

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.

Richmond West 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.

DEFINITIONS

The Richmond West Primary School **Expected Behaviours** outlines the expected behaviours across a number of contexts. Using the six agreements our next step is to explain and teach these behaviours to all the students. It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.

Each of the expected behaviours within the Richmond West six agreements will have a commitment from staff to **explicitly teach expected behaviours with this curriculum directed by behaviour data**. Additional lesson ideas will be on a needs basis, responding to the analysis of the collated whole school data.

School values and six agreements

The seven core values are:

- Honesty and trustworthiness
- Doing you best
- Respect
- Care and compassion
- Responsibility
- Co-operation
- Resilience

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The six agreements are:

- Hands, feet and objects to yourself
- Do what you are asked the first time
- One person speaking at a time
- My space, your space
- Right words, right place
- Right place, right time

POLICY IMPLEMENTATION

School wide communication strategies of the **School Values and Expectations** have and continue to be developed and implemented. This is to ensure that all members of our school community are aware of the expected positive behaviours and encourages parents to use the same strategies at home.

Some examples include:

- All School Values and Expectations are posted in every classroom area
- All School Values and Expectations will be posted in the playgrounds on the community billboards
- All School Values and Expectations can be accessed at home via the school newsletter and COMPASS
- Class time dedicated to the explicit teaching of the range of expected behaviours linked to data specific to the whole school, each learning area and/or each homeroom
- Modelling/role play by older students, staff, parents – presented at assembly, older students visiting younger students classes
- Explicit discussions and explanations, “What could you do to improve this situation?” “What is the expected behaviour in this situation?”

Continuum of Procedures for Encouraging School Wide Expected Behaviours

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. School must also provide incentives to encourage students to use pro-social skills. The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school.

School wide strategies for staff to use when students exhibit the expected positive behaviours related to the school Agreements and Expectations have been developed and are being implemented.

Positive Reinforcement

Energy is directed into a systematic approach to reinforce positive behaviours. This system includes positive reinforcement on three levels.

Short Term – On a daily basis in class, in the playground and the Student Engagement Team group announcements.

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Medium Term – On a weekly basis – Assembly related.

Long Term – On a term-by-term basis - Whole School positive days based on academic activities.

The implementation of School Wide Positive Behaviour Support framework across the school supports the provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication.

Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions and parent learning programs through the establishment of (SWPBS and RR) systems that manage incidents via increasingly clear and well-understood processes. This in turn promotes better community engagement. We endeavor to maintain strong relationships with the Student Support Services network and all relevant support agencies.

Programs and Strategies to promote student engagement:

- **Building Positive Relationships** – working with SSSO via one to one/small groups
- **Enrichment and Engagement Programs** – Classroom Kitchen Program, STEM, lunchtime clubs, Performing and Visual Arts opportunities
- **Life Skills** – cooking, social skills groups
- **Academic Intervention** – literacy and numeracy based intervention
- **Tier II (Secondary Level)** external providers for counseling (ATAPS, Healthy Minds, Engage one on one)
- **Student Leadership Groups**
- **ES Support** through a flexible ‘as requested’ timetable

Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Enrolment

All students who meet the enrolment eligibility criteria have the right to enroll at Richmond West Primary School.

Participation

Richmond West Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student’s behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students’ parents/carers as part of a staged response to managing behaviour and/or wellbeing.

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Harassment and Victimisation

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Richmond West Primary School community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

Student Support Services

Richmond West Primary School works closely with the SSO network to support our school within the targeted service delivery model

- We are delivering a continuum of school wide instructional and positive behaviour support incorporating the expertise and knowledge of regional SSSO members.
- We are diligent in gaining support for and assessment of all children who are displaying at risk behaviours.
- We are developing our own primary intervention systems (5% of school population) through specialised individual programs for students displaying high-risk behaviours.
- We have a strong commitment to establishing positive partnerships with all agencies to support the educational and emotional development of all students.

Curriculum Development

All students have the right to access curriculum which addresses their academic, physical and social needs. Team areas are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.

- An Individual Learning Plan is drawn up for each student at risk academically and this outlines in detail the students' learning goals.
- A Student Absence Learning Plan is drawn up when a child has an extended absence from school.
- A Behaviour Action Plan and regular Student Support Group meetings are held to develop strategies for students experiencing behavioural difficulties.

Richmond West Primary School Principal, Leadership team, teachers and Education Support Staff are expected to:

- Teach and role model the school values
- Adopt inclusive teaching practices
- Use a range of teaching strategies and resources to engage students in effective learning
- Create and maintain safe and challenging learning environments
- Acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- Fairly, reasonably, consistently and positively implement the engagement and wellbeing policy

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- Provide opportunities using the expertise of staff within your Learning Community and within the school.

Richmond West Primary School Parents/Carers are expected to:

- Promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- Support the school in maintaining a safe and respectful learning environment for all students
- Support their child by maintaining regular attendance, modeling positive behaviours and assisting their child with their schoolwork
- Cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- Actively support their child's engagement in the school environment

Richmond West Primary School students are expected to:

- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- Attend regularly and participate fully in the school's educational program. Richmond West Primary School recognises that some students need support to achieve this and will work with those students whose attendance could be improved.
- Take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
- Learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal

Shared Expectations:

Classroom Management Plan - Teachers:

Follow the Expected Behaviours Consequences Flow Chart

- It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles
- Students are more likely to respect a classroom plan if they have been involved in its creation
- Revisit the plan on a regular basis throughout the year

Engage in quality teaching and learning

- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage cooperative learning

Provide opportunities for students to make decisions about their own learning

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- Clearly communicate fair and reasonable expectations
 - Encourage students to set goals and persist in problem solving situations
 - Assist students to develop time management and study skills
 - Develop supportive interpersonal relationships
 - Catch students being good
 - Communicate a genuine interest in and care for the students
 - Establish rapport with and welcome the involvement of parents
 - Develop a sense of responsibility for students' own progress and personal behaviour goals

Establish ways to develop self-esteem

- Plan for success by breaking tasks into manageable steps which ensure individual success
- Acknowledge success
- Minimise criticism and accept mistakes as part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility

Strategies for All Staff

- Communicate openly and honestly with students and parents
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up
- Remain calm and in control
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review
- Ensure children understand and are familiar with all aspects of the school agreements and develop an Individual Behaviour Plan if required
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate academic and/or social behaviours
- Address student's concerns immediately, or at an appropriate time and place, recording when necessary
- Avoid confrontation at all costs
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school's beliefs and values

Engaging with Families

Richmond West 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:

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- 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.

Student Discipline procedures – suspension and expulsion

For further information please refer to the Behaviour Management Policy

Richmond West Primary School has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the school agreements. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student.

Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the Principal and Assistant Principal.

The school will consider the educational and emotional impacts on the student, and take into account disability, when taking suspension or expulsion measures. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

FURTHER INFORMATION AND RESOURCES

Related policies

- Behaviour Management Policy
- Duty of care Policy
- Bullying Prevention Policy
- Work Place Bullying Policy

Other resources

- Code of conduct
- Ministerial Order 625 (Procedures for Suspension and Expulsion)

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EVALUATION

This policy will be reviewed as part of the school's review cycle, and/or if guidelines change.

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