



# STUDENT WELLBEING AND ENGAGEMENT POLICY

## 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.

Westbreen 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
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## POLICY

### 1. School profile

Westbreen Primary School was established in 1923 and is located in the northern suburbs on the border of Pascoe Vale and Glenroy. The school population represents a diverse range of socio-economic, cultural and language backgrounds. This diversity provides a unique learning environment for students and staff and reflects the wider community of the City of Moreland.

Currently, it has an enrolment of 334 students. This enrolment has been fairly consistent over the past three years, although the school mobility is a factor as there is a small tendency for transience each year.

The school has a strong community spirit, embracing a mixture of many cultural backgrounds. Parents are invited to be involved in school activities and decision-making through membership of School Council or the Parents and Friends Association. School Council also operates a number of sub-committees, which parents are more than welcome to attend. Parents are also welcome to help in classrooms.

The school community is positive and caring, providing a stimulating and supportive environment for the children.

The Language Background Other Than English (LBOTE) proportion sits around 44% of total students.

The Student Family Occupation (SFO) density is around .52.

## 2. School values, philosophy and vision

Westbreen is student and curriculum focussed. It strives for and encourages maximum achievement in all areas of teaching, learning and student well-being.

Programs include:

- Programs for Students with Disabilities (PSD) with Integration Aides supporting these students.
- Specialist programs i.e. Visual Arts, Performing Arts, LOTE and Science
- A variety of extra-curricular activities that include Library Club and S.T.R.I.V.E.
- Personalised Learning Programs

The school aims for students to develop as valued community members. It pursues this objective through presenting a carefully planned and targeted program that is designed to meet the needs of all students. We provide social skills programs such as School Wide Positive Behaviours & Respectful Relationships. A whole school approach to Drug Education that is developmentally and age appropriate is taught throughout the school. We have focused on monitoring student attendances and as a consequence, we introduced a variety of positive strategies to encourage regular student attendance such as "Every Day Counts". Students who are living under difficult circumstances are supported with understanding, compassion and guidance.

Parents of these students are also offered support, both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.

Westbreen will continue to focus on further developing an emotionally resilient and safe school. Staff have adopted the Ramon Lewis Behaviour Management Program and will continue to be supported to implement whole school strategies and approaches.

## 3. Wellbeing and engagement strategies

Westbreen 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

- Pro-social behaviours are promoted through programs such as School Wide Positive Behaviours and Respectful Relationships.
- Student Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester

- Student Leadership opportunities such as Junior School Council, Peer Mediation, Class Captains, Buddies and other roles of responsibility provide opportunities for students to influence change within the community
- Early intervention to identify/respond to student needs for social/emotional support by teachers and our School Welfare Officer
- Student voice is encouraged through the use of Thinking Tools such as Circle Time, Mind Mapping, Student Carparks and De Bono’s Thinking Hats
- Provision of multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school’s programs such as Life Education, Parents in Classrooms, excursions and open sessions
- Provision of a range of opportunities for students to be involved and connected to the community, such as the school concert, art show, Vision Screening (Lions Club) and the “Good Start Breakfast Program”
- Adaption of current teaching knowledge and thinking to engage students in meaningful learning experiences
- Encouragement of students to achieve full attendance to maximise their ability to learn and our teachers’ ability to teach effectively
- Whole school approach to the Ramon Lewis Behaviour Management Program to encourage engagement, build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.
- Recognition and response to the diverse needs of our students through the Program for Students with Disabilities.

**Westbreen Primary School’s Whole School Values:**

VALUE	DEMONSTRATION
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• Appreciating other’s points of view and feelings</li> <li>• Listening and speaking politely with others</li> <li>• Being open to other ideas and ways of doing things</li> <li>• Being proud of yourself and our school</li> <li>• Treating others as you would like to be treated</li> <li>• Being honest and trustworthy</li> <li>• Understanding that we all come from different backgrounds and may have different beliefs and traditions</li> </ul>
<b>ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>• Giving 100%</li> <li>• Persisting with tasks even when things are tough</li> <li>• Setting and achieving goals</li> <li>• Confidence in my own abilities</li> <li>• Developing resilience</li> <li>• Using initiative to solve problems</li> </ul>
<b>CO-OPERATION</b>	<ul style="list-style-type: none"> <li>• Working in teams</li> <li>• Listening and not interrupting when someone else is speaking</li> <li>• Following rules of the game, classroom and school</li> <li>• Talking out problems</li> <li>• Solving problems without getting angry</li> <li>• Giving people a fair go</li> <li>• Doing as you are asked straight away</li> <li>• Allowing others to work without interruption.</li> </ul>

<b>CARE AND COMPASSION</b>	<ul style="list-style-type: none"> <li>• Thinking about how others feel</li> <li>• Demonstrating tolerance of others</li> <li>• Looking out for each other</li> <li>• Caring about our environment</li> <li>• Helping and supporting others</li> <li>• Looking after school property</li> <li>• Behaving in a safe and sensible manner</li> <li>•</li> </ul>
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• Taking responsibility for your own actions, behaviour and belongings</li> <li>• Being responsible for your work</li> <li>• Keeping agreements</li> <li>• Learning from mistakes you make</li> <li>• Making good choices</li> <li>• Minding your own business</li> </ul>

### Targeted

- each year group has a PLC Leader, a senior teacher 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
- 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 – refer to our Action Plan – Aboriginal Wellbeing and Safety for further information
- 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
- we support learning and wellbeing outcomes of students from refugee background
- 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.
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- 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 or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

### Individual

Westbreen 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 ChildFirst
  - 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
- engaging with our regional Koorie Education Support Officers
- running 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

Westbreen 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. Westbreen 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, 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.

## 6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school’s Statement of Values/Student code of conduct.


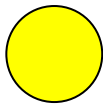

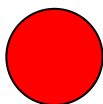
Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

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

### Managing Classroom Behaviour - A staged response

	You are on task and giving 100% effort
<b>Warning</b> 	You are given a warning telling you that your behaviour is affecting people’s safety and learning and it must stop now!
<b>Second Warning</b> 	Your behaviour is still affecting others. You have not stopped after a warning!
<b>Time out in another room</b> 	You have continued to affect people’s safety and learning. You will spend 15 minutes in another classroom and think about how your behaviour will improve when you return. Your teacher will talk to you about this.  A letter of notification will be sent home to your parents.

## YARD DUTY CONSEQUENCES

MINOR	MODERATE	SEVERE
Spitting on the ground	Insulting gestures	Spitting on another person
Accidental swearing	Swearing directed at someone	Intentional insults or indecent language directed at others
One-off minor teasing e.g. "You love ..."	Teasing e.g. Fatso, Loser	Talking back to /arguing with staff members
Mean/rude behaviour	Any one-off form of harassment e.g. emotional, racial, exclusion	Any continued form of bullying e.g. <b>sexual, physical</b> , emotional, racial, exclusion
Not eating in the eating area	Chewing gum	Leaving the school grounds
Not wearing school hat when required	Continuing to not wear school hat after being told to wear it	Being defiant to/ignoring a staff member
Deliberately interfering with a game	Overly rough play	Aggressive/violent behaviour e.g. hitting, choking, kicking
Unintentional vandalism e.g. plucking leaf off tree	Ongoing minor issues	Vandalism with intent
Taking equipment off each other	Playing with sticks	Deliberate injury
Littering	Following people around even after being asked to stop	Throwing objects over the school fence
		Bullying e.g. sexual, physical, emotional, racial, exclusion
		Indecent gestures
<b>Record in the Yard Duty Book and speak to student on the spot</b>	<b>Record in the Yard Duty Book. Walk and talk.</b>	<b>Sent inside to the Principal/Assistant Principal</b>

*Students at Westbreen Primary School discuss safe and unsafe behaviours, can distinguish between the two and understand the importance of safety for learning in and beyond the classroom.*

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 Westbreen 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

Links with parents, carers and members of the community gives the school an extended network of experience to draw on in day to day and special circumstances. Involvement means a shared responsibility, collaboration on common concerns and optimum service delivery for all. When schools and their communities work in partnership students know that they care.

### ***Parents and carers are expected to:***

- ◆ support the school's efforts to educate their children.
- ◆ work in partnership with the school by encouraging their children to set goals, complete their work and accept the challenges that help them grow.
- ◆ build positive relationships with staff, students and other parents.
- ◆ promote the acceptance of diversity and the importance of compassion, respect and harmony.
- ◆ encourage students to see themselves as responsible members of the (local and global) community.
- ◆ provide information that facilitates the development of a differentiated program that makes a difference to the growth of the student. Relevant medical, social, psychological and academic information will ensure an appropriate response and be protected by privacy laws and the school's privacy policy.
- ◆ take an interest in their child's learning by attending parent meetings, information sessions, student (reporting) conferences and responding to calls, requests and written communications in a timely manner.
- ◆ help their child complete homework.
- ◆ share their expertise by volunteering to support classroom learning, attending excursions and working on special projects.
- ◆ join forums and committees that involve them in decision making.
- ◆ enhance their parenting knowledge and skills.

## 8. Evaluation

Westbreen 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, including attendance and absence data
- SOCS
- AIMS



Westbreen 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:

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Next scheduled review date	July 2024