STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact Eaglehawk North Primary School 9446 8366.

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
(e) to provide a child safe learning environment free from bullying
(f) to embed the Child Safety standards

Eaglehawk North Primary School is committed to providing a safe, secure and stimulating learning environment for all students which is consistent to our school values of Respect for Self, Others, Learning and the Environment. 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 inclusive of classroom activities, camps and excursions. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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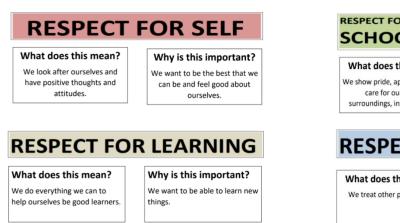6. Student behavioural expectations
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1. SCHOOL PROFILE

Eaglehawk North Primary School is situated on the north-western edge of Bendigo. The present enrolment of 320 students are drawn from across the greater Eaglehawk area and project a very broad social-economic profile. The original 135 year old redbrick building which has now been reconfigured as our administration and staff facilities building is complemented by newer buildings. A completed $3 million 'Building the Education Revolution' funded construction provides us with six learning areas and various other rooms. The school has a history of providing children with extensive sporting opportunities and in recent years the school has committed significant priority and resources to the area of I.C.T. The school is also very strongly involved in community programs, participating in initiataives, especially Arts related, Junior School Council, Chaplaincy program and recent tutoring program. The school has support programs and community partnerships with the Smith Family, Community Breakfast Program, transition programs with pre-school and Secondary schools. The directions for the four year period of the Strategic Plan has a focus on literacy, numeracy and welfare and our challenge to improve student learning outcomes from Prep to Grade 6.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Eaglehawk North 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 FOR SELF

What does this mean?	Why is this important?
We look after ourselves and have positive thoughts and attitudes.	We want to be the best that we can be and feel good about ourselves.

RESPECT FOR SCHOOL ENVIRONMENT

What does this mean?	Why is this important?
We show pride, appreciation and care for our school surroundings, inside and out.	We have the right to work and play in safe and pleasant buildings and grounds.

RESPECT FOR LEARNING

What does this mean?	Why is this important?
We do everything we can to help ourselves be good learners.	We want to be able to learn new things.

RESPECT FOR OTHERS

What does this mean?	Why is this important?
We treat other people well.	We want to have a school where people work and play happily together.

Through our school vision staff, parents and students can work together in a common direction toward developing student growth, motivating and unifying everyone to be their best.

Eaglehawk North Primary School's vision:

Our purpose is to provide high quality and progressive education in an environment that promotes Respect for Self, Others, Learning and our School Environment.

Eaglehawk North Primary School first began implementing SWPBS with an aim to promote a positive, safe, predictable and enjoyable learning environment for all students, staff and community by having a common culture and language.

SWPBS applies practises and strategies for ensuring improved student academic performance, improve safety, reduce problematic behaviours and maintain a positive school environment.

Eaglehawk North Primary School focuses on promoting a safe and respectful learning environment through the use of:

A clearly defined and evident reward system. (Eaglebucks and Eddie the Eagle's Values store)

Clearly defined and taught behaviour expectations ENPS behaviour matrix.

A set of school values.

Sentral data to log and inform further steps and decisions.

A behaviour curriculum with whole school lessons focusing on the values and teacher handbook.

An established Student management Pilot outlining the tier interventions.

Established Rigour and Routine booklet outlining the first ten days of school.

An established SWPBS leadership team.

Our purpose is to develop and implement SWPBS within the school in order to prevent problematic behaviours and foster young minds to aim high and achieve their fullest potential in a safe and secure learning environment.

Universal Preventions – circle time, mindfulness, response to intervention, explicit teaching, acknowledgements (SOLE), respectful relationships, positive/specific feedback.

Managing Behaviour

3. ENGAGEMENT STRATEGIES

Eaglehawk North 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 year level and individual engagement strategies used by our school is included below which promote positive behaviour and inclusion:

1. high and consistent expectations of all staff, students and parents and carers
2. prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
3. creating a culture that is inclusive, engaging and supportive

4. welcoming all parents/carers and being responsive to them as partners in learning
5. 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
6. teachers at Eaglehawk North Primary School use 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
7. teachers at Eaglehawk North 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
8. 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
9. carefully planned transition programs to support students moving into different stages of their schooling
10. positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
11. monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
12. and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, P.L.C leader, Assistant Principal and Principal whenever they have any questions or concerns.
13. all students are offered the opportunity to be referred to the Student Wellbeing Coordinator, School Chaplain, P.L.C leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
14. we engage in School Wide Positive Behaviour support with our staff and students, which includes programs such as:
- Respectful Relationships
- Bully Stoppers
- Safe Schools
- 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)
- Buddies: Eaglehawk North Primary School incorporates a 'Buddies' program for Grade 6 and Prep students. At the beginning of the school year each Prep is paired up with a Grade 6 'Buddy'. At the commencement of each year the Prep and Grade 6 students meet at lunch time. The Grade 6 students assist the Prep students with their lunch and then take them into the playground where they monitor them (with teacher supervision) for use of the play equipment, friendship groups and toileting. Throughout the year the Buddy groups spend session together engaged in activities devised by staff. They also have special lunch days and other one-off activities throughout the year.
- Students from years 3-6 have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council.
15. A specialised lunchtime program is available for students to participate in a variety of activities

16. Koorie students have a staff member to oversee their needs and that Koorie Engagement Support Officers are available when required and have an Individual Education Plan and relevant Student Support Group meetings.
17. Out of Home Care students will have an Individual Education Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
18. 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
19. staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual Support

Student Support Groups

Effective collaboration requires planning, preparation and flexibility to build and maintain open lines of communication and shared understanding. A Student Support Group (SSG) is an effective approach for the school, parent/carer(s) and the student to work together to support the ongoing education of students' diverse learning needs, including students:

with a disability or diverse learning needs, including, but not limited to, students receiving support under the Program for Students with Disabilities (PSD)

in Out of Home Care (OoHC)

who are Aboriginal and/or Torres Strait Islander

with a behaviour support plan

from refugee or migrant backgrounds

on youth justice orders or having transitioned from the youth justice system

who are identified as young carers.

Individual Education Plans

An IEP is important because it:
1. helps you develop a learning program for individual students
2. tracks a student's progress against SMART (specific, measurable, agreed, relevant, timely) goals
3. shares information between the school, students, the student's family and other support professionals, for example, a Koorie Engagement Support Officer, social worker or speech pathologist

4. helps you identify resources the student may need to achieve their goals. For example, visual supports for classroom schedules and activities or audiobooks
5. promotes student confidence and engagement
6. ensures you meet your legal obligations and accountabilities for students with additional learning needs under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005

Behaviour - Students

Behaviour support plan (BSP) is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve their behaviour.

Targeted plans can be developed for students who:

1. have been diagnosed with severe behaviour disorders
2. have bullied others
3. have been bullied
4. require additional assistance because they display difficult, challenging or disruptive behaviours
5. can benefit from additional wellbeing support

Behaviour Support Plans

BSPs may include:
1. known triggers of the behaviour (noise, touch, language used)
2. situations that make the behaviour more likely or cause the behaviour to occur (hunger, tiredness, pain)
3. strategies to reduce or remove triggers
4. strategies to address situations that may trigger the behaviour
5. strategies to teach the young person how to meet their needs without using the behaviour of concern
6. how the behaviour is reinforced
7. if the behaviour, or warning signs to the behaviour, occurs how people should respond without reinforcing the behaviour
8. when the plan will be reviewed
9. how the plan will be evaluated

Student support services

Student Support Services (SSS) teams are comprised of professionals including: psychologists, speech pathologists and social workers.

They support schools in assisting children and young people facing barriers to learning to achieve their educational and developmental potential.

SSS staff work as part of an integrated health and wellbeing team within each area, focusing on providing: workforce capability building for school staff, group based and individual support, the provision of specialised services

**Other Department programs and services such as:

1. Program for Students with Disabilities
2. Mental health toolkit
3. headspace
4. Navigator
5. LOOKOUT

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

1. building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
2. meeting with student and their parent/carer to talk about how best to help the student engage with school
3. developing an Individual Learning Plan and/or a Behaviour Support Plan
4. considering if any environmental changes need to be made, for example changing the classroom set up
5. referring the student to:
   o school-based wellbeing supports
   o Student Support Services
   o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
   o Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

1. being responsive and sensitive to changes in the student's circumstances and health and wellbeing
2. 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
3. monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
4. running regular Student Support Group meetings for all students:
   o with a disability
   o in Out of Home Care
   o and with other complex needs that require ongoing support and monitoring.

Acknowledgement of students

Student performances are a highlight of assemblies throughout the school year. The following awards are used at Eaglehawk North Primary School:

1. weekly School Principal excellence awards, weekly School Values Awards.
2. Students are also recognised publicly through the following:
   - Ongoing regular contact with parents
   - Through newsletters and notice boards
   - Fostering positive relationships with local media to promote public acknowledgment of achievements
   - Participating and performances in festivals, concerts, exhibitions, sporting challenges and a variety of other events as school representatives
   - Class and school incentives and reward systems

4. Identifying students in need of support

Eaglehawk North 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. Eaglehawk North Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

1. personal, health and learning information gathered upon enrolment and while the student is enrolled
2. attendance records
3. academic performance
4. observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
5. attendance, 'Think Time' and suspension data
6. engagement with families

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:

1. participate fully in their education
2. feel safe, secure and happy at school
3. learn in an environment free from bullying, harassment, violence, discrimination or intimidation
4. express their ideas, feelings and concerns.

Students have the responsibility to:

1. participate fully in their educational program
2. display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community

3. 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 Eaglehawk North Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Eaglehawk North 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:

1. warning a student that their behaviour is inappropriate
2. teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
3. withdrawal of privileges
4. referral to the Year Level Coordinator
5. restorative practices
6. detentions
7. behaviour support and intervention meetings
8. suspension
9. 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 Eaglehawk North Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Eaglehawk North 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:

1. ensuring that all parents have access to our school policies and procedures, available on our school website
2. maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
3. providing parent volunteer opportunities so that families can contribute to school activities
4. involving families with homework and other curriculum-related activities
5. involving families in school decision making
6. coordinating resources and services from the community for families
7. including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Eaglehawk North 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:

1. student survey data
2. incidents data
3. school reports
4. parent survey
5. case management
6. CASES21, including attendance and absence data

Eaglehawk North 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

1. This policy will be communicated to our school community in the following ways:
2. Available publicly on our school's website: www.ehnps.vid.edu.au
3. Included in staff meeting as part of the policy review process

4. Included in transition and enrolment packs
5. Available for staff on the school Sentral intranet portal
6. Included as annual reference in school newsletter
7. Made available in hard copy from school administration upon request
8. 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

RESOURCES

DET and ENPS Policies

Child Safe standards Policy	Mental Health in school
Digital Learning in schools Policy	Suspension Policy
Duty of Care Policy	Student Engagement Policy
Employee, Health, Safety and Wellbeing – OHS	Management System
Enrolment Policy	Students with Disability Policy
Expulsion Policy	Individual Education Plans

Policy last reviewed	2022
Consultation	school council, staff
Approved by	Principal
Next scheduled review date	2025