



LANCEFIELD PRIMARY SCHOOL
STUDENT WELLBEING AND
ENGAGEMENT POLICY



Lancefield Primary School **Help for non-English speakers**

If you need help to understand the information in this policy please contact the principal

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.

Lancefield 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Lancefield Primary School was established in 1858. LPS is situated in a semi-rural township sixty-seven kilometres north of Melbourne in the Macedon Ranges. Residential areas have been developed alongside a rural farming existence. At Lancefield Primary School we are committed to the wellbeing of all members of our school community and promote positive relationships between home and school. Our school values of Learning, Positivity and Safety are reflected in our everyday teaching and interactions between staff, students, and families.

We provide a safe, calm, and orderly environment making reasonable adjustments to ensure all students are supported in reaching their full potential. We are well equipped with engaging and vibrant classrooms and multi - purpose hall. The grounds are established with a range of active and quiet play areas and vegetable garden. Our Wil-im-mee Moor-ing Centre houses a full kitchen to support our Stephanie Alexander Kitchen Garden program for all year levels. This amazing program provides a range of social/emotional and educational/academic benefits to all our students throughout the year and encourages parent/carer participation. Our class atrium area houses our 'Librarium', with our recently updated library system providing an engaging platform for all users. Our junior students participate in structured Play Based Learning. Play supports positive attitudes to learning which includes fostering imagination, curiosity, enthusiasm, persistence, social skill development, cooperation, sharing, negotiating, and resolving conflicts in a positive way.

We are a 'School Wide Positive Behaviours 'school (SWPBS) and utilise this platform to ensure a calm and orderly learning environment. Staff model and explicitly teach the behaviours we want to see. We engage students and monitor mental health and social/emotional wellbeing through the You Can Do It program, Kimochis, Berry Street Education Model and Respectful Relationships program.

Incoming prep students participate in an intensive, engaging transition program to ensure a smooth and supportive progression from kinder to school. Parent information sessions are held during term 4 to educate our parents and allow them opportunities to get to know the staff and ask questions about their child starting school.

Our school grounds back onto native bushland, and we are surrounded by a supportive community. Many students that attend our school live locally and many walk or ride their bike to school. Lancefield Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Lancefield Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **Learning, Positivity and Safety**.

We value learning in all its many forms

Social and emotional learning

Academic endeavours

Social responsibility

We will see 'learning' develop through: persistence, imagination, resilience, personal excellence, achievement, giving and receiving feedback, cooperation, working tough, problem solving, self-confidence, curiosity, creativity, and tolerance

We value positivity in all its many forms

A can do attitude

Building relationships with each other

Kind language and actions

We will see 'positivity' develop through: respect, increasing self-awareness, optimism, acts of kindness, persistence, resilience, inclusion, acceptance, empathy, enthusiasm, positive growth mindsets, tolerance and school wide wellbeing

We value safety in all its many forms

Movement and actions

Responsible decision making

Cybersafety

We will safety develop through: choice making, accountability, personal safety, respect for property, respect for others, honesty, valuing our community, integrity and trust

Our vision

At Lancefield Primary School, in partnership with parents and carers and the community, we aim to develop socially capable and emotionally intelligent learners who can mindfully contribute to their world.

Our Statement of Values is available on our school website.

3. Wellbeing and engagement strategies

Lancefield 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 our multi tiered system of support provides universal (whole of school), targeted (group specific) and individual engagement strategies used by our school and are 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
- 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 Lancefield Primary School use our whole school instructional models to ensure an explicit, common and shared model of instruction which is evidenced-based and ensures high yield teaching practices are incorporated into all lessons
- teachers at Lancefield Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students can contribute to and provide feedback on decisions about school operations through the Student Council and other forums including class meetings. Students are also encouraged to speak with their teachers, Wellbeing Coordinator and Principal whenever they have any questions or concerns.
- "Oliver" online library system for searching, borrowing and reviewing books and dedicated ES staff member to manage library resources and support classes
- create opportunities for cross—age connections amongst students eg whole school events
- all students are welcome to access the Wellbeing Coordinator and/or 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 are a School Wide positive Behaviour Support school with staff and students engaging with the following programs and approaches:
 - Rights, Resilience and Respectful Relationships (RRRR)
 - Kimochis program
 - Berry Street Educational Model (BSEM)
 - You Can Do It! Social/Emotional/Mental Health wellbeing program
 - Explicit teaching of school values and setting of high expectations
 - Yard and class behaviour matrixes (SWPBS)
- wellbeing programs and strategies support specific areas (i.e. emotional regulation/impulsive behaviours/anger management)
- access to quiet time each lunch break for all students

- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities, student leadership in Student Council years 3-6, SWPBS leaders and Senior student leadership team)
- student check in resource completed by teachers week 5 each term to collect data on academic, social and emotional behaviours to determine any students at risk
- be you mental health continuum
- school choir offered to students
- smiling mind mindfulness sessions in all classes to support good mental health and improve focus and engagement
- guidance provided by regional Koori Education Support Staff (DET)
- school mental health fun enables the school to access a range of programs (eg BSEM training for all staff)
- dedicated mental health in primary school's coordinator for building staff understanding and capacity in mental health; supporting students and families; a connection with external services and DET services
- dedicated disability inclusion coordinator

Targeted

- All classroom teachers are responsible for students in their class. They monitor the health and wellbeing of students in their group, and act as a point of contact for students who may need additional support
- Koorie students and families can be connected with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students at need (BSEM strategies)
- year 6 and prep buddies
- consultation with NWRV student support staff (SSS) which could include speech pathologist and educational psychologist
- play based learning program for years prep and 1
- LPS wellbeing referrals (internal)
- Small group oral language/phonological awareness/SPaides for preps/year 1's
- Speech screens for prep students
- Safe school support for LGBTQ+ students (DET)

Individual

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Disability inclusion profiling
- referral to school Wellbeing Coordinator and/or DET Student Support Services

- referral to ChildFirst, Headspace, orange door
- referral to Lookout
- referral to CAMHS (child and adolescent mental health service)
- referral to learning places connect (regional DET)
- functional behaviour assessments
- safety plans
- visiting teacher service (DET)

Lancefield Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- 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.

Lancefield Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lancefield 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
- [Amend to include other referral pathways]
- Student check in resource data collected each term

4. 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 have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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.

5. 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 Lancefield Primary School Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Lancefield 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary such as, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the wellbeing coordinator and or principal
- inclusion of parents/ carers
- restorative practices
- behaviour support and intervention meetings
- suspension – in school or out of school
- 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 Lancefield 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.

6. Engaging with families

Lancefield 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
- providing the opportunity for parents/carers to join school council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual learning/wellbeing/safety plans for students.

7. Evaluation

Lancefield 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 opinion survey
- CASES21, including attendance and absence data

Lancefield 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
- 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](#)

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 14 2022
Consultation	Consultation welcomed by community via school newsletter week 3 term 3 2022
Approved by	Principal
Next scheduled review date	July 2024