



## Warranwood PS STUDENT WELLBEING AND ENGAGEMENT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact Shane Harrop on 98766066

### 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.

Warranwood 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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## POLICY

- **School profile**

**Warranwood Primary School is situated in a largely residential area of the hills between Warrandyte and Ringwood some 30km east of the city of Melbourne. The school was opened in 1996 and has since served the local community in excellent modern facilities. These facilities include bright open-space classrooms, gym, Performing Arts space, art room, Japanese room, expansive library and numerous play spaces that include a variety of play equipment, 2 basketball courts, oval, shaded play areas and a large synthetic grass playing field and running track. The BER program allowed the construction of a new six classroom learning space, enhancing the provision of a contemporary learning environment and dynamic, flexible programs for the 420 students enrolled.**

**School organisation is based on multi-age class teams, which plan, implement and assess collaboratively. The specialist team comprises teachers of Physical Education, Visual Arts, Performing Arts and Languages (Japanese). The provision of computer technology to enhance learning has been a hallmark of the school for some years. Our Senior School implements a BYOD iPad program, and we have class sets of netbook pc's across the remainder of the school levels.**

Parents have high aspirations for their children and the school offers a range of learning programs that aim to develop the whole child. Support and extension programs cater for the different interests and abilities of the students. An extensive list of enrichment activities include intra and interschool sports, camping programs, Japanese drumming, drama and music lessons and productions, as well as a range of student leadership opportunities. The HAWK (High Achieving Warranwood Kids) program provides all students with a range of interest based academic and social development programs. Achievement in all aspects of schooling is affirmed and celebrated. Our school RUI values encourage the development of high-quality relationships between all members of the school community. These strong connections are considered essential to the development of a high-quality teaching and learning environment. Extensive wellbeing and leadership programs operate across the school. Home/school partnerships are highly valued and both parents and teachers espouse high expectations for the achievement of students at the school.

- **School values, philosophy and vision**

*Warranwood 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, understanding and integrity at every opportunity.*

Warranwood Primary School's vision is to provide a safe and supportive learning environment for all students that is highly engaging and provides challenging learning opportunities for each child at their point of need. All students need to be supported to make progress along their learning journey, experience success and be supported through the making of mistakes. The development of positive relationships between staff, students and parents is paramount to ensure quality outcomes are achieved for all learners. All children need to feel safe and find learning interesting so they can fully engage and progress at the level they are capable of to reach their full potential

Warranwood Primary School's values are Respect, Understanding and Integrity

*We Respect ourselves, our school and environment and one another, and understand that our attitudes and behaviours have an impact on the people around us.*

*We develop and demonstrate Understanding and take every opportunity to help and learn with others that may be in need.*

*We use our Integrity to make the right decisions so that we can be proud of our actions.*

- **Engagement strategies**

*Warranwood Primary School has developed a wide and unique 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- Tier 1 interventions*

- *high and consistent expectations of all staff, students and parents and carers*
- *our School's Statement of Values are incorporated into our curriculum, instilled during 'The First Seven Days of School Program'.*
- *during the first 10 days of school, staff and students will co-construct behavioural agreements for individual classes, learning levels and specialist subject areas to create RUI norms.*
- *Behavioural agreements will: promote engagement, positive behaviour and respectful relationships include a staged response to behaviour management*
- *we promote a Growth Mindset culture, based on the belief that we are able to increase talent, ability and even intelligence through effort, curiosity, learning, and discipline*
- *prioritise positive relationships between staff, parents 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*
- *deliver a broad curriculum including Specialist programs, and extra curricular experiences to ensure that students are able to choose passions and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Warranwood Primary School use a Gradual Release and PLC 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 Warranwood 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- RUI, 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*
- *school wide positive behaviours 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 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.*
- *create opportunities for cross—age connections amongst students through, CONNECT GROUPS, school plays, athletics swimming carnivals, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, a specially connected teacher, 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*
  - *Positive Education*
  - *Friendology*
- *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*
- *Respectful Relationships programs are implemented across all year levels for students and a Respectful Relationships team meets with the Wellbeing Leadership Team to support community communications and understandings. Proactive inclusive measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviors such as racism, homophobia and other forms of discrimination or harassment. The use of the Friendology framework, Circle Time in class discussions, designated Student SSG teams and an allocated key mentor staff member for students all play a role in meeting inclusive protocols and practices throughout the school. Our SWPBS framework of Respect, Understanding and Integrity support the inclusiveness of our learning community.*
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.

- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.
- We also are an active school within the Maroondah network, Positive Education that incorporates the URStrong, Friendology program across and is an instrumental part of our program which is also acknowledged with a special day each term.

#### Targeted- Tier 2 Secondary prevention

*Each Level Team has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who 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 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*
- *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*
- *a designated Assistant Principal (Student Wellbeing) and team with the responsibility of supporting all students identified as Koorie, Out of Home Care and PSD*
- *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](#)*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

- *a designated Positive Education Leader and Curriculum team with the responsibility of maintaining and enhancing student wellbeing and engagement at the school*
- *a designated Student Wellbeing school referral process in place for:*
  - *students referred to Student Support Services for an Educational Needs Assessment*
  - *liaison with external agencies and supports e.g. speech pathologists, psychologists and occupational therapists*
    - *a dedicated outdoor support approach that is staffed by Education Support Staff for students that require additional support during recess and lunchtime*
    - *student Support Programs in Literacy, Social Competencies (self-regulation, sensory regulation) and Friendology which are run by our Wellbeing and Learning Growth team*
- *and Learning Enhancement team*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students will be supported with IEP and SSG meetings when the need is determined to support them with engagement, learning and emotional regulation needs.*

#### Individual – Tier 3 tertiary interventions

Please see relevant information about DET strategies implemented at Warranwood to support students. These links are direct information on the Department’s Policy and Advisory Library such as:

- [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](#)

Warranwood 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 through SSG's each term.*
- *developing an Individual Education/Learning Plan and/or a Behaviour Support Plan within the SSG meeting engaging all stakeholders.*
- *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 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.*
  
- **Identifying students in need of support**

Warranwood 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. Warranwood 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*
- *feedback from staff and student wellbeing coordinator*

- **Student rights and responsibilities**

All members of our Warranwood learning 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.

Rights: Everyone has rights provided that they also accept their responsibilities to be fair and act in an appropriate way.

Students have a 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 in an appropriate manner
- be respected and treated with fairness and kindness
- our privacy
- engage in the life of the school without interference from others
- expect their property will be safe
- be given assistance from others when help is required
- be an independent individual

Responsibilities: At Warranwood students have have the responsibility to:

- help make Warranwood Primary School a caring, safe and happy place
- participate fully in their educational programs

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the rights of others.

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 their teacher or a trusted staff member

- **Student behavioural expectations and management approaches**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and Rights and Responsibilities.

To promote the school's values and behavioural expectations staff and students will respond with positive praise via strength spotting. The Character Strengths of students will be highlighted and utilised in the teaching and learning that occurs in our classrooms.

When a student's actions are not consistent with student behavioural expectations staff will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines.

Following and during an event staff will work with students through the following stages:

1. Staff will provide the student with an opportunity to reflect and be heard.
2. The student will be reminded of the class agreement/school values.
3. The student will be reminded a second time of the class agreement and school values, this time accompanied with two positive choices that they could make to correct their behaviour. At this time the student may be asked to move to another physical space within the learning area to support their endeavours to make positive behavioural choices.
4. The student will be asked to work away from other students in a quiet space, breakout room, in another classroom or, if at a break, play in another area of the yard; for no longer than 40 minutes. In this instance a staff member will maintain line of sight and, with a positive predisposition, regularly check in on the student.
5. Prior to re-entry to the learning space the student will engage in a restorative conversation reflecting on the impact their behaviour had on the victim(s).

6. The student will be sent to the office. The Principal Team will support a restorative conversation. Prior to the end of the day, or when practical, carers will be notified of the event by the teacher or Principal team. The notification will include details of the event, the processes that were followed and the proposed actions. This may be done via Compass Chronicle, email, phone, a communication book or in person.

7. Consequences relative to the behaviour, history of behaviour, the child's individual needs and the impact the behaviour had on other community members will be put in place. These may include:

- a written or oral 'Thinking about my behaviour' reflection
- community service to reinforce school values
- withdrawal of privileges including withdrawal from the yard
- suspension, internal or external
- expulsion

8. Engagement and support strategies will be put in place by the Assistant Principal (Student Wellbeing) to ensure that factors that may have contributed to the student's behaviour are identified and addressed.

Notables:

- Some students may have an individual BSWP that differs from this staged response
- In the event the behaviour causes immediate harm or endangerment to another community member staff will elevate their action to Item 6 on this list.
- At all stages the student will be given the opportunity to be heard
- Behaviour consistent with 'bullying' will be responded to in accordance with Warranwood Primary School's Bullying Prevention policy.
- Suspension, expulsion and restrictive interventions 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>
  - <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.

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

- **Engaging with families**

Warranwood 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.

- **Evaluation**

Warranwood 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, including attendance and absence data
- SOCS

Warranwood 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

Available publicly on our school's website [or insert other online parent/carer/student communication platform]

- Included in staff induction processes
- Included in transition and enrolment packs
- 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

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

[HTTPS://WWW.WARRANWOOD.VIC.EDU.AU/PAGE/113/SCHOOL\\_POLICIES-](https://www.warranwood.vic.edu.au/page/113/school_policies-)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 4 2021
Consultation	SRC, Staff meeting, Ed Sub Committee, School Council 20 April, 10 May, 14 June and 13 September 2022
Endorsed	Term 3 2022
Approved by	Principal
Next scheduled review date	Term 4 2023





## Appendix 1: Restorative Practice

Our school places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. In order to achieve this we use restorative practices wherever possible.

### [Department Restorative Practice information sheet](#)

Restorative Practices:

- fosters awareness in the student of how others were affected
- avoiding scolding or lecturing.

This often distracts the wrong-doer from noticing other people's feelings

- Involves the student actively and promotes their agency and empowerment.

They need to face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this.

- Separate the deed from the doer.

We can recognise a student's worth, their virtues and accomplishments whilst disapproving of their wrongdoing.

- See every instance of wrongdoing and conflict as an opportunity for learning.

These can be used to build empathy and a sense of community in the hope that there will be a reduction of negative incidents in the future.

Restorative Conferences/Conversations aim to achieve:

- a sense of fairness and justice from all those who participate
- a greater insight into the impact their behaviours on others
- a healing of hurt and a repairing of damaged relationships.

The student remains a member of the school community which can continue to offer support and a sense of belonging.

Practical Example:

Restorative Conferences/Conversation

To the wrongdoer:

- What happened? Who else was there/around when it happened?
- What were you thinking, what was in your head/in your mind?
- Was it the right thing/wrong thing to do?
- Who has been affected/upset/harmed by your actions?
- In what ways?
- How has this affected you?

To the victim:

- What did you think when it happened?
- What have you thought about since?
- How has it upset/hurt/harmed you?
- What has been the worst thing?

To the wrongdoer:

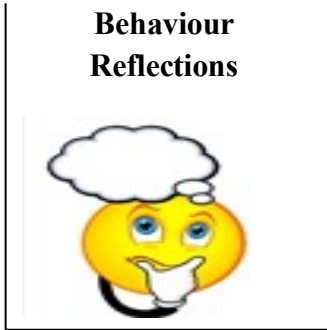
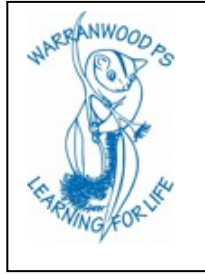
- What do you need to do to make things better?

To the victim:

- What is needed to make it right/to make you feel better?
- Is that okay/do you agree?
- Is that fair?

To both:

- How can we make sure this doesn't happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?



**Name:**

\_\_\_\_\_

**Date:**

**Grade:**

**Reasons for my Behaviour**


**Consequences of my Behaviour**

<b>How do I feel?</b>
<b>How does my behaviour affect others?</b>
<b>Other Consequences.</b>

**Description of my Behaviour**

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**Plan for Improvement**

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