



Bundarra Primary School

Principal: Mrs Jo Shelton

abn: 21 860 290 195

m: Po Box 736 Portland, Gunditjmara Country 3305 **e:** bundarra.ps@education.vic.gov.au

w: www.bundarraps.vic.edu.au

p: 03 5523 4122 **f:** 03 5521 7355

BUNDARRA PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Jo Shelton

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.

Bundarra 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

1. School profile

Bundarra PS is situated in South Portland. The school currently has approximately 117 students across years Foundation to 6 and offers an educational environment tailored to the needs of primary aged students. Our school draws the majority of its students from Portland, with smaller numbers travelling from outer areas. Our school is run in three teams-Prep to 2, Grades 3 to 6 and our specialist team. The teams are responsible for all aspects of school life at that level including curriculum, teaching and learning resources and environment. Each team has a Team Leader. Welfare and Discipline are organised centrally.

Bundarra PS has adopted the Restorative approach with the aim of promoting a harmonious environment where students, staff and parents cooperate to ensure that the school's educational goals can be met. The school runs welfare programs designed to assist young people to gain self esteem and confidence, to work effectively in teams, take risks, be resilient, solve problems and show initiative. Restorative Practices requires students to take part in a conference that requires them to reflect on what they did, how they were feeling, how other people felt and how the situation can be fixed. Our school acknowledges the individual needs and differences of our students. Levels Foundation, 1 and 2 (Years Foundation to Year 2) focus largely on foundational literacy and numeracy skills and development of physical, personal and social capacities. At Foundation level, standards are written for English, Mathematics, Health and Physical Education, The Arts and Interpersonal Development. At Level 1 and 2, standards are introduced for ICT. At Level 3 and 4 (Years 3–4) students are expected to also achieve standards in Science, the Humanities, Thinking Processes, Design, Creativity and Technology, Personal Learning and Civics and Citizenship. Level 5 and 6 (Years 5–6) standards are introduced in the remaining domains of History, Geography, Economics and Communication. From this level, it is developmentally appropriate for students to be supported in and expected to achieve the full range of knowledge and skills in each of the three strands. All students at risk and all Koorie students have individual learning plans (KELP). Extra curricula activities including involvement in sporting events play an important part in school life. The school community continues to explore viable teaching and learning innovations which will maximize the competencies of our students.

Students who are assessed in the levels A and E in either/both literacy and numeracy are required to have an ILP (Individual Education Plan) where personalised goals are recorded for the individual students. The IEP is monitored and updated at the middle and end of the year and this is reported to parents/guardians

2. Wellbeing and engagement strategies

At Bundarra Primary School we believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire as educators to help students reach their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. We acknowledge the importance of child safety and protecting children from abuse (Please see Child Safety Policy for definition of abuse).

Be Your Best Self

We believe each and every child has the potential to bring something unique and special to the world. We will help children to develop their potential by believing in them as capable individuals. We will assist children in discovering who they are, so they can express their own opinions and nurture their own ideas. We have a vision of a world where people learn to respect, accept, and embrace the differences between us, as the core of what makes life so fascinating.

Every classroom presents a unique community of learners that varies not only in abilities, but also in learning styles. The role of the school and teachers within the school is to give children the tools with which to cultivate their own knowledge. To accomplish this goal, teachers at BPS will teach to the needs of each child so that all learners can feel capable and successful. Teachers will present curriculum that involves the interests of the children and makes learning relevant to life. Teachers will incorporate themes, integrated units, projects, group work, individual work, and hands-on learning in order to make children active learners.

Finally, we will tie learning into the world community to help children become caring and active members of society. Refer to Bundarra Primary School Child Safety Policy(S1)

Strategies to Promote Positive behaviour

- *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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *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 Bundarra Primary School use a reading, writing and numeracy 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 Bundarra 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 and School Philosophy 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
- 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. 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 plays, buddy reading and Kupa Ngai.
- all students are welcome to self-refer to the Student Wellbeing Coordinator 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
 - Smiling Minds
 - Zones of Regulation
 - Be Your Best Self
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- The school has a wellbeing office appointed to be available to all students.
- 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.
- 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 Education Plan and a Student Support Group (SSG).
- 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

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Bundarra 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

Be Your Best Self

- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular 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.*

3. Identifying students in need of support

Bundarra 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. Bundarra 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*

4. 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.

5. 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.

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

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.

Inside the classroom:

- First warning – name on board
- Second warning – name and a cross
- Third warning – name and two crosses
 - At this point, the child is sent to the exit room until the next break.
 - On return to the room the teacher, who exited the student has to complete a restorative with the teacher or student and parents are to be contacted.
 - If a student is misbehaving in the exit room, they will be asked to spend the remainder of their time in the office and if they misbehave in the office, they will be sent home.
 - Each time a student is exited, communication will be made to the parent via a phone call.
 - If a child has been exited three times a term in the classroom either/or specialist room, parents will be contacted to attend a meeting to go through a behaviour management support plan.
 - If it is necessary to instigate a second behaviour plan in a year then a discussion with the parents will be made about finding a school that better meets the needs of their child.
 - All reasons for names on the board and exits will be recorded on Cleartrack.

In the event of inappropriate yard behaviour the following procedures will be followed:

- The yard duty teacher will determine whether a behaviour was level 1, 2 or 3.
- In the event of level 1 or 2, their behaviour is recorded on Cleartrack. Where possible yard duty teachers will conduct restorative circles with those involved to determine the problem and the subsequent level. This is included on the Cleartrack. If the yard duty teacher or class teacher is unable to follow up with an incident, a member of the leadership team will. Level 3 incidences are addressed by the Principal immediately and recorded on Cleartrack and consequences apply immediately.
- The yard duty teacher/classroom teacher or leadership will follow these steps for the any level 2 offences:
 1. Conduct a restorative circle with those involved to discuss behaviour, feelings and action.
 2. The 2nd and 3rd level 2 offence will result in immediate consequence which are outlined on the back of the yard duty form depending on behaviour.
- Six level 2 misdemeanours of the different or the same behaviours will require parental interview and a behaviour plan drawn up for the child
- Two level 3 misdemeanours will result in immediate suspension and a parent interview will be requested on return to school
- Three level 3 misdemeanours will require parental interview and a behaviour plan drawn up for the child
- These behaviour plans will be individual and contain steps or consequences. Each subsequent misdemeanour will result in working down the list of consequences.
- Appropriate communication will be given to parents notifying them of the severe consequence. E.g. suspension.
- Consistent and continued inappropriate behaviour may lead to suspension or 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 Bundarra 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.

6. Engaging with families

Bundarra 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.

7. Evaluation

Bundarra 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

Bundarra 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
- 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	June 2022
Consultation	August 2022
Approved by	Principal
Next scheduled review date	June 2025