



Student Wellbeing and Engagement Policy

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community



Help for non-English speakers

If you need help to understand the information in this policy please contact Quarry Hill Primary School 54433537

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.

Quarry Hill 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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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

Quarry Hill Primary School is located close to the Bendigo CBD and serves a well-established residential area. The school's historic red brick building features a unique quadrangle design that provides easy access and fosters high level whole-school and between-classroom interaction. At the back of the school, we have native bushland and an Eco Shed providing an environmental learning space used for a variety of purposes including science, environmental investigations, developmental play and art sessions.

We have 340 students enrolled from Prep to Year 6 and 25.04 equivalent full time staff members. The school engages in four specialist subjects: Chinese, Physical Education, Visual Arts, and Music and we have a wellbeing worker two days a week.

The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school, have their voice heard and can effectively engage with their learning. This school recognises the need to be inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Quarry Hill 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 Kind, Curious and Brave at every opportunity.

Our school's vision is to empower students to be engaged learners. Our community fosters a culture of respect and belonging.

Our Statement of Values is available online on our website. [\(here\)](#)

3. Wellbeing and engagement strategies

Quarry Hill 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.

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 *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 Quarry Hill Primary School use a Literacy Instructional Model and a Numeracy Instructional Model to ensure an explicit, common, and shared model of instruction which incorporates evidenced-based, high yield teaching practices into all lessons
- teachers at Quarry Hill 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 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 can contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including Kids Action Group. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through a bi-annual school production, athletics, special multi-age days and peer support programs
- all students are welcome to self-refer to our wellbeing worker, 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
 - Safe Schools
 - Dogs in Schools program through Dogs Connect
- opportunities for student inclusion (i.e. sports teams, leadership roles and lunchtime activities)
- buddy program
- *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

This section includes more specific strategies, designed to address particular concerns in certain age groups or friendship circles.

- *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*

- *our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through our Knowledge and Curiosity Program*
- *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 Learning Plan and a Student Support Group (SSG) 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 and individual education plans*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *small group programs targeting focus group in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*

Individual

This section includes student specific strategies that may be considered and applied on a case-by-case basis.

- Program for Students with Disabilities
- referral to Student Support Services

Quarry Hill 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
- developing school attendance plans
- 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 youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

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 Education Support Officers*
- 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

Quarry Hill 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. Example 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 and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and our Quarry Hill Primary School Behaviour Chart. (Appendix A) 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, Quarry Hill 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.

We know a staged response to behaviour provides a continuum of support for student wellbeing.

Stage 1 Prevention: A whole school approach to the promotion of positive behaviours. Our school wide expectations are defined and taught to all students. (Appendix B) Students have input into the expected behaviours matrix. We have established whole school engagement programs and processes to support students at risk of disengaging from learning.

Stage 2 Early Intervention: Targeted and focussed on problem behaviour in order to reduce it.

Stage 3 Responding to individual student's exhibiting challenging behaviour.

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:

- reminding 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
- restorative conversations (Appendix C)
- time in
- behaviour management plans
- yard plans
- behaviour reviews
- suspension

- 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 Quarry Hill 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

Quarry Hill 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

Quarry Hill 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 in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from the office upon request

Our school will also ensure it follows the mandatory parent/carers 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:

- [Attendance Policy](#)
- [Bullying Prevention and Intervention Policy](#)
- [School Statement of Values and Philosophy](#)
- [Inclusion and Diversity policy](#)


POLICY REVIEW AND APPROVAL

Policy last reviewed	January 2022
Consultation	Community July 2022 Student Term 1 2022 School Council June 20 2022
Approved by	Principal
Next scheduled review date	July 2024

Quarry Hill Primary School Behaviour Chart

Positive Behaviours		Inappropriate Behaviours		Unacceptable Behaviours	
<u>General</u> -Being on task -Respectful listening -Use of manners -Sportsmanship -Respectful behaviour -Eye contact/looking at the person talking -Helping others to succeed -Doing your best -Community service: helping others, rubbish collection etc. -Listening to and respecting teachers and peers		<u>General</u> -Swearing -Being disruptive -Being rude -Teasing -Excluding others -Preventing others from enjoying their day -Not wearing school uniform -Poor sportsmanship		<u>General</u> -Physical aggression and violence towards other students or staff (kicking, pushing, hitting, shoving, spitting, intimidation) -Verbal aggression -Racial abuse -Homophobic comments -Bullying (as repeated behaviour) -Discrimination -Using a weapon (including sticks) -Setting fire to things -Cyber Bullying -Making threats/intimidation -Swearing at someone with intent	
<u>Classroom</u> -Inside voice -Doing best work -Greeting teachers -Finishing work on time -Co-operation with classmates -Presenting work nicely -Ignoring distractions -Sharing		<u>Classroom</u> -Work refusal -Consistent calling out in class -Disrupting others from their learning -Unnecessarily touching others -Talking on the floor during instructions -Refusing to work with others -Breaking ICT agreement		<u>Classroom</u> -Flipping furniture -Deliberately damaging classroom property -Being unsafe: throwing objects at another person -Stealing	
<u>Yard</u> -Outside voice -Following the rules of the game/play -Playing with anyone -Helping others who are hurt -Teamwork -Picking up rubbish -Walking in the quadrangle -Walking around corners -Walking near buildings		<u>Yard</u> -Eating outside of the designated area -Playing out of bounds -Throwing sand/bark/rocks in general -Excluding others -Trading food -Not playing by the rules -Running in walking areas		<u>Yard</u> -School damage -Stealing lunch -Misuse of the toilets (vandalism, inappropriate use, loitering)	
<u>Staged Response</u> Stage 1 Prevention: A whole school approach to the promotion of positive behaviours. Recognition -Inform parents/guardians of the green behaviour -Student achievement awards -Class rewards systems		<u>Staged Response</u> Stage 2 Early Intervention: Targeted and focussed on problem behaviour in order to reduce it. 1st: Verbal Reminder 2nd: Teacher moves closer to student 3rd: Student removed from the class and sent to another class to complete work/walk with yard duty teacher 4th: Restorative Chat with teacher 5th: Amber Behaviour on Compass		<u>Consequences</u> Stage 3 Consequences: Responding to individual students exhibiting challenging behaviour: 1st: Automatic Time In and flagged as Red on Compass (Parents/Guardians notified) 2nd: Student Support Group (SSG) with Principal and Assistant Principal to discuss Student Management Plan/s	

Quarry Hill Primary School's Expected Behaviour Matrix

	In the classroom	In the yard	On excursions
<p>Kind</p> 	<ul style="list-style-type: none"> *I help others *I use my manners *I am a respectful listener *I am considerate of others 	<ul style="list-style-type: none"> *I include others *I help others *I am a good sport *I take care of the environment 	<ul style="list-style-type: none"> *I track the speaker *I follow instructions *I wear school uniform *I travel safely
<p>Curious</p> 	<ul style="list-style-type: none"> *I respectfully ask questions *I am reflective about my learning *I seek knowledge *I explore wonderings 	<ul style="list-style-type: none"> *I play with lots of different people *I try new games *I ask about new rules *I explore different parts of the school 	<ul style="list-style-type: none"> *I ask quality questions *I try new food *I have a go at new experiences *I safely explore new environments
<p>Brave</p> 	<ul style="list-style-type: none"> *I am open to feedback *I try new things *I have high expectations of myself and others *I tell the truth 	<ul style="list-style-type: none"> *I stand up for others *I problem solve when things don't go my way *I bounce back *I ask for help when I need it 	<ul style="list-style-type: none"> *I try something new *I speak to new people *I represent my school well *I join in

Q.H.P.S. Triage Conversation

Formula

