



STUDENT WELLBEING, ENGAGEMENT & INCLUSION POLICY

This is a level one policy - it is presented to School Council for their endorsement.

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.

Raywood 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

Raywood Primary School is located in a rural village 30 km to the north of Bendigo. The School currently has 25 students, with 3 effective full-time Teaching Staff and three Education Support (ES) Staff. Historically the majority of families have derived their income from farming but this is not the case for our current group of families who are either employed in Bendigo or come from lower socio-economic backgrounds. The School has a current SFO of .78 which has increased significantly over recent years.

Bus transport is available for the students of the nearby districts of Neilborough and Sebastian. Local children walk, ride their bikes or are driven to School.

In 2013, a major upgrade to our facilities was completed with the opening of a new School building as part of the Building the Education Revolution initiative. The new building consists of two Classrooms, a Project space, a Reading room, a Staffroom, Principal Office, Sick bay, Storage rooms and Administrative area. In addition, the School has retained a Heritage Building which is currently used as an Art/Library and Music Room. The old Staffroom has been refurbished into a Canteen and Parent Meeting Room. There is also a full-sized Community stadium on the School site.

The large well-maintained School site has active and passive play areas including a covered Playground, Chicken coop, Worm farm and Vegetable gardens.

2. School values, philosophy and vision

Our School's Vision, is to provide an education for our children that prepares them for a future in a rapidly changing society. The School aims to work with our families and community to enable our children to become active, lifelong learners committed to personal success and being responsible citizens in a global community. We aim to achieve these outcomes by creating a dynamic learning environment that delivers an engaging, relevant and challenging curriculum. Our School Values promote a positive and inclusive School culture where respectful relationships exist between all Staff, Students and Parents. We want each child's journey through Primary School to be full of enjoyment, academic achievement and personal development. Our beliefs which form the basis of our actions are that each child is an Individual, that there is fairness and equity at all times and that there is co-operation and mutual respect for all.

Our Purpose and Values guide all decisions and actions with regards to Teaching, Learning and Student Wellbeing.

Raywood Primary School's values are:

- Each child as an individual.
- Respect for one another.
- Confidence.
- Organisation.
- Getting along.
- Persistence.
- Loyalty to the group and respecting confidentiality.
- Teamwork.

In addition, we believe:

- Enjoyment enhances learning.
- In emphasizing the importance of Literacy and Numeracy achievement.
- A positive self-concept is essential to successful learning.
- Learning is enhanced through ownership and through celebrating achievements.
- Achievement of our goals is improved through teamwork.
- A shared view of our purpose and direction strengthens student learning.
- In treating everyone with fairness and equity.
- In being responsible for own actions.
- In the physical and emotional safety of our students.

3. Engagement strategies

Ours is a school that is culturally diverse and socially inclusive. In order for our school to truly reflect the needs and aspirations of our students and their families, we need to ensure that their backgrounds are recognised, catered for, celebrated and valued. Raywood 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 engagement strategies used by our school is included below:

- 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Raywood Primary School use an agreed instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Raywood 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
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
- 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
- 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 a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Raywood 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
- 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

Raywood Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All our staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Raywood 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.

As members of the Raywood School community, students; teachers; and families have certain rights and responsibilities within our community. The right to teach and learn, and the right to feel safe both physically and emotionally are governing. Students, teachers, community members including parents and carers all share equal responsibility in acting in ways that uphold each of our rights.

As principal and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs

- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

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 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 Raywood Primary School's Bullying policy.

At Raywood Primary we believe schools are the emotional hubs of their communities. They carry, in the form of children, the hopes, aspirations, potential and possibilities for tomorrow. Simultaneously they reflect the state of the community as it exists and the history that has brought it to its current form. In each child is held the past, present and the future as it is in the school population as a whole.

Schools can and must be a positive influence on the community of which they are the hub. Schools can, directly and indirectly, expose their communities to enlightened understandings and processes of emotional wellbeing that generate harmonious, safe and purposeful coexistence.

The development of emotional intelligence must be seen as the lifeblood of the school community, and as such it must be an integral and constant part of the schools' curriculum. It must be afforded the right of being a subject in itself as well as a process woven into the daily fabric of school life and learning.

As human beings we respond emotionally first and rationally second. Emotions have the greatest influence on our behaviour. Knowing about human emotions and understanding why and how they occur allows us to take charge of, manage and change our own behaviour. Self-awareness, self control, self motivation, empathy and the ability to get along with others are the pillars of emotional intelligence, and constitute the pathway to health, happiness and success.

Frequently, when a student behaves inappropriately it is because emotions have taken over from reason. They have become a victim of their emotions and there is every likelihood the predominant emotion was anger or one of its derivatives. At Raywood, we teach students how to be the master of their feelings, rather than a victim of their feelings.

At Raywood Primary School we teach the children to "Make a Choice" and by making that "Choice" they themselves are responsible for the outcome.

When a student acts in breach of the behaviour standards of our school community, Raywood 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 principal
- restorative practices
- 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 Raywood 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.

7. Engaging with families

Raywood 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.

8. Evaluation

Raywood 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

Raywood 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. v

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
- 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

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

REVIEW CYCLE AND EVALUATION

This policy was last updated in **September 2021**

The policy is scheduled for review in September 2022 (or early if required due to changes in regulations or circumstances dictate)