



# Lindenow Primary School & Woodglen Campus

## STUDENT WELLBEING & 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.

Lindenow 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 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.

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### POLICY

#### 1. School profile

Lindenow Primary school is in the centre of the township of Lindenow which sits in the beautiful Mitchell River Valley, fifteen kilometres west of Bairnsdale in East Gippsland. Local farmers in the fertile river flats produce high quality vegetables, beef and dairy products. Locals enjoy the wonderful surrounding features such as the bush, mountains, rivers, lakes, sporting facilities/venues/activities and the close proximity to the ocean.

The school enjoys a close relationship with the community and is a source of pride within the community. With a student population around 150 students, the school takes pride in maintaining a very good student/teacher ratio in the classrooms. The members of staff are made up of a combination of young and experienced teachers. Eighty percent of the students travel to school by bus or car from outlying rural areas.

The school has several features such as; comprehensive Arts Program, student enrichment, extracurricular activities, student leadership, teacher mentoring and peer support. The school is currently organised with eight classrooms. The school has very good facilities and maintains a second campus at Woodglen which is situated ten kilometres west of Lindenow. This campus is being developed to encompass outdoor education, art and agricultural science programs. Some overnight campus and excursions are based at this campus. Both campuses are well maintained and the students are offered a range of educational experiences.

Lindenow Primary School values partnerships between students, teachers, parents and the wider school community. Parents and community members are involved in many areas of the school such as classroom helpers, sporting and arts activities, ground and building works, fundraising, camps and excursions.

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

Lindenow Primary School is committed to providing a caring and productive learning environment for all students. We aspire to develop students who are positive contributors to our local and global community, with a passion for life-long learning and a respect for the environment. We work towards developing skills and motivation in our school community to take positive action in caring for our planet.

Children learn in a positive environment, which encourages cooperation, risk taking and effective communication between teachers, students and peers. Children in this environment are encouraged to develop positive self-esteem, work cooperatively with others, and take pride in their school, their work and their community. Our school values are the 'Three Rs':

- Responsibility
- Resilience
- Respect

Our 'Statement of Values & School Philosophy Policy' is available from our school website.

## **3. Engagement strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Lindenow 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 universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

## ***Universal***

- 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
- 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 Lindenow Primary School use instructional frameworks 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 Lindenow 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 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 Junior School Council and other forums including house 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, athletics, music programs and peer support programs
- All students are welcome to self-refer to the 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
  - 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. recess and lunchtime activities)
- buddy programs

## ***Targeted***

Classroom teachers are responsible for their grade and monitor the health and wellbeing of students and act as a point of contact for students who may need additional support

- all students in Out of Home Care have an Individual Learning 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

### **Individual**

Lindenow 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
- considering if any environmental changes need to be made, for example changing the classroom set up
- 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
- Individual learning plans are for children who require an individual plan in specific learning areas. The plans are designed for children who require specific goals to be set for learning at their level which may be different from the class goals. These plans are suitable for children who are working at a standard below expectation as well as for children who are working above expectation i.e. catering for individual differences and needs in the classroom.
- Our Lindenow PS Behaviour Management plan has been adopted as a clear and fair process for managing behaviour concerns. The plan below is issued by classroom teacher, signed by student and parent:

LPS Behaviour Management Plan follows a school-wide positive behaviour approach to classroom behaviour management. This year we will be using the following approach with our grade. The expectations have been established with the children for their benefit educationally and for their safety and security.

Our classroom expectations are:	This means students are (but not limited to):
<b><i>RESPECT</i></b>	<ul style="list-style-type: none"><li>• Treat others how you want to be treated.</li><li>• Take turns, play by the rules and share.</li><li>• Follow instructions.</li></ul>
<b><i>RESPONSIBILITY</i></b>	<ul style="list-style-type: none"><li>• Be a good role model and encourage everyone.</li><li>• Look after personal items and school property.</li><li>• Be on time, ready to learn and be organised.</li></ul>
<b><i>RESILIENCE</i></b>	<ul style="list-style-type: none"><li>• Bounce back from negative situations.</li><li>• Accept consequences of you own behaviour.</li><li>• Take risks, take on feedback and show understanding.</li></ul>

If any child chooses to ignore these agreed expectations then the following consequences will apply:

1. Positive reminder of expected behaviour
2. Time out in the classroom, away from the group
3. Removal to another classroom
4. Sent to Principal's Office. Parents notified.

*\*In the event of extreme behaviour or disrespect, these steps will be circumvented and the child sent immediately to the Principal. Parents will be contacted and suspension may apply.*

Each day is a fresh start for all students. Students who behave appropriately will be positively rewarded:

1. Specific praise/feedback
2. ADD YOUR OWN CLASS REWARD
3. ADD YOUR OWN PRAISE

Referring the student to:

- school-based wellbeing supports
- Student Support Services
- Headspace resources
- Lookout - referral to Student Welfare Coordinator and 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 Child First

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 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.

#### **4. Identifying students in need of support**

Lindenow Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The teacher coordinating Student Wellbeing plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lindenow 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, 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 the Principal.

## **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 Lindenow Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Lindenow Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. 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.

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 the Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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 Lindenow PS 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**

Lindenow 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, promoted in our school newsletter.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with specific curriculum-related activities
- involving families in school decision making eg. School Council, school review

- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Lindenow 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
- SOCS

## 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 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

- [Bullying prevention](#)
- [Statement of values & school philosophy](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2020
Consultation	Principal
Approved by	Principal
Next scheduled review date	March 2022