

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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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.

## 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
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## CHILD SAFETY

Richmond West Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that student engagement and wellbeing strategies are developed inclusively to meet the needs of all students.

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## POLICY IMPLEMENTATION

Richmond West Primary School is committed to ensuring that information and procedures to enable and to respond to concerns raised by students are age-appropriate, simple, and accessible for all students including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, students with disability, LGBTIQ+ students and other vulnerable students. We openly display contact details for independent child advocacy and child helpline services throughout the school.

The school delivers age-appropriate education to all students about:

- healthy and respectful relationships (including sexuality)
- resilience and coping with adversity
- child abuse awareness and their right to be safe
- their right to make decisions about their body and their privacy
- how they can raise concerns about safety, abuse or other harm
- any concerns raised will be taken seriously and responded to appropriately

Information about these and other child safety and wellbeing topics, is made available to all students through various age-appropriate engagement and wellbeing initiatives as well as communications through COMPASS, newsletters and the school's website. Child safety and wellbeing topics are also incorporated into the school's curriculum.

Our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values **Belonging, Resilience and Striving for Personal Success** throughout the curriculum, in co-curricular activities, and in our daily operations.

## 1. School profile

Richmond West Primary School is located in the City of Yarra in the inner east of Melbourne approximately 3.5 km from the Melbourne Central Business District. The school was founded in 1975. Our student population includes more than twenty five different cultural groups and caters for students from culturally, linguistically and socioeconomically diverse families. Our purpose is to give families the choice between a comprehensive bilingual education in Mandarin Chinese, a smaller immersion Vietnamese program or an English only program (with an emphasis on English as an Additional Language and LOTE (Mandarin)). Each language learning program enables Richmond West Primary School students to become literate, numerate and curious learners who have the capacity to contribute to society now and in the future as global citizens. In addition, RWPS offers specialist classes in Performing Arts, Visual Arts, Physical Education, Science and a Kitchen Garden classroom program.

## 2. School values, philosophy and vision

The Richmond West Primary School vision is to value language and foster a community of life-long learners. Richmond West Primary School strives to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential. Our motto is "Many

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Languages – One Voice". This is reflected in the cultural and linguistic diversity of our community. RWPS shares the following three values with all members of the school community: **Belonging, Resilience and Striving for Personal Success**

### 3. Engagement and Wellbeing strategies

#### Encouraging 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. 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 on three levels:

- **Short Term** – On a daily basis in class, specialist groups and in the playground using the tick and dot charts
- **Medium Term** – On a weekly basis – Assembly related awards for students demonstrating the values
- **Long Term** – On a term-by-term basis - Whole School positive days based on academic activities.

The implementation of School Wide Positive Behaviour Support (SWPBS) framework and the Respectful Relationships (RR) curriculum 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
- Student Leadership Groups
- ES Support through a flexible timetable

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The school promotes and maintains high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- following up student absences promptly and consistently
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance

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

Richmond West 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 help identify students in need of support and enhance student wellbeing. Richmond West 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
- referrals from staff

#### 5. Student 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.

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:

- a. All school values and expectations are posted in every classroom area
- b. All school values and expectations will be posted in the playgrounds on the community billboards
- c. All school values and expectations can be accessed at home via the school newsletter and COMPASS
- d. 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
- e. Modelling/role play by older students, staff, parents – presented at assembly, older students visiting younger student's classes
- f. Explicit discussions and explanations, "What could you do to improve this situation?" "What is the expected behaviour in this situation?"

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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. Further information about raising a complaint or concern is available in our Complaints Policy.

## **Enrolment**

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

## **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.

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

## **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 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.

## **6. Student behavioural expectations**

Behavioural expectations of students are grounded in our school's *Statement of Values and School Philosophy* and *Student Code of Conduct*. Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy and in accordance with our *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 policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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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.

## Shared Expectations

**All staff at Richmond West Primary School 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 strategies outlined in the *Student Engagement and Wellbeing Policy*

## Expectations: Teachers

### *Classroom Management*

- 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 (see Appendix) on a regular basis throughout the year
- establish rapport with and welcome the involvement of parents

### *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*

- clearly communicate fair and reasonable expectations
- encourage students to set goals and persist in problem solving
- assist students to develop time management and study skills
- develop supportive interpersonal relationships
- acknowledge students exhibiting positive behaviour
- communicate a genuine interest in and care for the students
- support students to develop a sense of responsibility for their 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

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- 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

## **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.

## **Policies and procedures for responding to inappropriate student behaviour.**

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
- detentions

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- 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, available at:

- [PAL Suspensions Policy](#)
- [PAL Expulsions Policy](#)
- [PAL Restraint and 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 Richmond West Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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 deputy principal.

The school will consider the educational and emotional impacts on the student and take into account situations where a student is in out-of-home care, a Koori student, and/or a student with a 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.

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

## **7. 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 relevant school policies and procedures, available on our school website

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- 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 (SSG) and developing individual plans for students.

## 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. Within this model we:

- deliver a continuum of school wide instructional and positive behaviour support incorporating the expertise and knowledge of regional SSSO members.
- are diligent in gaining support for and assessment of all children who are displaying at risk behaviours.
- have a strong commitment to establishing positive partnerships with external agencies to support the educational and emotional development of all students.

## 8. Evaluation

Richmond West 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

Richmond West Primary School will also regularly monitor any other available data 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 and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter

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- Discussed at student forums
- 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

### Related School Policies/Documents:

This policy should be read in conjunction with the following school policies:

- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Child Safe Code of Conduct and Statement of Commitment
- Digital Learning Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Parent Complaints Policy
- Statement of Values and School Philosophy
- Yard Duty and Supervision Policy
- Appendix 1 – behaviour Flowchart

### Related Department of Education and Training policies

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

## POLICY REVIEW AND APPROVAL

This policy will be reviewed every 2 years, or earlier as required following analysis of new research or school data. Proposed amendments to this policy will be discussed with students, staff and parents and at School Council.

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Policy last reviewed	August 2022
Approved by	Principal
Consultation (Mandatory)	School staff/School Council August 2022
Next scheduled review date	August 2024

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## APPENDIX 1 BEHAVIOUR MATRIX

	Whole School	Learning Time	During Breaks
We value <b>belonging</b>	<ul style="list-style-type: none"> <li>• Be kind, be fair, be friendly</li> <li>• Do what you are asked the first time</li> <li>• Understand that everyone is different</li> <li>• Take pride in our school and community</li> <li>• Right Place, Right Time</li> <li>• Right Words, Right Place</li> <li>• My Space, Your Space</li> <li>• MYOB</li> <li>• Be respectful</li> <li>• Hands, feet and objects to your self</li> </ul>	<ul style="list-style-type: none"> <li>• One person speaking at a time</li> <li>• Celebrate success</li> <li>• My learning is different to my peers</li> <li>• Actively participate</li> </ul>	<ul style="list-style-type: none"> <li>• Include others</li> <li>• be kind, be fair, be friendly</li> <li>• hands, feet, objects to yourself</li> </ul>
We value <b>striving for personal success</b>	<ul style="list-style-type: none"> <li>• Work towards your goals</li> <li>• Be open-minded</li> <li>• Actively participate</li> </ul>	<ul style="list-style-type: none"> <li>• Whole body listening</li> <li>• Challenge ideas and thoughts</li> <li>• Take risks in your learning</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind to the environment</li> <li>• Set and follow rules before you play</li> </ul>
We value <b>resilience</b>	<ul style="list-style-type: none"> <li>• Use your calm down strategy</li> <li>• Use '3 Step Telling'</li> <li>• Be a problem solver</li> <li>• Use your words to express yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Keep trying, don't give up</li> <li>• Mistakes are part of learning</li> <li>• Once a problem is dealt with move on</li> <li>• I am proud of my learning</li> </ul>	<ul style="list-style-type: none"> <li>• Be a good sport</li> <li>• Use the 3 step telling</li> <li>• Everyone's best is different</li> </ul>