

## **Engagement and Wellbeing Policy**

<b>Policy Implementation</b>	<b>Review Date:</b>	<b>Responsible for Review:</b>
<b>Date:</b>  18/8/2022	30/6/2024	Policy Subcommittee

### **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.

Ballan Primary 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**

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## **Policy**

### **School profile**

Ballan Primary School provides an exciting education to students from the surrounding district. We have ten classrooms on a composite model. Ballan is in the South-West Victoria Region. Our school camp program ensures that our students experience safe and interesting learning environments. The school offers a secure environment and encourages and recognises the rights of all students to reach their full potential.

The effective teaching of literacy and numeracy is recognised as the foundation to successful learning and is a key aspect of teaching throughout the day. Staff work hard to provide a teaching pedagogy reflective of 21st century designs including personalised learning for students. The school promotes sustainable practices and environmental responsibility including the development of lifelong healthy habits. The curriculum is delivered in a positive, stimulating and challenging environment where every child experiences success and is supported to develop a love of life-long learning. Students will engage in a rigorous curriculum, so that they are informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community.

Ballan's educational facilities include generous teaching spaces, separate Art and Science Rooms, a Library, and extensive garden. The facilities, grounds and gardens have been significantly enhanced to provide an appealing environment that better meets the needs of the school and the community. The school uses ICT when appropriate, to digitally present highly scaffolded learning, preparing students to be digitally literate in a 21st century world.

Outside, the expansive grounds allow for a mix of passive and active areas with hard court areas, a large oval, basketball/netball courts, landscaped vegetable and garden areas, sandpits and protected spaces.

There is a strong partnership between parents or carer and staff, with a high level of participation in fundraising and social activities and on School Council, the kitchen/garden volunteers. Ballan Primary School also offers students and families the Outside School Hours Care service.

### **School values, philosophy and vision**

Ballan Primary'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 Courage, Growth, Inspiration, and Community at every opportunity.

Our school's vision: is to nurture in children a desire to learn throughout life and to develop the capacity to exercise judgement and responsibility in matters of morality, ethics, and social justice. Every child at Ballan Primary School is provided with a positive, safe, and supportive learning environment which enables them to be curious, optimistic, and inclusive.

Our school's Statement of Values: Ballan Primary School expects students, teachers, parents, carers, and the community to display our school values of Courage, Growth, Inspiration, and Community. We foster a learning community where everyone aims to do their best; values diversity, embraces differences, and cares for the environment. We aim for an environment where we are united, supportive, and kind to each other.

### **Engagement strategies**

Ballan Primary 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 include:

#### **Universal**

- high and consistent expectations of all staff, students and parents and carers
- prioritised 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
- teachers at Ballan Primary using an evidenced-based consistent instructional model to ensure explicit instruction, incorporating High Impact Teaching Strategies and teaching practices into all lessons.
- teachers at Ballan Primary adopting 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 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 acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the School Committees and Student Leaders and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator and Principal whenever they have any questions or concerns.
- creating opportunities for cross-age connections amongst students through a Bi-Annual School Concert, athletics and Buddies programs
- all students being welcome to self-refer to the Principal, School Improvement Team or teacher 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Safe Schools
  - Zones of Regulation
- 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, including a Passive Play Space)
- buddy programs, peers support programs

### **Targeted**

- each year group having a School Improvement Team representative, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- connecting all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care being supported by the Wellbeing Learning Specialist, having an Individual Education Plan (IEP) and being referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff undertaking health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff applying a trauma-informed approach to working with students who have experienced trauma

### **Individual**

- Student Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Education Plan and Behaviour Support Plan or Student Safety Plans
- Disability Inclusion (Tiers 3, 2 & universal tier 1 supports)
- referral to Student Welfare Coordinator and Student Support Services
- referral to appropriate allied health services and support agencies, including ChildFirst and Headspace
- Navigator
- Lookout

Ballan 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
- meeting with the 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
- 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
  - and with other complex needs that require ongoing support and monitoring.

## 2. Identifying students in need of support

Ballan Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team play a significant role in developing and implementing strategies that help identify students requiring Tier 3, Tier 2 and Tier 1 support for both wellbeing and academic learning.



Ballan Primary 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*
- *suspension data (if applicable)*
- *engagement with families*
- *self-referrals or referrals from peers*
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## **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, 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 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, Ballan 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*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *restorative practices*
- *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 Ballan 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**

Ballan 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.

## **Evaluation**

Ballan 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
- Xuno
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Ballan 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 <http://www.Ballanps.vic.edu.au/>

- 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

**POLICY REVIEW AND APPROVAL**

Policy last reviewed	8/6/2022
Consultation	15/6/2022 - School Council
Approved by	Principal
Next scheduled review date	June 2024



