STUDENT ENGAGEMENT AND WELLBEING POLICY

POLICY 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.

Oxley 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.

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasizes** prevention and **early intervention** rather than punishment as a way to respond to inappropriate behaviour.

Our Student Engagement Policy sets out: rights, responsibilities and shared expectations of everyone in the school community, including students, parents and staff. It has been developed through a consultative process with students, parents and staff. The policy is framed within the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* and associated legislative requirements.

WHOLE SCHOOL PREVENTION STATEMENT
We value the development of qualities of happiness, respect, equality, learning and relationship in developing the whole student. The school aims form the foundation of our whole school prevention program which consists of the following:
- A behaviour management program which rewards positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- The use of a school-wide approach to discipline
- Ensuring effective Individual Behavioural Management Plans are put in place when appropriate
- Specific engagement and alternative programs for children at risk
- Support from the school's support services is available to parents, students and staff
- A school environment where students are engaged and want to come to school
- Support programs offered for students who have difficulty in learning or who have been recognised as having a disability

The Whole School Prevention strategies listed are aimed at supporting the majority of students who behave appropriately and demonstrate the school's values in their interactions with others. The main emphases in this set of strategies are on:

- Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs,
- Providing opportunities for authentic Student Voice via Student Councils, circle time and a variety of opportunities for students to articulate how they like to learn within individual classes and through conferencing with parents,
- Working in partnership with parents and carers,
- Developing 'start up' behaviours in all learners (eg listening skills, organisational skills, questioning)

SCOPE
This policy applies to all school activities, including camps and excursions.

1. School profile

Oxley Primary School is a rural school with a current enrolment of 103 children. It is situated on the Wangaratta-Whitfield Road in the picturesque King River Valley 11 kilometres from Wangaratta on the edge of the Oxley Township. Oxley Primary School is a member of the Ovens Learning Community of schools, which includes Milawa, Whorouly, Glenrowan, Everton and Carraragarmungee. These schools come together for a wide range of engaging activities that enhance the strength of the Student Engagement policy. Oxley is the base school for the regional MARC service.

Oxley Primary School has a strong focus on literacy and numeracy as these are the building blocks for the other Key Learning Areas. There is a strong emphasis on technology to support the other subject areas. Oxley Primary School provides programs in English, Mathematics, Science, Studies of Society and Environment, Technology, The Arts, Physical Education. The classroom programs are also enhanced by school camps, excursions, musical performances and cluster activities. Art and Library specialists visit us fortnightly. Oxley also has a music specialist who works at the school on a weekly basis as well as an Italian teacher.

The school recognises that all children learn in different ways and at different rates. We aim to equip every student with the skills needed to ensure lifelong learning.

A cohesive and enthusiastic School Council provides strong leadership and parent participation in decision making. In addition, school based activities such as performances, sport, fundraising and special events are proving an effective means of informal communication between parents and teachers. Parents can support the school by ensuring regular attendance, modelling positive behaviours and assisting their children with their work.

Oxley Primary School places great value and emphasis on being a community school with everyone associated with the school aiming to provide the best opportunities for the students. Many of the school facilities and equipment would not have been able to be purchased without the help of our magnificent parent body. Parents not only help with the fund-raising but also in classroom activities and excursions. With this support the students, parents and teachers working together would not be able to achieve the results that have been achieved.

The school is 0.38 on the Student Family Occupation scale. Employment levels across the school families are very high. Although situated in a rural area, very few school families rely solely on primary production as their main source of income.

The school currently operates with a FIVE classroom structure: Prep, 1/2, 3, 3/4 and 5/6. The school is supported by an Office Manager (.9) and a number of School Support Officers in 3 of the classrooms.

School values, philosophy and vision

Oxley Primary School **is committed to Nurturing confident, lifelong learners, in a friendly rural community.** Oxley Primary School promotes and **develops lifelong learners by working with children to:**

- Develop confident learners who demonstrate high levels of understanding curriculum
- Creates socially competent individuals who contribute to the broader community
- Develop enquiring minds and a spirit of curiosity
- Adopt a proactive approach to care for our planet
- Develop independent thinkers who are adaptive and resilient in a changing world
- Foster respect and responsibility for self and others
- Motivate children who value learning.

Oxley Primary School's mission statement also gives students:

- Caring, learning partnerships between teacher, parent and child
- Comprehensive extra-curricular programs, including social, cultural, and environmental aspects that develops the whole child
- An ethos of support, challenge and encouragement to succeed
- Using new technologies that link the child to the local and global communities
- A safe and caring learning community that values fun and enjoyment
- A relevant curriculum focused on the child's current and future needs
- A whole school approach to developing a culture of care for our planet
- A stimulating learning environment through innovative teaching and an investigative approach to learning

School Values

The shared expectations of Oxley Primary School and its community are designed to promote the following values in and out of the school:

Respect: recognising and accepting (or even better) celebrating differences in opinion ability, race and religion. *Showing respect at Oxley Primary School is when:*

  *We actively listen with our eyes and ears and follow instructions,
  *We use our manners and are fair to others,
  *We have a positive attitude and always try to do our best.

Honesty: truthfulness and open communication. *Honesty at Oxley Primary School is when:*

  *You do something wrong, you own up to it and it makes you feel relieved,
  *You self-umpire in games,
  *You are true to yourself and don't try to be someone else.

Caring: caring for myself, others and the environment. *Caring at Oxley Primary School is when:*

  *People treat you the way you would like to be treated,
  *You look after the schools and other people's property,
  *We look after the environment.

Responsibility: willingness to be accountable for personal behaviour. *Being responsible at Oxley Primary School is when:*
  *You complete the tasks you have been asked to do,

*You are reliable and trustworthy to be counted on,
*You take control of your own actions / the way you act.

Excellence: doing our best at all times. *Excellence at Oxley Primary School is when:*

*You put in lots of effort into everything you do,
*You keep the school clean and tidy,

Our behaviour is always of the highest standard. We act from what we think not from our emotions. We therefore expect everyone that enters the school to uphold these values written by the students and the teachers.

2. **Engagement strategies**

Oxley Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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
- 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 Oxley Primary School use the Gradual Release of Responsibility and a school devised Instructional Model 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 Oxley 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
- create opportunities for cross—age connections amongst students through play, swimming and athletics, music programs and peer support programs

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Play is the Way
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted
- *each year group has a 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*
- *connect all Koorie students 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*
- *wellbeing coordinator 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*

Individual
Oxley 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 families and 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, Family First*

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*
- *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.*

3. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Oxley Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing and Key Support Officer plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Oxley 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

Fortnightly Vulnerable Students at Risk meetings will be held with the Key Support Officer, Wellbeing Coordinator and the Principal.

4. STUDENT RIGHTS AND RESPONSIBILITIES
We believe it is the **right** of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the **responsibility** of every individual to care for themselves and others and to respect the rights of all.

STUDENTS

RIGHTS	RESPONSIBILITIES
• To be able to learn and feel secure in a safe, supportive environment. • To have his/her opinion and property respected. • To have appropriate access to school facilities • To have appropriate access to the teacher. • To know what is acceptable behaviour and the consequences of unacceptable behaviour. • To have his/her individual learning style understood and catered for.	• To act in a safe, responsible manner and to be supportive of fellow students. • To be considerate of others' feelings and respect their belongings. • Speak respectfully to all school community members. • To take care of and share school equipment. • To respect the rights of others to share the teacher's time. • To be aware of the school rules and accept consequences when necessary. • To attend school unless unwell. • Attend Parent/student/teacher interviews and participate in goal setting?

STAFF

RIGHTS	RESPONSIBILITIES
• To work in a pleasant, safe environment and to be treated with courtesy by all. • To be able to implement appropriate management strategies for children who are interfering with the rights of others. • To contact parents/carers when necessary and to expect their support. • To be informed of any family situation or home problem that may affect a student's learning or behaviour. • To be involved in a collaborative decision - making model within the school. • To be seen as an individual able to express a point of view.	• To act as role models and provide suitable, interesting activities while maintaining a safe environment. • To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria. • To be consistent and fair in the implementation of these management techniques. • To be approachable, to listen and be prepared to consult with parents. • To act appropriately and discreetly and make time to act on information. • To reflect on school based issues and be prepared to consult, contribute and negotiate. • To encourage others to think about, respect and value others' opinions. • Encourage and celebrate consistent student attendance.

ENGAGING WITH FAMILIES

Oxley 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.

RIGHTS	RESPONSIBILITIES
- To have information on school processes and curriculum. - To be able to participate in school decision making processes. - To expect consistent approaches to behaviour management by teachers throughout the school. - To expect that there will be no form of discrimination against parents or children. - To receive and offer information regarding their child's educational progress and behaviour.	- To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria. - To notify school of student absences. - To make time to be involved and support their child/ren. - To reinforce/support school practices at home and advise the school of any concerns. - To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home. - To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning. - To speak respectfully to all school community members.

5. **Student behavioural expectations**

The school has clear approaches to assist all students to become and remain engaged in their educational journey. We recognise that young people need knowledge and a broad range of social, personal and thinking skills to be successful. They need to develop the capacity to manage themselves as individuals, and in relation to others, to understand the world in which they live, and act effectively within that world.

Oxley PS has developed a range of positive behaviour interventions:

- Acknowledging positive play for children displaying thought for others in the playground by acknowledgement in individual classes reward systems and at whole school assemblies.
- Classroom acknowledgement for children displaying positive behaviours.
- Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self-regulation.
- Explicit teaching of self-regulation and appropriate behaviour via such techniques as circle time, parking lots, resilience building, Bluearth and games from Play is the Way.

We know that a pre-condition to having a successful learning environment is ensuring an orderly learning environment, covering the following key aspects;

- the learning environment is clean, inviting and stimulating,
- there are clear structures for the delivery of the curriculum that flows throughout the school,
- there is a consistent approach to classroom / outside behaviour that is clearly communicated within the community.

Below is a visual of our behaviour management procedure that you will see up in all rooms.
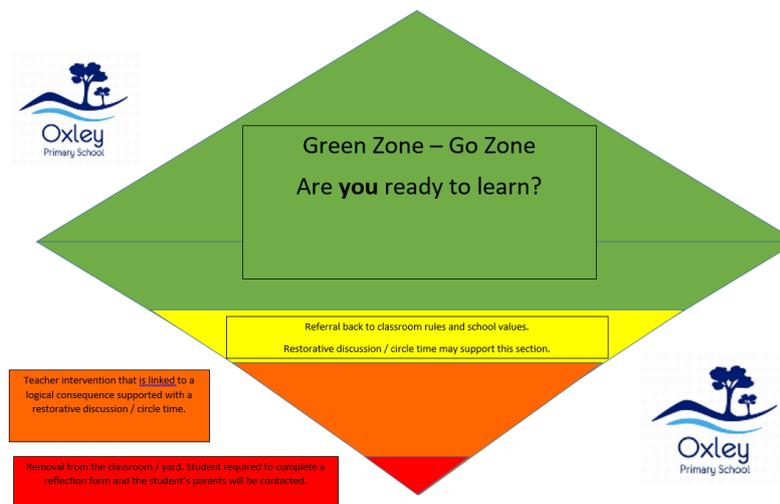
When a student acts in breach of the behaviour standards of our school community, Oxley Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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:

● Referral back to the school values and a restorative discussion with the student or groups of students.
● Teacher intervention that is linked to a logical consequence - for example, inappropriate writing on a table then completing community service by cleaning the tables in the room.
● Removal of the student from the yard / classroom. The student will be required to complete a reflection form on their repeated behaviour. The student's parents will be contacted.

For repeated breaches of our school rules or expected behaviours, a parent conference will be conducted. An Individual Behaviour Management Plan will be developed. School suspension will apply for severe breaches of code that impact on the safety and wellbeing of other students or staff.

The Green Zone

We are organised:	We have a positive attitude:	We uphold our school values:
Self Managers: • We work hard to achieve and set our goals. • We have all of our resources ready to learn. • We have been to the toilet and had a drink before class starts. • We arrive on time, selecting an appropriate place to sit. • Our homework is completed by the due date. • Our notices/lunch orders are placed into the class tub before class starts. • We complete our classroom jobs at the end of the day in a timely manner.	**Communicators:** • We listen and respond thoughtfully to what others communicate to us. **Collaborators:** • We work as a team and support each other. **Excellence:** • We put lots of effort into everything we do and persist even if we are in the 'Zone of Confusion'. **Resilience:** • We 'bounce back' from challenging situations. **POSITIVE ATTITUDE** - ON -	**Honesty:** • If we do something wrong, we own up to it. • We self-umpire our games. • We are true to ourselves and don't try to be someone else. **Responsibility:** • We complete the tasks we have been asked to do. • We are reliable and trustworthy. • We take control of our own actions/the way we act. **Care:** • We treat people the way we would like to be treated. • We look after the schools and other people's property. **Excellence:** • We keep the school and classroom clean and tidy. **Respect:** • We actively listen with our eyes and ears and follow instructions. • We use our manners and are fair to others.
Supports: • Classroom timetable displayed on the whiteboard • Resources (tub, book boxes, reading library) • Pencils sharpened • Goals displayed around classroom • Monitors to take notice tub to the office • Classroom jobs displayed	**Supports:** • 'Give Me 6' • Clear my mind by having a drink • 'In and Out' • 'Hand Hug' • 'Shake it Off' • Go for a run around the oval/basketball court	**Supports:** • Restorative discussions • Think sheets • Circle Time

Honesty: is displaying truthfulness and open communication.

HONESTY at Oxley Primary School may be when:

- You do something wrong, you own up to it and it makes you feel relieved.
- You self umpire in games.
- You are true to yourself and don't try to be someone else.

Responsibility: is a willingness to account for your own personal behaviour.

RESPONSIBILITY at Oxley Primary School may be when:

- You complete the tasks you have been asked to do.
- You are reliable and trustworthy.
- You take control of your own actions / the way you act.

'Committed to nurturing confident, lifelong learners in a friendly rural community.'

Caring: is caring for myself, others and the environment.

CARE at Oxley Primary School may be when:

- People treat you the way you would like to be treated.
- You look after the school's and other people's property.
- We look after the school grounds and the buildings.

Excellence: is doing our best at all times.

EXCELLENCE at Oxley Primary School may be when:

- You put lots of effort into everything you do.
- You keep the school clean and tidy.
- Our behaviour should be of the highest standard.

Respect: is recognising, accepting and celebrating differences in opinion, ability, race and religion.

Showing **RESPECT** at Oxley Primary School may be when:

- We actively listen with our eyes and ears and follow instructions.
- We use our manners and are fair to others.
- We have a positive attitude and always try to do our best.

We will as a family work together to uphold the school values.

Students' signature: _____

Parents' signature: _____
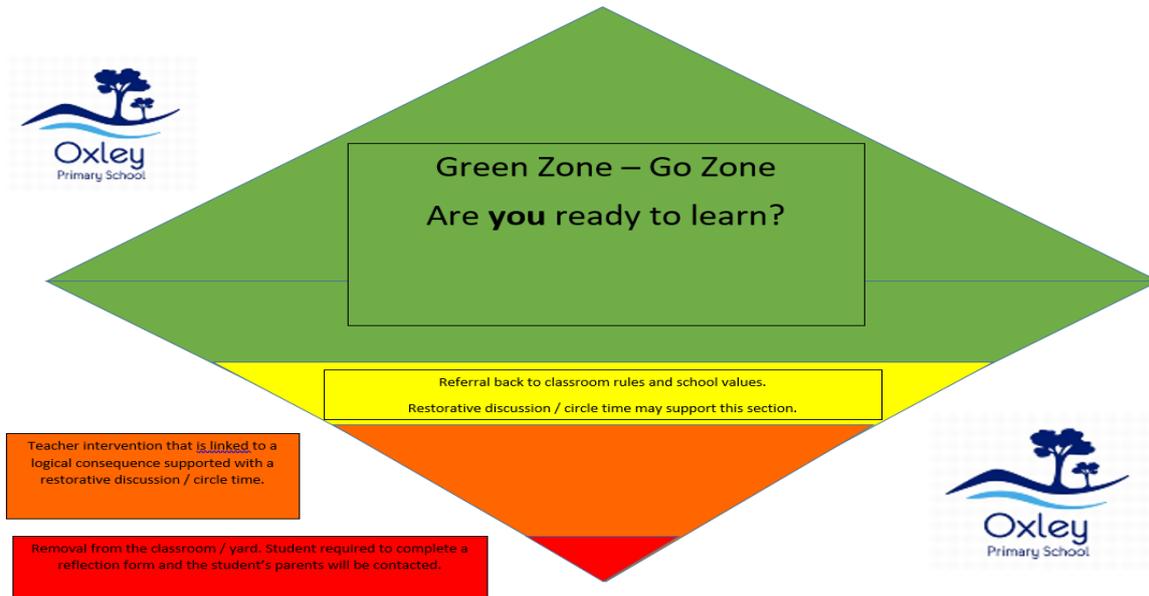
Green Zone – Go Zone

Are **you** ready to learn?

Referral back to classroom rules and school values.

Restorative discussion / circle time may support this section.

Teacher intervention that is linked to a logical consequence supported with a restorative discussion / circle time.

Removal from the classroom / yard. Student required to complete a reflection form and the student's parents will be contacted.

EDUCATION MANAGEMENT AND SELF REGULATION

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. We believe it is the right of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected. For this reason we have developed a **green zone** of learning for students to explicitly be taught what is expected from them to be ready to learn. This section covers both our school dispositions and school values.

Our affirmations board is a positive rewards system we have operating within the school that allows the entire community to reward exceptional behaviours beyond the green zone.

Consequences for unsafe play in the yard, disruptive or challenging behaviour in the classrooms or inappropriate use of technology. They are as follows:

- Yellow Zone: Referral back to the school values and a restorative discussion / circle time with the student or groups of students.

- Orange Zone: Teacher intervention that is linked to a logical consequence - for example, inappropriate writing on a table then completing community service by cleaning the tables in the room.

- Red Zone: Removal of the student from the yard / classroom. The student will be required to complete a reflection form on their repeated behaviour. The student's parents will be contacted.

For repeated breaches of our school rules or expected behaviours, a parent conference will be conducted. An Individual Behaviour Management Plan will be developed.

School suspension will apply for severe breaches of code that impact on the safety and wellbeing of other students or staff.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

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

6. Evaluation

Oxley 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
- SOCS

REVIEW DATE	**August, 2020**
APPROVED AT SCHOOL COUNCIL	**20/08/2020**
NEXT REVIEW DATE	August, 2021