



GRAHAMVALE 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.

Grahamvale 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
3. Engagement strategies
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POLICY

1. School profile

Grahamvale Primary School's vision is to provide a quality education for all students within a caring and safe environment. Our motto is 'Quality Education for All.' We encourage all students to be confident, life-long learners who are able to form positive relationships with others. The school's values of Community, Team Work, Personal Best and Respect are reflected in all that we do.



As a school we continue to work towards building practice excellence, curriculum planning and assessment - implementing an agreed planning cycle and instructional models, using evidence based high impact teaching strategies and evaluating our impact on learning through ongoing moderation and reflection as part of the planning cycle.

Grahamvale Primary School is located on the outskirts of Shepparton. In 2021 we have an enrolment of 389 students, which included 88% of students who come from Anglo Australian families, 10% from an EAL background and 2% Koorie children. All students are encouraged to be confident, lifelong learners who are able to form strong and positive relationships with others.

At Grahamvale Primary School we support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of all children despite their backgrounds, and to providing a safe environment for children with a disability. We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

2. School values, philosophy and vision

Grahamvale 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 Respect, Personal Best, Teamwork and Community

Grahamvale Primary School's mission is to commit to providing students with the best possible foundation in life through receiving a quality education that encourages them to be confident and lifelong learners.

Our Statement of Values and School Philosophy is available online at:

www.grahamvaleps.vic.edu.au

3. Engagement strategies

Grahamvale 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



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- teachers at Grahamvale Primary School use an agreed 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 Grahamvale 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 year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Chaplain, School Nurse, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school concerts, athletics, transition programs and peer support programs
- All students are welcome to self-refer to the School Nurse, School Chaplain, 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 but not limited to programs such as:
 - Respectful Relationships
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted:

- each section across the school has a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year and acts as a point of contact for students who may need additional support.
- connect all Koorie students with the school's allocated Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment



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- staff will apply a trauma-informed approach to working with students who have experienced trauma and behavioural consequences will be dealt with according to the context surrounding each child.

Individual:

Grahamvale 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 students and their parent/carer to talk about how best to help the students 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 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 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

Grahamvale 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. Grahamvale 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

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 Values. Student bullying behaviour will be responded to consistently with Grahamvale Primary School's Bullying Prevention Policy.

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

Our school considers, explores and implements 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 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 Assistant Principal/Principal
- Restorative practices
- Detentions
- Behaviour reviews
- Attendance Plans
- 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>

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

School Actions and Consequences: (Note: these are a guide and individual consideration will be given on a case-by-case situation.)

Levels of student	Behaviours exhibited at each	Consequences of behaviour
<p>Level 1</p> <ul style="list-style-type: none"> – The student is cooperative and self-controlled – The student respects the rights of self and others – The student works to the best of their ability 	<p>Level 1</p> <ul style="list-style-type: none"> – Respectful of others – Leadership – Initiative – Sportsmanship – Excellent attendance – Consistent effort – Cooperative behaviour – Wears school uniform with pride. 	<p>Level 1</p> <ul style="list-style-type: none"> – Awards and achievement certificates – Participation in all school activities (including camps and excursions) – Raffle tickets – Represents school within the community – Leadership responsibilities.
<p>Level 2</p> <ul style="list-style-type: none"> – The student has shown minor disruptive behaviours in the classroom or yard – The student is uncooperative – The student is disrespectful – The student has been involved in unintentional harm to others. 	<p>Level 2</p> <ul style="list-style-type: none"> – Making unacceptable noise in the classroom – Disrupting the learning/playground activities of others – Uncooperative behaviour – Unsafe play – Unintentional hurting due to careless behaviour – Teasing. 	<p>Level 2</p> <ul style="list-style-type: none"> – Reminding the student of the school rules/values and making positive choices – Redirection to task/game – Time out within classroom/yard – Time out in the buddy classroom/yard duty teacher – Record behaviour – Parents may be contacted and also informed of <u>possible loss of privilege</u> after parental consent if deemed



		<ul style="list-style-type: none"> • <u>inappropriate for their child to attend</u> or reasonable adjustments made for • student to attend incursion/excursion <p>– Behaviour entered onto CASES21</p>
<p>Level 3</p> <ul style="list-style-type: none"> – The student continues to breach Level 2 behaviour patterns – The student is regularly disrupting/ harming other students – –The student has continued to disrupt the rights of others. 	<p>Level 3</p> <ul style="list-style-type: none"> – Continues Level 2 behaviour – Disruptive, rude, insolent – Poor attitude – Refusal to follow instructions – Behaviour continues to infringe upon the rights of others – Leaving the classroom without permission – Swearing or fighting – Bullying – including cyber bullying – Hurting children and damaging school property. 	<p>Level 3</p> <ul style="list-style-type: none"> – Detention at lunchtime – Establishment Student Support Group and develop Behaviour Management Plan – Counselling/Student Support Officer and other outside agencies – Behaviour entered onto CASES21 – Parents will be contacted and also informed of the <u>possible loss</u> of privilege to attend incursion/excursion after <u>parental consent if deemed inappropriate for their child to attend</u> or reasonable adjustments made for the student to attend.
<p>Level 4</p> <ul style="list-style-type: none"> – The student continues to breach Level 3 behaviour patterns – The student’s behaviour may endanger the health of staff or other students. 	<p>Level 4</p> <ul style="list-style-type: none"> – Consistent failure to improve behaviour at Level 3 – Continuing to ignore the rights of others – Continuing to ignore student responsibilities – Serious/dangerous violation of the school rules. 	<p>Level 4</p> <ul style="list-style-type: none"> – Suspension of student from school as per Department of Education and Training guidelines (period of suspension decided by Assistant Principal/Principal) – Student Support Group and return to school plan with a facilitated parent meeting/discussion regarding school expectations engaged/addressed in student support group – Counselling/SSS and other outside agencies – Behaviour entered onto CASES21
<p>Level 5</p> <ul style="list-style-type: none"> – The student’s behaviour is totally unacceptable and the student has made no effort to improve. 	<p>Level 5</p> <ul style="list-style-type: none"> – Failure to adjust behaviour patterns displayed at Level 4 – The student’s presence at the school is detrimental to the education and wellbeing of others. 	<p>Level 5</p> <ul style="list-style-type: none"> – Consultation with DET and SSS Team – Parent meeting with DET & Network Nominee and stakeholders if considering expulsion – Expulsion from Grahamvale Primary School. (This would only



		be considered where other measures have been implemented and exhausted and in consultation with DET policy.)
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7. Engaging with families

Grahamvale 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 and carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers 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

Grahamvale 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
- Incident’s 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
- As part of the start of the year processes for all staff
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request



Grahamvale Primary School Student Wellbeing and Engagement Policy

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

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Standards Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	[insert date]
Consultation	[Consultation on this policy is mandatory. Please insert date/s and who you consulted with e.g. student representative groups, staff, school council]
Approved by	Principal
Next scheduled review date	[insert date – note that the recommended minimum review cycle for this policy is 1 to 2 years]