

# STUDENT WELLBEING AND ENGAGEMENT POLICY



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## 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.

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

## DEFINITIONS

### **Expected Behaviours:**

The Richmond West Primary School **Expected Behaviours** outlines the behaviours expected across a number of contexts and form the positive behavior matrix. Also known as **Expectations**

### **School Wide Postive Behaviour Matrix:**

Refer Appendix 1

**Respectful Relationships (RR): Respectful Relationships** is an initiative to support schools and early childhood **education** settings promote and model **respect** and equality. It also supports educators to teach our children how to build healthy **relationships**, resilience and confidence.

**Expected behaviours** within the **Postive Behaviour Matrix** 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:**

The values are:

- Belonging

# STUDENT WELLBEING AND ENGAGEMENT POLICY



- Striving for personal success
- Resilience

## POLICY IMPLEMENTATION

### a. Our commitment to providing a safe and supportive learning environment for students

#### 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 enrol at Richmond West Primary School.

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 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 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
- 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?”

### b. Expectations for positive student behaviour

**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

**Richmond West Primary School Parents/Carers are expected to:**

# STUDENT WELLBEING AND ENGAGEMENT POLICY



- 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

## **Continuum of Procedures for Encouraging School Wide Expected Behaviours**

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. Schools 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.

Richmond West Primary School's has developed and implemented school wide strategies for staff to use when students exhibit the expected positive behaviours related to the **school expectations**.

## **Positive Reinforcement**

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

This occurs on a daily basis in class, specialist groups and in the playground using the tick and dot charts And on a weekly basis – Assembly related awards for students demonstrating the values.

The implementation of School Wide Positive Behaviour Support framework across the school supports the provision of a safe and supportive learning environment that is characterised by high expectations for student learning.

# STUDENT WELLBEING AND ENGAGEMENT POLICY



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.

## 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.

## Harassment and Victimization

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.

## 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.

- 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.

## Shared Expectations:

### Classroom Management Plan - Teachers:

- Follow the Expected Behaviours Consequences Flow Chart
- It is important for students to be familiar with the school expectations and consequences
- Students are more likely to respect a classroom plan if they can make the link between the school values and behavioral expectations
- Revisit the matrix 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

# STUDENT WELLBEING AND ENGAGEMENT POLICY



- Encourage cooperative learning

## Provide opportunities for students to make decisions about their own learning

- 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

## 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
- **Academic Intervention** – literacy and numeracy based intervention
- **Student Leadership Groups**
- **Education Support** through a flexible timetable

## c. Support available to students and families

### Student Support Services

Richmond West Primary School works closely with the Student Support Services officers (SSSO) network to support our school within the targeted service delivery model.

- We deliver 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 have a strong commitment to establishing positive partnerships with external agencies to support the educational and emotional development of all students.

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## 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:

- 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.
- 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.

## d. Our school's policies and procedures for responding to inappropriate student behaviour.

Behavioural expectations of students, staff and families at Richmond West Primary School are grounded in our school's Statement of Values and School Philosophy and addressed through the following policies:

Child Safety at Richmond West Primary School will be responded to consistently within our:

- Child Safe Policy Policy
- Child Safety Reporting and Responding Obligations Policy
- Child Safety Code of Conduct and Statement of Commitment
- Bullying Prevention Policy

When a student acts in breach of the behaviour standards of our school community, Richmond West 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 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 Richmond West Primary 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:

# STUDENT WELLBEING AND ENGAGEMENT POLICY



- warning a student that their behaviour is inappropriate (as per SWPBS practices)
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to principal and/or Assistant Principal
- behaviour support and intervention meetings
- suspension
- expulsion

## Student Discipline procedures – suspension and expulsion

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

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/or 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.

For further information please refer to the DET Policy for [Suspensions](#) and [Expulsions](#)

## FURTHER INFORMATION AND RESOURCES

### RELATED SCHOOL POLICIES

- Bullying Prevention Policy
- Child Safe Code of Conduct and Statement of Commitment
- Child Safe Policy
- Child Safety Reporting and Responding Obligations Policy

# STUDENT WELLBEING AND ENGAGEMENT POLICY



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- Duty of Care Policy
  - Statement of Values and School Philosophy

## DET RESOURCES

The Department's Policy and Advisory Library:

- [Student Engagement](#)
- [Behaviour — Students](#)
- [Suspensions](#)
- [Expulsions](#)

[Bully Stoppers](#)

[Safe Schools](#)

[Respectful Relationships](#)

## EVALUATION

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

## BEHAVIOUR MATRIX

# STUDENT WELLBEING AND ENGAGEMENT POLICY





**We value**  
**belonging**

**Whole School**

- Be kind, be fair, be friendly
- Do what you are asked the first time
- Understand that everyone is different
- Take pride in our school and community
- Right Place, Right Time
- Right Words, Right Place
- My Space, Your Space
- MYOB
- Be respectful
- Hands, feet and objects to your self

**Learning Time**

- One person speaking at a time
- Celebrate success
- My learning is different to my peers
- Actively participate

**During Breaks**

- Include others
- be kind, be fair, be friendly
- hands, feet, objects to yourself



**We value**  
**striving for personal success**

**Learning Time**

- Work towards your goals
- Be open-minded
- Actively participate

**During Breaks**

- Be kind to the environment
- Set and follow rules before you play



**We value**  
**resilience**

**Whole School**

- Use your calm down strategy
- Use '3 Step Telling'
- Be a problem solver
- Use your words to express yourself

**Learning Time**

- Keep trying, don't give up
- Mistakes are part of learning
- Once a problem is dealt with move on
- I am proud of my learning

**During Breaks**

- Be a good sport
- Use the 3 step telling
- Everyone's best is different