



This document is a **template only** and needs to be customised for your school setting. It is to work with staff, students, school council and parents (e.g. via committees of school or other consultation method) when developing or updating this policy to ensure the content reflects the circumstances of your school community. If you are concerned that you may be making changes to aspects of the template that are a DET or legal requirement, please contact the Operational Policy, School Engagement and Compliance (OPSEC) Division for assistance on:

- 03 7022 1888 or
- pal.support@education.vic.gov.au

Reminder: The Department's Policy and Advisory Library (PAL) was launched in June 2020. When you are reviewing and updating your own local version of this template policy make sure you update the links to Department policy at the same time. All Department policy for schools is now on PAL.

WHITFIELD DISTRICT PRIMARY SCHOOL

DPS-STUDENT WELLBEING

AND ENGAGEMENT POLICY

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Help for non-English speakers

If you need help to understand the information in this policy please contact the Whitfield District Primary School office on 03 5729 8286.

STUDENT WELLBEING AND ENGAGEMENT POLICY

Please ensure that you insert information relevant to your school where prompted in yellow, and amend references to "Example School" so that they are replaced with your school name. For this policy to be effective, it must be localised and relevant to the needs of your school community and student population. Therefore, you must edit the text in yellow to reflect the individual circumstances of your school. You are encouraged to change the font and text styles used in this template to reflect your school colours and include your school logo where possible.

All information highlighted in green is for instructional purposes only and should be removed from the final document.

[NOTE: The Department covers the costs of a range of interpreting and translation services to support schools to communicate key information to parents with limited or no English language skills about their child's education. Schools must follow the Department's policy and guidance on using these services: Interpreting and Translation Services. Translation of school policies are not covered by the Department funded service because they fall outside of the categories of work which are supported, as set out in the guidance chapter Translation assignments. However, schools can consider the Department funded service for support in interpreting the information in this policy in a meeting or telephone call between the parent/earer and school. While it is not mandatory to include the below section on 'Help for non-English speakers' in this policy, it is important to ensure all families are aware of interpreting and translation services available to them through the school.]



Help for non-English speakers

If you need help to understand the information in this policy please contact [insert school contact details].

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.

~~Example School~~Whitfield District 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. ~~Engagement~~Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

~~[Note: the purpose of this section is to help members of the school community understand the needs and dynamics of your school. The school profile statement should include detail about the diversity of the student population and school community, in general terms. Including school data and referencing community aspirations for the school can help to identify strengths and areas for improvement.~~

~~The text below is included as a sample only:}~~

~~Example School~~Whitfield District Primary School was established in ~~1875~~1983 and is located ~~approximately 50 kilometres north of Melbourne in the King Valley.~~ We have ~~420~~33 students enrolled from ~~Grade Foundation to Grade 6.~~ We have ~~two full time staff 7 to 12 and 10 part time 30 school staff members~~ including a ~~school nurse~~teaching principal, classroom and specialist teachers and education support staff, ~~a wellbeing coordinator and counsellor.~~ The school also implements the Chaplaincy program one day per week.

~~Our school grounds are surrounded by nature and we back onto native bushland, and value opportunities to care for our natural environment~~we are surrounded by a supportive community. Most students ~~that who attend our school live locally and tend to walk or ride their bike to school~~live locally walk or ride their bikes to school, and we have a large number of students who travel by bus. ~~Example School~~Whitfield District Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

~~Our school is culturally diverse with 25% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin), Vietnamese and Hindi. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.~~

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

~~{Note: the purpose of this section is to highlight your school's values, philosophy and vision. It should act as a summary of your school's Statement of Values and help to ensure that the values adopted by your school are integrated into this policy.~~

~~The text below is included as a sample only:}~~

~~Example School~~Whitfield District 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 respect, honesty, integrity, learning, goal setting and team work and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults. We aim to provide exceptional educational experiences.

Our Statement of Values is available online at: ~~{insert link}~~ <http://www.whitfieldps.vic.edu.au>

3. EngagementWellbeing and engagement strategies

~~{Note: this section of the policy should outline the universal, targeted and individual engagement and support strategies that are available to students at your school. These strategies should also support you to create an inclusive and positive school culture. Ensure that you include as much detail as possible about the strategies you have developed for your school.~~

~~The text below is included as a sample only:}~~

~~Example School~~Whitfield District 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

~~{This section should include whole of school strategies to promote positive behaviour and inclusion. You may wish to draw strategies from your school's Annual Improvement Plan for inclusion in this section.~~

~~The text below is included as a sample only:}~~

- 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

- deliver a broad curriculum ~~including VET programs, VCE and VCAL~~ to ensure ~~that~~ students are able to ~~choose subjects and programs that are tailored to explore~~ their interests, ~~build on their~~ strengths and ~~empower them to achieve their~~ aspirations
- teachers at ~~Example School~~ Whitfield District Primary School use ~~the workshop an [NAME]~~ instructional model with the SWPBS 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 ~~Example school~~ Whitfield District 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 ~~and celebrated in the classroom, and formally in school assemblies and communication to parents~~
- ~~monitor~~ student attendance ~~is monitored~~ and ~~implement~~ attendance improvement strategies ~~are implemented~~ 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 ~~Student Representative Council and Voice and Agency Leadership group and other forums including class year group meetings and Peer Support Groups~~. Students are also encouraged to speak with their teachers, ~~Year Level Coordinator, Assistant Principal and the~~ Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students ~~and cluster schools~~ through school plays, athletics, music programs and ~~peer support~~ Buddy programs
- ~~All~~ students are welcome to self-refer to the ~~Student Wellbeing Coordinator, School Nurse~~ Principal, School Chaplain, ~~Year Group Leaders, Assistant Principal and Principal~~ ~~their teacher or other staff~~ 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:
 - Respectful Relationships
 - Bully Stoppers
 - ~~Safe Schools~~
 - ~~SWPBS~~
- programs, incursions and excursions developed to address issue specific ~~needs or~~ behaviour (i.e. ~~anger management~~ self-regulation programs)
- opportunities for student inclusion (~~like i.e. sports teams, clubs,~~ recess and lunchtime activities)
- buddy programs, ~~peers support 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

~~{This section should include more specific strategies, designed to address particular groups of students or concerns in certain age groups or friendship circles.~~

The text below is included as a sample only:}

- ~~each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support~~

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- ~~all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future~~
- connect all Koorie students with a Koorie Engagement Support Officer
- 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 [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information~~
- ~~our~~any English as a second language students ~~are~~who enrol at the school will be supported through ~~our~~the EAL program, and all cultural and linguistically diverse students ~~are~~will be supported to feel safe and included in our school including ~~through [insert any specific strategies you have in place to support CALD students]~~
- we will also support learning and wellbeing outcomes of students from refugee background ~~through who enrol at our school [insert any specific strategies or measures you have in place to support students from refugee background]~~
- 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 [insert any specific measures at your school to support LGBTIQ+ students]
- all students in Out of Home Care ~~will be~~ supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, ~~have~~having an Individual Learning Plan and a Student Support Group (SSG) and ~~will be~~being referred to Student Support Services for an Educational Needs Assessment
- ~~Example School assists students to plan their Year 10 work experience, supported by their Career Action Plan~~
- 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 to working with students who have experienced trauma ~~—students who enrolled under the Department's international student program are~~will be supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- ~~all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future~~
- ~~Example School assists students to plan their Year 10 work experience, supported by their Career Action Plan~~

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Individual

~~[This section should include student specific strategies that may be considered and applied on a case by case basis. Where possible, we encourage schools to explain the strategies, which can include links to information on the Department's Policy and Advisory Library such as:~~

- Student Support Groups
- Individual Education Plans
- ~~Behaviour Students~~
- Behaviour Support Plans
- Student Support Services

as well as to other Department programs and services such as:

- ~~Program for Students with Disabilities~~Disability Inclusion

- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

~~[The text below is included as a sample only.]~~

~~Example School~~[Whitfield District 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
 - ~~and~~ with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

~~[This section should include detail about how your school will identify students in need of support.~~

~~The text below is included as a sample only.]~~

~~Example School~~[Whitfield District 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. ~~Example School~~[Whitfield District 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]~~

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5. Student rights and responsibilities

~~[Note: please add to the rights and responsibilities included in this section to reflect your school community. The examples below are most appropriately suited to secondary schools, and should be tailored to the needs of your students].~~

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.](#)

6. Student behavioural expectations and management

~~[Note: if your school has developed a student code of conduct, or staged response to managing inappropriate student behaviour, this should be included in this section of the policy. It may not be necessary in some school settings, though secondary schools in particular are encouraged to consider outlining your school's approach to behaviour management in a clear and simple way that can be understood by students, either in its entirety or as a reference out to the relevant document or information.~~

~~The text below is included as a sample only:]~~

~~Behavioural expectations of students, [staff and families](#) are grounded in our school's Statement of Values. [/Student code of conduct.](#)~~

~~[Violence, bullying behaviour, and other offensive and harmful behaviours such as racism, harassment and discrimination](#) will not be [responded to consistently, tolerated and will be managed in accordance](#) with [Example School's this policy.](#) ~~[If your school has a stand alone bullying prevention policy].~~ [Bullying policy will be managed in accordance with our Bullying Prevention Policy.](#)~~

When a student acts in breach of the behaviour standards of our school community, [Example School/Whitfield District 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 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.

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~~Principal
- ~~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 ~~Example school~~Whitfield District Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

~~Example School~~Whitfield District 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.

9-8. Evaluation

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~~Example School~~Whitfield District 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
- SOCS

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~~Example school~~Whitfield District Primary School will also regularly monitor ~~available data dashboards~~data to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

~~[Under the VRQA's Guidelines to the Minimum Standards for School Registration, schools are required to have evidence of how they communicate this policy to staff, students, parents, guardians and the school community. One way of producing this evidence is to include this Communication section in the policy. An alternative or additional method is to list all your school's policies in a spreadsheet and outline the communication method your school uses next to each policy. You can adapt our consolidated spreadsheet of all policies for this purpose—refer to Communicating our Policies.]~~

~~It is important to give careful consideration as to the most effective method of ensuring your school community are aware of and understand the requirements under this policy.]~~

This policy will be communicated to our school community in the following ways: ~~[please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:~~

- Available publicly on our school's website ~~[or insert other online parent/carer/student communication platform]~~
- Included in staff induction processes
- Included in transition and enrolment packs
- ~~Included in student diaries so that it is easily accessible to parents, carers and students~~
- 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

~~[include links where possible]~~The following Department of Education and Training policies are relevant to ~~your~~ related policies including [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, ~~Bullying Prevention, Child Safe Standards, etc.~~

~~[include any other related policies and where possible, links to them.]~~

POLICY REVIEW AND APPROVAL

Policy last reviewed	{insert date} 2 August 202210 April 2023
Consultation	{Consultation on this policy is mandatory. Please insert date/s and who you consulted with e.g. student representative groups, parent groups, school council} School Council 16 May 2023
Approved by	Principal
Next scheduled review date	{insert date – note that the recommended minimum mandatory review cycle for this policy is 1 to 2 years} April 2025August 2024