

 <b>TYABB</b> PRIMARY SCHOOL	<b>Policy Name</b>	Student Wellbeing and Engagement Policy	<b>Date of approval</b>	12.8.19
	<b>Responsible</b>	Leadership Team	<b>Review Date</b>	2022

## 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.

Tyabb 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
4. Identifying students in need of support
5. Student rights and responsibilities
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## POLICY

# 1. School profile

### LOCATION

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self-esteem and having positive relationships with others. We focus on the development of these personal skills as well as their academic achievements in Literacy and Numeracy. As a Professional Learning Community, Tyabb P.S continues to use a personalised approach to learning and teaching that focuses on an individual student's point of need. Knowledge and skills are further developed through our specialist program and Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts.

Tyabb Primary School is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield. The school prides itself on its reputation within the wider community as a school which reinforces strong values and provides outstanding teaching practice and specialist programs including Art, Music, PE, Science and Studies of Asia. In addition, we have a variety of extra curricula activities such as the Sporting Schools Program, Instrumental Music, HPV and a Grade 5/6 electives program. We have a strong community focus and actively build relationships with our community members.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students providing opportunities to achieve "big things" from their first small beginnings in grade prep.

Our vision at Tyabb P.S is to provide a caring, stimulating and dynamic environment that enhances learning, personal growth and wellbeing for all students: extending and challenging students to become effective and productive members of the global society and ensuring that each student reaches their individual potential. School Values: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY, OPTIMISM

### FAMILIES

The School Family Occupation index at Tyabb Primary School is 0.39. The SFO is a broad indicator of the socio - economic status of school families. In 2019 we have 300 families and an enrolment of 420 students and 18 classes. A large number of children come from two income families with only 16% of our families accessing the new Camps, Excursions and Sporting Fund.

### STUDENTS

Our enrolments have grown slightly in the past few years with a current enrolment of 420. The schools current enrolment includes 195 boys and 225 girls. The majority of our students are from English speaking backgrounds with only three EAL students. We currently have 3 students with a background that is Koorie or Torres Strait Island. Our students come from several kindergartens and childcare centres. They have many choices for their secondary education including –

Westernport, Somerville, Mornington, Dromana and private schools - Flinders, Padua, Peninsula and Woodleigh. A large proportion of the staff is drawn from the local community, many being current or past parents of Tyabb students. With a long history in the area, there are some children whose great grandparents attended Tyabb Primary School.

## **STAFF**

The schools staffing profile is quite varied with a range of teaching experiences from first year graduates to teachers with years of experience. We have a professional, highly motivated and caring staff who work cooperatively to support and promote student learning and the overall goals and priorities of the school. Of our 35 staff members we have 1 principal, 1 assistant principal, 1 leading teacher, 16 range 2 teachers, 11 range 1 teachers, 1 part time business managers, 3 part time Office Education Support Staff and 6 part time Integration Aides. The majority of our teaching staff are full time with part time positions in our specialist areas and education support staff. We have specialist teachers in Music, Art, Science and PE

## **BUILDINGS**

The school's facilities have grown over the past few years with many relocatable portables replaced by 8 new classrooms and an office/admin area built in the year 2000. In 2009 the National Schools Pride funding was used to build a new stage/music area in the hall. As a part of the recent (BER) program the school has managed to replace further portables with 6 new classrooms/open learning areas and library/ICT area. This has recently been completed and will provide flexible learning spaces for our year 5 and 6 students allowing quality teachers to implement an inquiry learning program that caters for the 21st century learner. With the completion of this building works the priority has now shifted to the redevelopment of the grounds. In the few years we have installed new playground equipment and built a deck/artificial grass area, sand pit, gazebo and asphalt play area. We have worked hard to improve the landscaping of areas in the school to provide students with useable outdoor learning spaces.

# **2. School values, philosophy and vision**

## **VISION STATEMENT**

All students are empowered to learn and achieve their personal best through high quality teaching and the best environment for learning which equip them with the knowledge, skills, values and positive mindset to become active, engaged and productive members of the local and global community

## **OUR MISSION**

Tyabb Primary School has been a vital part of the Tyabb community since 1891, providing leadership in the education of our children and a focus for the community.

We aim to ensure that all students:

- learn the necessary skills and attitudes to become productive, caring, thinking individuals,
- develop as adaptable and resilient individuals who respect themselves, others and the environment
- become lifelong learners and strive to achieve their personal best.

We will provide a safe, positive and stimulating environment where parents, teachers, students and the wider community work cooperatively to ensure:

- an engaging and challenging curriculum,
- exceptional teaching and
- high standard resources

## **OUR VALUES**

Tyabb has strong commitment to a set of core values. These values, developed through a community consultation process, underpin all decisions made in the school and provide a framework for behavioural expectations of all community members.

The core values are: Respect, Integrity, Optimism, Empathy and Commitment.

Our Statement of Values is available on our website at - [www.tyabbps.vic.edu.au](http://www.tyabbps.vic.edu.au)

## **3. Engagement strategies**

To realise our vision, Tyabb Primary School has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.

Tyabb Primary School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school provides an attractive, stimulating learning environment and a range of extra-curricular offerings which help children to experience success and thus develop a sense of competency and self-esteem. Our school recognises that student engagement and school connectedness underpin effective learning. The positive school culture is supported by a range of programs and support systems which are described in this section.

Tyabb Primary School students have direct involvement in extra-curricular activities and leadership opportunities. We encourage outstanding performances in the areas of academic, leadership, sport, performing arts, artistic and personal achievement. Roles of responsibility are wide and varied at different levels throughout the school and not confined to identify 'leaders'. All children have leadership opportunities.

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
- deliver a broad curriculum including Visual Arts, Music, Physical Education, Science and Indonesian to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations

- teachers at Tyabb Primary School use a Gradual Release Instructional Model 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 Tyabb 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. 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 multi-age days, school plays, athletics and year 5/Prep buddy program
- 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:
  - You Can Do It Program
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anti-bullying incursions, anger management programs)
- opportunities for student inclusion (i.e. sports teams, band and choir, and lunchtime activities)
- buddy programs

### **Targeted**

- each class has a classroom teacher who monitors the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- all 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, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ER Psychology re counselling for students
- referral to Orange Door
- Lookout

Tyabb 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 Orange Door

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.

## **4. Identifying students in need of support**

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Grade Expert Data Tracking
- School Entry Health Questionnaire
- Engagement with student families
- Detention and suspension data

Tyabb Primary School has several intervention programs and social skill groups catering for students with identified learning needs. ie: reading intervention is offered at the grade 1 level. A Sensory room has been created at Tyabb Primary School which can be used as a therapy for students. This space was designed to develop student's sense, through special lighting, music, and hands on objects. Student Support Services and outside agencies such as DHS, ER Psychology, Speech Therapy, Child First and CAMHS are available to provide advice and support when necessary.

Students at risk have Individual Learning Plans in place including PSD students. These are evaluated and reviewed each term. These plans assist with the hand over between teachers from year to year as they provide a clear path in educating these students to achieve their highest potential in all areas of their learning.

## **5. Student rights and responsibilities**

Tyabb Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. They are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

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

### ENGAGEMENT

All students are expected to:-

- Recognise that the classroom is a place where they actively participate and strive for their personal best
- Be committed to their own learning and the learning of others
- Endeavour to be self-motivated learners
- Understand that they have a role in the wider community and see themselves as an integral part of this community

### ATTENDANCE

Full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Students should arrive at each class on time and ready to learn. Tyabb Primary School is involved in the "It's Not Okay To Be Away" program and student attendance is monitored promptly and effectively. If students can't come, parents/carers must provide a reasonable explanation to their teacher.

### BEHAVIOUR

Students are expected to:

- Work, learn and play in an environment of mutual respect
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Respect themselves, others and the environment
- Value individual and collective diversity
- Play and work safely at all times
- Take care of their own and other's personal property and space
- Take responsibility for our own behaviour and understand the logical consequences that follow

### RESPONDING TO CHALLENGING BEHAVIOUR

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department 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.

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.

## **A STAGED RESPONSE**

Tyabb Primary School requires the active involvement of parents in the learning and behavior of each student. It seeks to foster this cooperative approach with parents through the prep transition process, reports, parent/teacher interviews, phone calls, meetings, communication books, etc.

In encouraging and building this cooperative approach it is acknowledged there will be behaviors and events that compromise the ideal. When this occurs, Tyabb Primary School will use a Staged Response to address the issues that have arisen.

If a student misbehaves he/she may move through the following steps. If the situation is serious then the steps will be shortened:

**Level 1:** Student is reminded of the values in the classroom and referred to the whole school values chart and consequences that have been set at the start of the year.

**Level 2:** Student is removed from the place where they are completing an activity to assist with them refocusing on their task.

**Level 3:** Student is removed from the group that they are working in to further assist with them refocusing on their task at hand.

**Level 4:** Student is removed from their classroom and sent to their 'teacher (support) buddy' classroom for a short period of time.

**Level 5:** Student will be removed to the office to discuss their actions with the Welfare coordinator. An official timeout will be given to the student and parents will be contacted to ensure all parties are aware of the actions of the student.

**Step 6:** Suspension as per Department guidelines.

**Step 7:** Expulsion as per Department guidelines.

Suspension and expulsion 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://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

## **USE OF RESTRICTIVE INTERVENTIONS – RESTRAINT AND SECLUSION**

Our school follows the Department's policy and guidance on Restraint of Students. For more information see: [School Policy and Advisory Guide](#) and the Department's [Restraint and Seclusion](#) Guidance materials including the [Principles for Reduction and Elimination of Restraint and Seclusion in Victorian government schools](#)." Refer to Appendix 1.

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

## 7. Engaging with families

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.

### ENGAGEMENT

- Parents/carers are expected to support the school's efforts to educate young people
- Parents/carers should ensure that all relevant information that could assist the school in meeting each child's individual learning needs is provided.
- Parents/carers are expected to actively participate in supporting their child's learning by building positive relationships with Tyabb Primary School through attendance at parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications in a timely manner.

### ATTENDANCE

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school on the day of absence. In line with new Department regulations, unexplained absences are followed up on a daily basis by office staff.

### BEHAVIOUR

Parents/carers should understand Tyabb Primary School's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

Tyabb 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.

## 8. Evaluation

Tyabb 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.

Some sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

## FURTHER INFORMATION AND RESOURCES

**The following related policies can be found on the official Tyabb Primary School website:**

- [Child Safe Policy and Code of Conduct](#)
- [Statement of Commitment to Child Safety](#)
- [Statement of Values](#)
- [Duty of Care Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)

## REVIEW CYCLE

This policy was last updated on June 17<sup>th</sup> 2019 and is scheduled for review in June 2020

## APPENDIX 1

# A framework for the reduction and elimination of restraint and seclusion in Victorian government schools

01

Department policy (*School Policy and Advisory Guide – Restraint of Student*) restricting the use of restraint or seclusion applies to all students in Victorian government schools.



02

Physical restraint or seclusion must not be used except in situations where the student's behaviour poses an imminent threat of physical harm or danger to self or others; where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances; and where there is no less restrictive means of responding in the circumstances. Restraint or seclusion should be discontinued as soon as the immediate danger has dissipated (see Regulation 15 in *Legal Obligations* for further information).



03

Every effort should be made to prevent the need for the use of physical restraint or seclusion.

04

Schools should never use mechanical restraints or a drug/medication that restricts a student's freedom of movement or to control behaviour.

05

Any behavioural intervention must be consistent with the *Charter of Human Rights and Responsibilities Act 2008* and also the student's rights to be treated with dignity and to be free from abuse.



06

Physical restraint or seclusion must never be used as punishment or discipline (e.g. placing in seclusion for non-compliant behaviour), as a means of coercion or retaliation, or as a convenience.



07

Physical restraint or seclusion should never be used in a manner that restricts a student's breathing or harms the student.

08

Any use of physical restraint or seclusion must trigger a review and, if appropriate, a revision of behavioural strategies currently in place to address behaviour that causes harm to self or others. If positive behavioural strategies are not in place, staff should develop them.

09

If students demonstrate behaviour that causes physical harm to self or others necessitating the use of physical restraint or seclusion, strategies to address this behaviour should address the underlying cause or purpose of the behaviour.

10

Teachers, and relevant school staff should be trained regularly on the appropriate use of effective alternatives to physical restraint or seclusion, such as positive behaviour supports (PBS).



11

In every instance in which physical restraint or seclusion is used, the student must be carefully and continuously monitored to ensure that the physical restraint or seclusion is being used appropriately, and that the student, other students and staff are safe.



12

Parents/carers should be informed of the Department's policy (*School Policy and Advisory Guide – Restraint of Student*) on restraint and seclusion.



13

Parents/carers should be notified as soon as possible following each instance in which physical restraint or seclusion is used with their child/student.



14

The Department will regularly review and update, as appropriate, policy regarding the use of physical restraint and seclusion.

15

Each incident involving the use of physical restraint or seclusion must be documented in writing and specific data collected to add to staff understanding of the application of the *Principles* and to inform the review of the policy.