

Natte Yallock Primary School – No 1347

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.

Natte Yallock 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
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7. Engaging with families
8. Evaluation

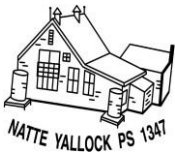
POLICY

1. School profile

Natte Yallock Primary School was first opened in 1874. It is a small rural school in central Victoria, Australia. The school serves a farming community and nearby small towns. It is 30 kilometres west of Maryborough and 20 kilometres north of Avoca. The school is very well presented with large modern, bright classrooms and undercover areas. The children have a spacious playground area in which to play including a synthetic grassed tennis/netball/basketball court and an extensive undercover area. The school bus service collects children from a radius of 15km. Natte Yallock Primary School is a part of the Pyrenees Cluster of schools.

Being a small rural school, we are able to offer personalised learning in all subject areas and the children are encouraged to explore their strengths and interests. The school prides itself on integrating ICT into its programs and being able to offer students 1:1 access to iPads and laptops. Our curriculum includes core subjects English, Mathematics and Science as well Visual Art, Music, ICT, PE, Kitchen Gardens and Japanese. The Mobile Area Resource Centre (M.A.R.C) van visits fortnightly and delivers our humanities curriculum of History and Geography.

Children also experience a wide variety of sporting activities through collaboration with our Pyrenees Cluster of Small Schools including basketball, swimming, athletics, badminton, golf and our school camping program.



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The Pyrenees Cluster of Small Schools come together once a fortnight to deliver specialised lessons in Music, Science, PE and Art. These days are fabulous opportunities to diversify the social groups and implement the Resilience, Rights and Respectful Relationships program.

2. School values, philosophy, and vision

Our school values are:

Respect - We respect ourselves, our school and each other. We understand that our attitudes and behaviours have an impact on the people around us.

Kindness - We model and demonstrate kindness by taking every opportunity to help others that may be in need.

Excellence - We strive for excellence by trying our hardest and doing our best.

Our mission is to provide high quality educational and leadership opportunities for our students, that will enable them to become effective members of our society.

Natte Yallock Primary School's vision is to empower students to reach their personal best.

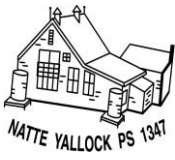
3. Wellbeing and engagement strategies

Natte Yallock 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 follow a literacy and numeracy 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 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 School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level



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- students have the opportunity to contribute to and provide feedback on decisions about school operations through senior school meetings. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through connections to the Pyrenees Cluster (Full STEAM Ahead days, sporting events, swimming and camping programs)
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, 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
- provide a consistent and positive approach to student behaviour, aiming to foster the development of personal responsibility and self-discipline
- implement a whole school social and emotional learning program
- programs, incursions and excursions developed to address issue specific needs or behaviour
- 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.

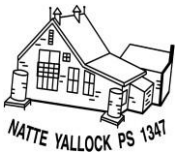
Targeted

- 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 – refer to our Child Safety and Wellbeing Policy for further information
- 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
- 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
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Natte Yallock Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst



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Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Natte Yallock 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. Natte Yallock Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

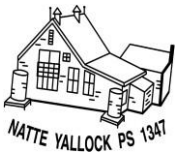
Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.



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6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy and the Student Code of Conduct (Appendix).

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, Natte Yallock Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and 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 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 Principal
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

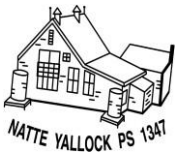
In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Natte Yallock Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Natte Yallock 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.



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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

Natte Yallock 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

Natte Yallock 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
- Included in staff induction processes
- Made available in hard copy from school administration upon request

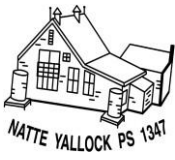
Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [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](#)



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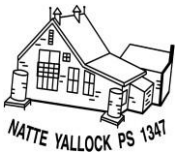
- [Expulsions](#)
- [Restraint and Seclusion](#)

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

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	School Council – September 2022
Approved by	Principal
Next scheduled review date	August 2024



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APPENDIX – Student Code of Conduct

At Natte Yallock Primary School we are committed to developing a positive school climate which promotes personal growth, achievement, and positive relationships for all students. We endeavor to maintain an environment where everyone feels safe and has a sense of belonging and where individual differences are appreciated, understood, and accepted.

A Positive Approach

At Natte Yallock Primary School we work to provide a consistent and positive approach to student behaviour, aiming to foster the development of personal responsibility and self-discipline.

We are committed to the following strategies:

- Implementing a whole school social and emotional learning program
- Encouraging awareness, understanding and respect of school rules
- Requiring children to accept responsibility for their own actions
- Giving positive reinforcement to improve self-esteem
- Publicly acknowledging student achievement
- Encouraging friendships
- Providing appropriate supervision in the school grounds.

A Safe and Positive Learning Environment

The following 6 simply stated rules support our multi-age context. When followed, these rules allow everyone to learn and play in a safe and positive environment:

1. Do what you are meant to be doing
2. Listen when others are speaking
3. Treat each other kindly
4. Look after your own and other peoples' property
5. Use appropriate inside and outside behaviour
6. Keep your hands and feet to yourself

A Whole School Approach

We have a whole school approach to managing inappropriate behaviour. This 5-step procedure is followed in all classroom sessions. The F-2 classrooms are supported by a visual aid called a traffic light. A similar sequential process is followed in the yard. Parents are informed at the end of the school day if Step 3 is reached. If Step 4 and 5 are reached, parents are contacted at the time to arrange an opportunity for a restorative discussion and a request for support from home in reinforcing our school behavioural expectations.

F-2 Classrooms	3-6 Classrooms
1. Verbal warning or reminder (green)	1. Verbal warning or reminder
2. 2 nd warning or reminder (orange)	2. Written warning
3. Time Out within the classroom (red)	3. Time Out within the classroom
4. Time Out in another classroom (double red)	4. Time Out in another classroom
5. Report to 'office'	5. Report to 'office'

Severe Clause:

In some cases, such as those listed below, sequential consequences are not used – instead a student will be removed from the classroom or playground and referred to the Principal.

- Uses physical violence and/or verbal abuse to another child, teacher, or parent
- Refuses to follow a reasonable instruction from a staff member or adult helper
- Willfully damages or steals property