MELTON WEST PRIMARY SCHOOL

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.

Melton West 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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   2. School values, philosophy and vision
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   4. Identifying students in need of support
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POLICY

1. School profile

Melton West Primary School is situated in the outer metropolitan area of western Melbourne. The geographic area is part of a growing region, however the catchment area for this school has been relatively stable over the past 3 years, resulting in a steady enrolment of approximately 600 students.

Our school's workforce composition is made up of approximately 55 EFT staff, which includes 2.6 Principal Class, 30 teachers and 22 Education Support staff.

The school is made up of 24 classes structured into 2 mini-schools, a P-2 and 3-6, each overseen by an Assistant Principal. The classes are organised into single year levels, except for years 5 and 6 which are composite. The specialist classes on offer are science, physical education, art and L.O.T.E. (Chinese). The 3.6 Leading Teachers work intensively with all teaching staff as teaching and learning coaches.

The student population continues to include a large proportion of students from low socio-economic backgrounds and a high number of families with a language background other than English. The population of our Aboriginal students makes up approximately 5% of our population. We continue to have a high transient population, with a significant number of students transferring in and out of the school throughout the year.

Our continual focus is on improving student outcomes through high expectations for all, with a focus on results and in particular the growth gains for all students. All staff work in collaboration with the leadership team to achieve student outcomes across all areas. We work to ensure the curriculum is engaging and that a consistent approach in implementing the school's instructional model occurs throughout the school. We continue to work as a professional learning community where there is a focus on collaboration, results and high levels of learning for all.

2. School values, philosophy and vision

SCHOOL VALUES
Communication ~ Trust ~ Teamwork ~ Respect

Communication

At Melton West Primary School, we communicate openly and honestly in different ways ensuring our message is understood.

We demonstrate this through:

- Listening, being interested and having an open mind.
- Our positive body language and giving eye contact to others.

Respect

At Melton West Primary School, we care for each other and our school by accepting and valuing each other's differences.

We demonstrate this through:

- Listening to others when they are speaking
- Taking care of our property as well as others'
- Our positive body language
- Including people in all that we do.

Trust

At Melton West Primary School, we believe in, and rely on, each other for support and honesty.

We demonstrate this through:

- Doing what we say we will do
- Helping each other

- Doing our best
- Sharing our thoughts with each other.

Teamwork

At Melton West Primary School, we work together and help each other achieve our goals.

We demonstrate this through:

- Valuing each other's opinions
- Actively listening to each other's ideas
- Being adaptable and creative when solving problems.

VISION

Melton West Primary School's vision is to be an effective Professional Learning Community where collaboration, collective responsibility and a focus on improving student outcomes drives the work. Through ensuring a consistency of high-quality teaching practice in every learning space, including digital pedagogies, we will have resilient students who are engaged and have input into their education through personalised learning and goal setting and who have an unwavering belief that they can learn. We will develop respectful partnerships between students, teachers and parents. We will create the leaders of tomorrow, today.

Mission

Melton West Primary School's mission is to work collaboratively to ensure high levels of learning for all.

Melton West 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.

3. Engagement strategies

Melton West 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
- teachers at Melton West Primary use our 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 Melton West 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
- provision of an EAL teacher and school coaches ensure literacy and numeracy needs are being addressed in all classrooms across the school.
- 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
- 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
- we monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- all staff are trained in the Berry Street Education Model (trauma informed teaching strategies)
- we 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
- using interpreters where appropriate to assist parents/ carers to engage in the learning and progress of their child.
- explicit teaching of the social and emotional curriculum and implementation of School Wide Positive Behaviours
- classroom agreements are developed each year
- all students develop a Ready to Learn plan
- restorative justice approach is universally used by all staff when dealing with situations
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- 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 and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- we create opportunities for cross—age connections amongst students through State School Spectacular, athletics, and peer support programs
- all students are welcome to self-refer to the Year Group 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 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
- programs, incursions and excursions are developed to address issue specific behaviour (i.e. anti – bullying programs)

<u>Targeted</u>

Each sub school has an Assistant Principal and Year level Coordinator who, alongside the Principal, monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

- all Koorie students connected with (KESO) Koorie Engagement Support Officer
- all students in Out of Home Care are appointed a Learning Mentor and have an Individual Learning Plan
- Social Skills teacher provides students with additional classroom support to ensure students' personal and social learning is addressed at various stages of their primary school education
- staff apply a trauma-informed approach to working with students who have experienced trauma
- school Welfare Officer employed and makes contact with families as needed.

<u>Individual</u>

Melton West 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
- employing Speech Therapists to conduct therapy for individual students and ensure recommendations are implemented
- employing Australian Childhood Trauma (ACT) group to provide both support and professional development for staff and therapy for individual students
- employing Education Support staff to assist in ensuring students on the Program for Students with Disabilities are receiving adequate support in and out of the classroom
- referring the student to:
  - school-based wellbeing supports such as Speech Pathologist, ACT councillors
  - Student Support Services for support and assessments
  - appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - referring students to Assessments Australia for cognitive and speech assessments

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
- 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

Melton West 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 that help identify students in need of support and enhance student wellbeing. Melton West 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
- teacher referrals
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- 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:

- 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 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 Value and Our Code of Conduct. Student bullying behaviour will be responded to consistently with Melton West Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Melton West 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 Year Level Coordinator
- restorative practices
- referral to the Principal Class
- 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:

http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

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

7. Engaging with families

Melton West 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.

8. Evaluation

Melton West 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

FURTHER INFORMATION AND RESOURCES

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Bullying Prevention,
- Child Safe Standards
- Communicating with School Staff
- Complaints
- Homework
- Inclusion and Diversity
- Parent Disputes
- Respect for School Staff
- Statement of Values and School Philosophy
- Sunsmart
- Uniform and Dress Code
- Yard Duty and supervision
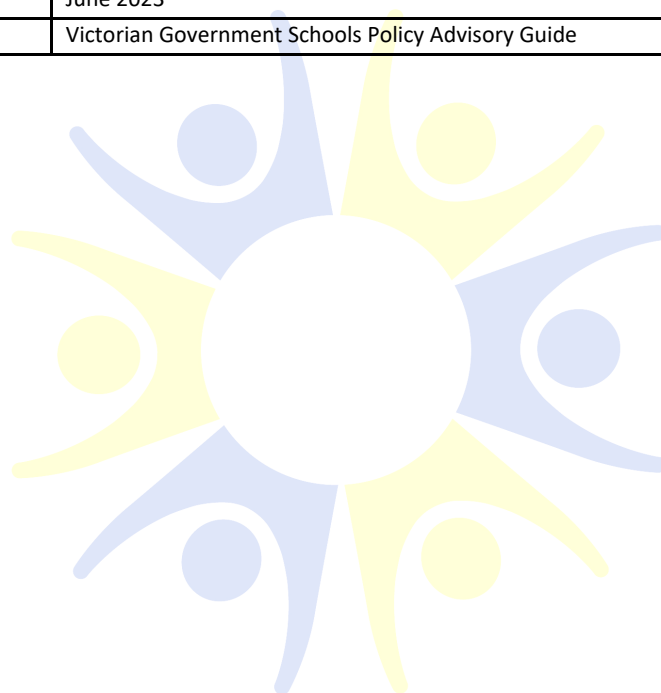- Melton West Primary School Student Code of Conduct

The Department's Policy and Advisory Library:

- Student Engagement
- Behaviour — Students
- Suspensions
- Expulsions
- Restraint and Seclusion
- Bully Stoppers
- Respectful Relationships

REVIEW CYCLE

This policy was last updated on June 2021 and is scheduled for review in June 2023.

School Council	Consultation required
Date Reviewed/Approved	June 2021
Communication method	School website, Staffcom, Staff briefing/meetings, Induction Pack
Date communicated	
Source of Requirement	Minimum Standards
Responsible for Review	Assistant Principal
Review Cycle	1 to 2 Year review cycle
Next Review Due Date	June 2023
References	Victorian Government Schools Policy Advisory Guide

Appendix 1

Melton West Primary School

Melton West
PRIMARY SCHOOL

Positive Behaviours Expectations

	Using learning spaces	In the school grounds	When using digital technology	Moving around the school	All locations
Be Respectful	Listen to others Follow staff instructions Work cooperatively Use appropriate voice volume	Put rubbish in the bin Use equipment appropriately Finish food in eating area Look after gardens	Use appropriate language online Handle equipment correctly	Appreciate displays Be aware of others Enter classroom when teacher is present	Wear correct school uniform Demonstrate MWPS values Be kind to others Use manners
Be Safe	Use equipment correctly Ask before leaving class Move around with care	Be Sun Smart Play on correct playground Use toilets correctly Line up at canteen	Protect personal information Keep passwords private Use appropriate websites	Walk on the left side of corridors Give others personal space Line up and walk with class	Use correct doors to enter and exit Follow staff instructions Ask for help
Be a Learner	Have a growth mindset Be organised Support others to learn	Share and take turns Play with fair rules Include others Ask staff for help	Use internet as a learning resource Follow the MWPS Acceptable Use Agreement Be on task	Use correct pass when leaving class Move in a timely manner Refocus quickly from transitions	Use appropriate language Encourage and support others

Appendix 2

Creating Success

Are students experiencing success?

- Have you provided engaging and relevant content at their level?
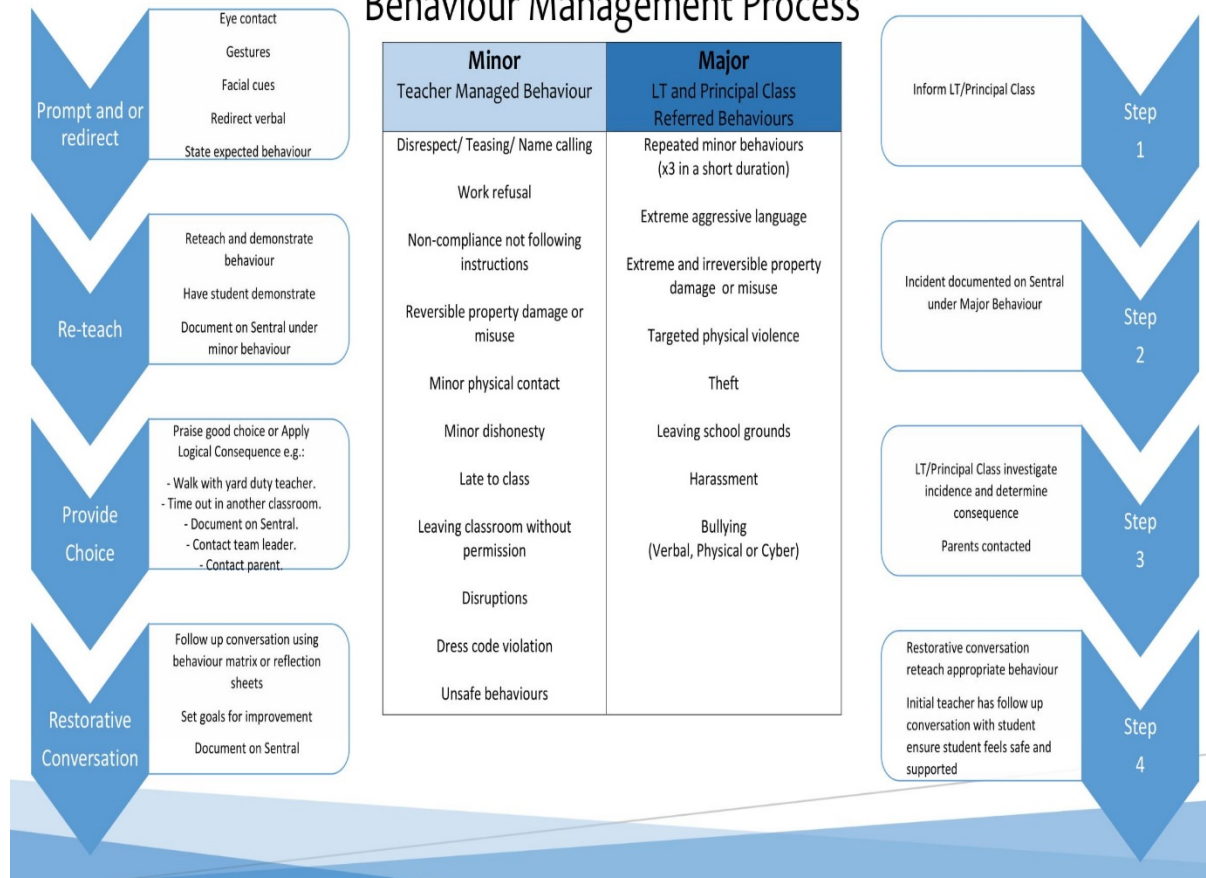- Have you provided appropriate teaching and learning strategies

Is there a positive environment?

- 5:1 positive to corrective interactions
- Reward system

Do students understand what is expected and do they know how to achieve it?

- Positive expectations explicitly taught
- Social and emotional skills explicitly taught
- Teach, model, reward, correct, practice, practice, practice

Behaviour Management Process

Prompt and or redirect
- Eye contact
- Gestures
- Facial cues
- Redirect verbal
- State expected behaviour

Re-teach
- Reteach and demonstrate behaviour
- Have student demonstrate
- Document on Sentral under minor behaviour

Provide Choice
- Praise good choice or Apply Logical Consequence e.g.:
  - Walk with yard duty teacher.
  - Time out in another classroom.
  - Document on Sentral.
  - Contact team leader.
  - Contact parent.

Restorative Conversation
- Follow up conversation using behaviour matrix or reflection sheets
- Set goals for improvement
- Document on Sentral

Minor	Major
Teacher Managed Behaviour	LT and Principal Class Referred Behaviours
Disrespect/ Teasing/ Name calling	Repeated minor behaviours (x3 in a short duration)
Work refusal	Extreme aggressive language
Non-compliance not following instructions	Extreme and irreversible property damage or misuse
Reversible property damage or misuse	Targeted physical violence
Minor physical contact	Theft
Minor dishonesty	Leaving school grounds
Late to class	Harassment
Leaving classroom without permission	Bullying (Verbal, Physical or Cyber)
Disruptions	
Dress code violation	
Unsafe behaviours	

Step 1
- Inform LT/Principal Class

Step 2
- Incident documented on Sentral under Major Behaviour

Step 3
- LT/Principal Class investigate incidence and determine consequence
- Parents contacted

Step 4
- Restorative conversation reteach appropriate behaviour
- Initial teacher has follow up conversation with student ensure student feels safe and supported

Code of Conduct and Student Engagement

Melton West Primary School

Shared Expectations

The Code of Conduct and Student Engagement Overview aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment. It will foster high standards of behaviour based on cooperation, mutual responsibility and self-discipline and will promote positive anti-discriminatory relationships among students.

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education.

We are committed to the following school values:

- **Respect**
- **Teamwork**
- **Trust**
- **Communication**

We bring our school values to life through our behaviours and interactions with each other. We display and model our school values through behaviours such as the following:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards
- Moving safely through the school environment
- Participating fully in learning activities
- Attentively following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive teaching and learning practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability
- Making appropriate choices, even without supervision

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.

Some of our rights: Everyone has the right to have: safety, education, personal space, to be different and to feel comfortable.

Of course since these rights are for everybody, that means we all have to take on **responsibilities** too.

Responsibilities are things that you need to think about and do so that they allow other people to have their rights supported, and they are some things that also support your community and the world.

Some of our responsibilities: to follow the rules at home, at school and in the community - after all they are there for our safety and to protect our rights and the rights of others, to stand up for our rights and the rights of others as much as we can and to be the best person that we can be

What happens when people don't accept responsibility?
When people don't take on their responsibilities... Other people lose their rights**,** e.g. people could be bullied, treated unfairly, or feel unsafe. People may not care about their belongings or those of others**,** e.g. they could steal things or damage them. People could find it hard to learn as well as they might. They could find it hard to stay on task because others were disrupting the class. People won't care about each other's rights**,** e.g. they might leave people out, and not let them have a chance to speak, bully them or hurt their feelings.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to:	Students have a responsibility to:
• learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyberbullying. • participate fully in the school's educational program • receive reasonable assistance to resolve school-related problems • receive ongoing communication and feedback about their progress	• follow the Code of Conduct, staff instructions and uniform requirements • take responsibility for their own behaviour and learning • display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community • care for the school environment • attend school regularly and participate fully in learning programs • develop into independent learners who set and achieve learning goals and manage resources effectively.

Rights and Responsibilities of Parents and Carers

Rights	Responsibilities
Parents/Carers have a right to: • expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.	Parents/Carers have a responsibility to: • ensure their child's prompt arrival and regular attendance at school • show an active interest in their child's schooling and progress • initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible • display and model positive behaviours and values.

Rights and Responsibilities of Staff

Rights	Responsibilities
Staff have a right to: • teach in an orderly and collaborative environment • be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students	Staff have a responsibility to: • follow the VIT Teacher Code of Conduct and meet Professional Standards • consistently and fairly implement the MWPS Code of Conduct • display, model and teach the school values and positive social behaviours • implement effective teaching strategies and use assessment data to drive teaching and learning • create and maintain safe and stimulating learning environments • initiate and maintain regular and constructive communication with students and parents.