



Malmsbury Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Malmsbury Primary School on 5423 2284

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.

Malmsbury 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, where student participation is encouraged and valued, 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

Malmsbury Primary School is located 95km north west of Melbourne, 10 km north west of Kyneton and around 70km south east of Bendigo. Many of our parents choose to drive from neighbouring towns to enable their children to attend Malmsbury PS.

Malmsbury Primary School is dedicated to inspiring young people to become passionate participants in their future and good citizens in their community. We encourage leadership and personal growth through a range of classroom, community, creative and environmental learning opportunities.

Our school community sets high expectations, academically and behaviourally, to enable our students to develop as adaptable, inquiring, creative, courageous and environmentally aware individuals who respect and celebrate differences in others. Malmsbury Primary School believes everyone has the right to feel safe, happy and be able to embrace and nurture a culture of wellbeing as they strive to be the best they can be. We implement the Solving the Jigsaw program to support our students to learn strategies they will use all their lives and to help them speak out against violence. We actively seek support from, and work with, community organisations to ensure our students and their families are supported to be their best.

Our school offers specialist areas of Japanese, Physical Education, Visual Arts and Performing Arts. Our senior students have the opportunity to apply for leadership positions as School Captains or House Captains. Students can also apply to be a member of Junior School Council

Our weekly staff meetings are based around professional learning, using student data to cater to student learning needs and the sharing of effective teaching and learning strategies.

We are very proud of the commitment our students, parents and staff have to our school and to each other. We work together to support each other and to be the best we can be.

2. School values, philosophy and vision

Our Mission-

The Malmsbury Primary School community continuously strives to improve individually and collectively focussing on all areas of learning- Social, Physical, Academic, Creative and Emotional.

Our Vision-

Malmsbury Primary School is dedicated to inspiring young people to become passionate participants in their future and good citizens in their community.

We encourage leadership and personal growth through a range of classroom, community, creative and environmental learning opportunities.

Our school community sets high expectations, academically and behaviourally, to enable our students to develop as adaptable, inquiring, creative, courageous and environmentally aware individuals who respect and celebrate differences in others.

Malmsbury Primary School believes everyone has the right to feel safe, happy and be able to embrace and nurture a culture of wellbeing as they strive to be the best they can be.

Our School Values for students- RESPECT – We speak and listen politely; We follow school rules; We take care of ourselves. RESPONSIBILITY – We tell the truth; We make sure we are ready to learn; We look out for each other. HONESTY- We tell the truth; We ‘Name it’ to change behaviours;

We own our behaviour. INCLUSIVENESS – We try to understand and be aware of others feelings; We treat people as equals; We invite people to join in.

Our School Values for parents-

At Malmsbury Primary School we value Respect, Responsibility, Honesty and Inclusiveness.

As members of the Malmsbury school community we will:

- Model positive behaviour for all children at our school.
- Ensure our child attends school on time and is ready for learning.
- Engage with and support our child's school.
- Be supportive of our child's learning to help them be the best they can be.
- Be courteous in our communications with all school staff and fellow parents.
- Support our school staff to maintain a safe learning environment for all.
- Follow the school's feedback processes if there are concerns or complaints.
- Discuss our ideas and/or concerns in a timely manner.
- Own our behaviour and act with integrity.
- Treat all school leaders, staff, students and other members of our school community with respect.

Our school values for staff-

At Malmsbury Primary School, our values of Respect, Responsibility, Honesty and Inclusiveness are integral to fostering and building a school community that is safe, supportive, welcoming and where everyone has an opportunity to grow.

We model positive behaviour for all.

We are courteous in our communications with all.

We work together to create and support a safe learning environment for all.

We follow the relevant policies & processes if there are concerns or complaints.

We discuss our ideas/concerns with the relevant parties in a timely manner.

We own our behaviour, act with integrity and professionalism.

We treat all members of our school community with respect.

We will celebrate the individual differences of each child and plan accordingly.

3. Wellbeing and engagement strategies

Malmsbury Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated 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 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *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*
- *teachers at Malmsbury Primary School use a gradual release 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 Malmsbury 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 and School Philosophy 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 and other forums including Student Voice Groups. Students are also encouraged to speak with their teachers, Education Support staff, Student Leaders, and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school inquiry units, sports programs, music programs, and Prep Buddies programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. 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:*
 - *Resilience, Rights, and Respectful Relationships*
 - *Kimochis*
 - *Jigsaw*
 - *Berry Street Education Model- Trauma informed practices*

- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. Activity clubs, recess and lunchtime activities, School Disco, Dress up days)*
- *Prep buddy programs*
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

Targeted

- *Weekly whole staff Student Wellbeing meetings, responsible for all students, who monitor the health and wellbeing of students in their classes, and act as a point of contact for students who may need additional support*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our MPS School Action Plan- Aboriginal Learning, Wellbeing and Safety for further information*
- *our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school*
- *we support learning and wellbeing outcomes of students from refugee background through connection with department of education support services, providing individualised learning support plans, Student Support Group meetings, and providing education to the school community on cultural backgrounds.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#). Staff complete LearnEd modules and take part in LGBTIQ+ awareness professional learning to help empower them to support any LGBTIQ+ students at our school.*
- *all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *wellbeing and health 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 guided by the Berry Street Education Model when working with students who have experienced trauma*
- *students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

Individual

Malmsbury 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 in conjunction with students, parents/guardians/caregivers, teachers, ES, principal, and department SSS staff.*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *Completing Disability and Inclusion profiles for students that meet the criteria*
- *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*
 - *Re-engagement programs such as Navigator and the region's attendance clinic*

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*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Malmsbury 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. Malmsbury 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.

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.

Our students, parents and teachers have agreed to the rights and responsibilities that have been listed below.

Education

Right

- All students have the right to an education and shall be recognized without regard to race, colour, religion, national origin, sex, disability, or ability to pay.

Responsibilities

- Student responsibilities include regular school attendance, conscientious effort in classroom work, conformance to school rules and regulations, and the responsibility not to interfere with the education of fellow students or the orderly operation of the school.
- Parents’ responsibilities are to ensure children attend regular school and to support the school rules and regulations.
- The school has an obligation to teach its students and staff. For example appropriate strategies regarding bullying and cyber bullying.

Environment

Right

- All students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to learning.

Responsibilities

- Students have a responsibility to help the school staff in operating a safe school by abiding to the school rules at all times.
- Parents have a responsibility to support the school rules.

Respect

Right

- Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.

Responsibilities

- Students have the responsibility to respect the rights of their fellow students and to respect both the rights and authority of teachers, school staff and the school Principal.
- Parents have a responsibility to support the school and support their child in behaving in a respectful manner towards teachers, students and property.

Property

Right

- Students have a right to expect that other students and school personnel will respect their personal property.

Responsibilities

- Students have the responsibility to respect personal property, rights of other students, teachers, school staff and the Principal, as well as public property, including equipment and school buildings.
- Students are responsible for the personal property that they take to school, on a school camp and excursion, or on a school bus.
- Parents have the responsibility to explain to their children the school's expectations regarding property and the school policies.

Participation

Right

- Students have the right to access all school activities.

Responsibilities

- Students have a responsibility to comply with all rules and regulations governing student conduct at all school-sponsored functions.
- It is understood that students who do not comply with all school rules and regulations may lose the opportunity and right to participate in school camps and excursions and other day-to-day school based activities.

	<ul style="list-style-type: none"> Parents have the responsibility to ensure their children comply with school rules and regulations.
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6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school’s Statement of Values/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. Bullying will be managed in accordance with our [Bullying Prevention Policy](#).

When a student acts in breach of the behaviour standards of our school community, Malmsbury 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.

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 our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Leading By Example	Students who are positive role models for their peers and who consistently demonstrate our school values (Respect, Responsibility, Inclusiveness and Honesty) and whose behaviour choices reflect our school rule - we are safe, fair and we care so that we can be the best that we can be.
Ready to Learn	At the start of each day students prepare for their learning day by e.g. putting their drink bottle on their table, putting their home reading red bag/diary on their table. Once they have shown they are ready to learn they place their ‘name peg’ on the ready to learn zone. Students who are not in the ‘Ready to Learn’ mindset, are encouraged to utilise their individual plan and self-regulation tools to support
Stop and Think. This is your reminder.	If a student is making choices that hinders their learning or the learning of others, they will be asked to ‘Stop and think’ about the choices they are making. Teachers will remind them of the expected behaviour, ask them to move their name peg to this zone and let the student know how they could make a better choice which would mean they are, again, ‘Ready to Learn’. If the student shows that they are now making good choices and are back on task, they will be invited

	<p>to move their name peg back to the top zone. Otherwise, at the start of the next session e.g. after recess or lunch, they will return their name to 'Ready to Learn'.</p>
<p>Consequences.</p> <p>1: Time out of yard/ community service.</p> <p>2: Time out/ community service. Parents contacted.</p>	<p>If a student continues to make choices that hinder learning, the student will be asked to move their name peg to 'Consequences' and the student will have 15 minutes to think about their choices and how they can change their behaviour. Students will complete a reflection form in the classroom then complete 15 mins outside the staffroom to reflect on their choices. The teacher will have a restorative conversation with the child. If a student reaches 'Time out the yard' in the last hour of the day, the student will be sent to another grade for 15 minutes and complete a reflection form.</p> <p>A student who continues to disrupt the class and to make bad choices will now move to 'Timeout'. A student who has already had a previous Timeout that day and continues to make negative choices will have 'Timeout' as the next step. The student will have 15 minutes in another classroom to complete a reflection form. The student will also have 15 minutes of reflection time outside the staffroom. The student's parents/carers will be contacted via a "Notification of Time out" form, paper or via Sentral, which is completed by the teacher who implemented the consequences.</p> <p>Having completed consequences a student moves back to 'Ready to Learn'.</p> <p>The parents of a student who has three 'Timeouts' in a week will be contacted by the classroom teacher and a meeting organised to discuss the student's behaviour and how best to support them to make more positive choices.</p> <p>Class Buddy for 'TimeOut' in classroom</p> <p>Grade P/1 students to 2/3</p> <p>Grade 2/3 students to 5/6</p> <p>Grade 3/4 students to P/1</p> <p>Grade 5/6 students to 3/4</p>

* Zone chart goes with class wherever they go.

* If students hit red zone during specialist classes students immediately have 15 minutes time out - completed outside the office- Principal to be informed for follow up with students

**** The Zone Chart is not about naming and shaming, it is a tool to support positive behaviour choices!**

What sort of behaviour choices might mean a student is in each zone?

<p>Leading by Example</p>	<ul style="list-style-type: none"> - working the whole time - on task straight-away - supporting classmates - eg: encouraging comments, - taking responsibility - have all resources, check instructions/follow instructions, WORK! - embrace opportunities to extend or challenge - challenging self - consistently showing they are ready to learn without reminders, eg: lining up at the door, - recognising where they need to improve and making an effort to do so
<p>Ready to Learn</p>	<p>See above!</p>
<p>Stop and Think. This is your reminder.</p>	<ul style="list-style-type: none"> ● Interrupting the teacher and/or other students. ● Being off task. ● Interfering with other people's learning. ● Not following instructions. ● Inappropriate noise level in the classroom. ● Distracting others. ● Misuse or unsafe use of property and furniture (eg, defacing books or furniture) ● Unfair behaviour towards others. ● Time wasting -eg: taking a long time in the toilet, taking a long time to find resources, <p>If a student is in the yellow zone and they repeat or continue their behaviours, they move to the Red zone.</p>

Consequences.

1: Yard duty/
community
service.

2: Time out/
community
service. Parents
contacted.

At Malsbury Primary School the following behaviours are identified as “Red Card” behaviours. These behaviours are not accepted at our school.

Physical violence

- Hitting students, staff or parents.
- Kicking.
- Punching.
- Head butting.
- Throwing things at a person.
- Destructive behaviour e.g. tearing up workbooks.
- Spitting

Verbal violence

- Swearing.
- Threatening with words, equipment, your body or sounds.
- Repeated put downs targeting an individual.

Social violence

- Using the power of the group to control/threaten/embarrass/isolate/exclude someone.
- A group of students target another student making jokes about their appearance.
- A group of students repeatedly walk away from a student or refuse to let them join in.

Other behaviours

- leaving the learning area without permission
- leaving the school grounds (parents contacted immediately)

- A child making a ‘red card’ choice will be sent to the office.
- The Principal will contact the child’s parents and a meeting arranged to discuss the behaviour.
- A behaviour support plan will be written with the parents and child (if appropriate). This plan will include consequences for if the behaviour continues.

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 Year Level Coordinator*
- *restorative practices*
- *detentions*
- *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 Malmsbury Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Malmsbury 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

Malmsbury 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
- Pivot Wellbeing Survey Data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Malmsbury 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.

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

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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2024
Consultation	April 2024: <ul style="list-style-type: none"> - Junior School Council Students - Parent Community - School Staff June 2024: <ul style="list-style-type: none"> - School Council
Approved by	Principal
Next scheduled review date	July 2026