

Yinnar South Primary School – Policy

Yinnar South 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.

Yinnar South 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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POLICY

1. School profile

At Yinnar South Primary School our logo, *Individual Focus - Global Perspective* highlights our child centred approach and intent to bring the world into the classroom creating global citizens.

High expectations, along with individual learning programs foster the unique attributes of every child. Yinnar South Primary is a safe, nurturing environment where the whole school community strives to extend students to reach their full potential.

The curriculum is based on developing students through educational stages rather than ages. This allows every child to work at the pace that best suits their needs. Flexible arrangement of learning spaces and class groups support this program. Literacy and Numeracy are high priorities. The Lifestyles program links Food Tech, Sustainability and the Language Program (Chinese). Students are also involved in Sport.

Students are encouraged to learn through a mixture of developmental curriculum, authentic and inquiry based tasks. They are encouraged to take responsibility for their learning and to embrace learning opportunities.

The school is extremely well resourced with ICT a particular focus. The teaching program utilises computers at a ratio of 1:1, interactive whiteboards, and Apple iPads.

School Facilities include 5 classrooms that are utilised to support the Developmental Curriculum program, a library, art and performing arts space and an administration building. The grounds include a playground, vegetable patch, chicken coop, green house, basketball courts, chess tables and sandpits. The Yinnar South Primary Community Hall is on site. Parents and community members support the school and its activities, particularly the Food Tech and Sustainability program.

School values, philosophy and vision

Vision

At Yinnar South Primary Learning Community we strive to create a flexible, vibrant and dynamic learning environment that customizes individual development and maximizes personal achievement.

Mission

To empower our learning community with the dispositions, skills and attributes they need to successfully take their place as global citizens in a sustainable, diverse and ever changing world.

We value: Learning to be **WISE**

Wellbeing

Student wellbeing is a core focus at Yinnar South Primary School. Wellbeing is embedded in everything we do and every two years we have a term focus on wellbeing, specifically social, emotional/mental, spiritual, community, environmental, intellectual and physical health. Students explore strategies to maintain and improve their own health and how to minimize potentially negative impacts.

Integrity

At Yinnar South we strongly value integrity, students are encouraged to understand that while we all make mistakes at times we should always try to be honest, trustworthy and respectful.

Self Mastery

Students at Yinnar South are encouraged to take responsibility for the choices they make and this includes their own behaviour. We believe that students need to develop intrinsic motivations for making strong choices. We encourage students to develop their social and emotional intelligence alongside their academic. Our Play is the Way program supports these understandings.

Empathy

At Yinnar South Primary School our students are encouraged to be empathetic. They are supported to view others perspective and to develop a sense of caring, responsibility and respect for themselves, the global community and our environment.

2. Engagement strategies

Yinnar South 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*
- *teachers at Yinnar South 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*
- *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 student leadership and other forums including morning meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, support staff and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to the School Chaplain, Year Group Leaders 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*
 - *CASEA*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*

Targeted

- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will 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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

- [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](#)

Yinnar South 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*
 - *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*

3. Identifying students in need of support

Yinnar South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Staff plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Yinnar South 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*

4. 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.

5. Student behavioural expectations and management

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 Yinnar South Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Yinnar South Primary School will institute a staged response, consistent with the Department's Student Engagement

and Inclusion Guidelines and Behaviour policy. 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 implement 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 Year Level Coordinator*
- *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 Yinnar South 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.

6. Engaging with families

Yinnar South 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.

7. Evaluation

Yinnar South 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

Yinnar South 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

POLICY REVIEW AND APPROVAL

Policy last reviewed 7/5/2021	
Approved by School Council	
Next scheduled review date	June 2023