

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

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

Romsey 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.

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2. School values, philosophy and vision
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POLICY

1. School profile

Romsey Primary School is an inclusive government primary school for years Prep – 6. The school was established in 1865 just North of the township and was relocated in 1994 to its current 11.5ha site on Station St. In 2023 there are 324 students enrolled, drawn mainly from the town and immediate area. 5% of the student population are Aboriginal or Torres Strait Islander decent. Students at Romsey Primary School draw from families with a socio-economic profile slightly higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2023 is 0.395, placing Romsey Primary in a medium social economic band. In 2023 the staffing profile consists of 22 Equivalent Full-Time teaching staff which were made up of 2 principal class members, 1 Learning Specialist, 1 Leading Teacher, 1 Mental and Health Wellbeing Coordinator, 15 class teachers, a tutor and 4 specialist program teachers (Physical Education, Visual Arts, Auslan and STEAM). There is the equivalent of 8 Educational Support (ES) staff who work across the school in administration, the Program for Students with Disability (PSD) and first aid.

The school operates 15 classes on the 11.5 hectare site. The school facilities include a gymnasium, library, multipurpose space, art room and canteen. Within the grounds, there are areas for soccer, football and cricket, an athletics track, basketball, netball and tennis courts. Within the school grounds also includes a kitchen garden area which contributes to schoolwide environmental projects. The children are encouraged to engage in imaginative play and calculated risks with the school's PlayPod and large sandpit. Students are able to build cubbies with branches and are permitted to climb trees as part of their play.

The teachers differentiate the curriculum to suit the individual learning needs of our students. Planning and assessment practices are a high priority and are used to drive curriculum planning and delivery, and are further used to track student progress. Instructional models for the teaching of literacy and numeracy have been developed and are implemented school wide. The assessment schedule is continually revisited and reviewed. Parent involvement at the school includes opportunities within the School Council, the Parent Committee, Kitchen Garden group, classroom support programs, sporting events, camps and excursions. Parents are partners with staff in developing positive educational outcomes. Parents participate in their children's education through fundraising, special days, celebrations and classroom support.

2. School values, philosophy and vision

The whole school vision is – Romsey Primary strives to be an inclusive and empowering learning community, which fosters confident, creative, caring, curious and collaborative learners who “dare to be excellent”.

Our values are **Respect**; Be cooperative, honest and tolerant of others, **Integrity**; Be honest, sincere, truthful and trustworthy and **Responsibility**; Make responsible choices, care for our school environment and the safety and wellbeing of others and yourself. These are positioned in our values triangle overarching the You Can Do it Keys of Resilience, Confidence, Getting Along, Persistence and Organisation as the skills which form a strong base for our excellent learners. These keys describe the qualities members of our school community need to develop and model in order to demonstrate our core values. When these values are honored, our vision is achievable by all. The teaching of literacy and numeracy is underpinned by a whole school consistent approach

3. Wellbeing and engagement strategies

Romsey 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.

Below is a summary of whole school, targeted and individual engagement strategies used by our school is included below:

Whole School

- *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 Romsey Primary School use Romsey Primary School Positive Behaviour Matrix*
- *teachers at Romsey Primary School adopt a broad range of approaches to effectively respond to the diverse 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*
- *monitor student attendance and implement attendance improvement strategies*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Buddy Groups. Students are also encouraged to speak with their teachers, Engagement Leaders, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through schoolwide sporting carnivals, student leader classroom assistance and buddy programs*
- *all students are welcome to go to the Engagement Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Bullying No Way*
 - *Kimochis*
 - *Resilience Programs*
 - *Berry Street*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

Targeted

- 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 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 having an Individual Learning Plan and a Student Support Group (SSG) meeting 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, individual education plans and at times teacher/education support staff to assist with meeting their learning goals.
- staff will apply a trauma-informed approach to working with students who have experienced trauma

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](#)

Romsey 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, orange door or ChildFirst
- Re-engagement programs to support students

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 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.

4. Identifying students in need of support

Romsey 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 to help identify students in need of support and enhance student wellbeing. Romsey 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

Behavioural expectations of students are based around our Romsey Primary School Positive Behaviour Matrix

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, Romsey 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
- referral to the Engagement Leader
- restorative practices
- pink slips/time outs
- 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 Romsey 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

Romsey 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
- 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.

8. Evaluation

Romsey 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/wellbeing data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

Romsey 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 :

- Included in staff induction processes
- Available publicly on our school’s website
- 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	26/04/2023
Consultation	Wellbeing Team and Principal Class 26 th April 2023 School Council 24 th May 2023
Approved by	Principal
Next scheduled review date	April 2025