, the Mental Health and Wellbeing Leader and the School Improvement Team monitor the health and wellbeing of students in their year level, and act as a point of contact for students who may need additional support.
- Marung Lead supports all Koorie students to connect with a Koorie Engagement Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education 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
- 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

Tier 3

- Student Support Groups, see:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Education Plan and Behaviour Support Plan
- Disability Inclusion Profiles for students who qualify.
- Mental Health and Wellbeing Leader for referral to internal or external service and/or to Student Support Services.

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

- Building constructive relationships with all students, in particular those who are 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 Support plan, including: Individual Education Plan, Behaviour Support Plan, Behaviour Response Plan, Safety Plan, Risk Management Plans Attendance Plan, Student Health Care Plan, and/or Return to School 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, Kids Helpline, Orange Door, Child and Youth Mental Health Service (CYMHS) services, or any others deemed necessary.
  - Implement re-engagement programs.

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,
  - who identify as Koorie,
  - and students with other complex needs that require ongoing support and monitoring.

## Identifying students in need of support

Marlborough Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School Improvement Team plays a significant role in developing and implementing strategies that help identify students and support the enhancement of student wellbeing. The following information and tools are used 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.
- Student Check-in Tool.
- Student Behaviour Compass Chronicles, tracking both minor and major behaviours.
- Wellbeing Chronicles.
- 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 Statement of Values highlights the rights and responsibilities of the 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 and take responsibility for their education

- enact 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 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, we 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as suspension, 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 equitably 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
- withdrawal of privileges
- referral to school 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 Marlborough 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

Marlborough 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 programs and activities
- involving families with home work 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 to develop individual plans for students.

# Evaluation

Marlborough 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
- CASES21, including attendance and absence data
- Edusafe incident reports
- Compass Chronicle data

Marlborough 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
- Included in staff induction processes
- 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

**POLICY REVIEW AND APPROVAL**

| Policy last reviewed | September 2024 |
|---|---|
| Consultation | School Council – October 2024<br>Newsletter – October 2024 |
| Approved by | School Council |
| Next scheduled review date | September 2026 |