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MAKE A DIFFERENCE



# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the principal on 5775 2325.

## 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.

Mansfield 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. 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

*Manfield Primary School was established in 1872. We have 502 students enrolled from Foundation to Year 6 and 64 school staff members including 17 Educational Support staff and 2 Mental Health Support workers.*

*Mansfield Primary School is approximately 200kms from Melbourne in North-East Victoria. Mansfield is close to the Victorian High Country, Mt Buller, Mt Stirling, and Lake Eildon. Tourism and hospitality are key aspects of the town with cafes and restaurants, natural attractions and events providing interest for visitors and locals. Mansfield is a fantastic place to live and work. The town is small enough to meet people and get to know others in the community but has many sports, arts, music and recreational groups and activities.*

*The school is located on Apollo Street, close to the centre of town, and surrounded by council facilities including a pool, two ovals, basketball stadium (used for PE classes), skatepark and children's playgrounds. The school is well equipped with a library, visual arts, music, performing arts and STEM classrooms. Our students are engaged in a number of exciting programs including the School to Summit outdoor program which is unique to Mansfield Primary School.*

*In 2020 we opened a new building funded by the Victorian Government Building Program which provided six additional classrooms, staff work area and a large collaborative space. Many of our students come into Mansfield from surrounding areas. Enrolments have grown in recent years in line with the growth of the town. Teachers at Mansfield Primary School work collaboratively in teams across the school. They are supported through regular Professional Learning Community (PLC) inquiry cycles. Our Whole School Improvement Team drives school improvement and the implementation of AIP goals. Learning Specialists work with teachers to embed best practice into teaching and planning. Our Wellbeing Team support students, staff and families. Teachers build strong relationships with their students and families and communication underpins our work. Education Support staff work with students who need further support and ensure all students are included in learning and extra-curricular activities.*

### 2. School values, philosophy and vision

*Mansfield 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, integrity 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.*

*Our Statement of Values is:*

*Inspire. Challenge. Support. Make a difference.*

### 3. Wellbeing and engagement strategies

*Mansfield 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 Mansfield Primary School use the Department of Education's current teaching and learning 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 Mansfield 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 class Circle Time. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principals and Principal whenever they have any questions or concerns.*
- create opportunities for cross—age connections amongst students through the Better Buddies Program, assemblies, sports events and music programs*
- all students are welcome to self-refer to the Student Wellbeing Team, Assistant Principal 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:*

- *Respectful Relationships*
- *Bullying No Way*
- *The Alannah and Madeline Foundation Better Buddies*
- *Catching On Early*
- *Esmart*
- *Protect- Child Safe*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (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

- *the Wellbeing Coordinator as well as the Wellbeing Team monitor the health and wellbeing of students 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*
- *Koorie students have an Individual Education Pla, termly Student Support Group meetings and are connected with a Koorie Engagement Support Officer*
- *the Wellbeing team 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*
- *Relevant teaching staff will apply a trauma-informed approach using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources, to work with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.*
- *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 including through [insert any specific strategies you have in place to support CALD students]*
- *we support learning and wellbeing outcomes of students from refugee background through use of Ripple data, EAL assessment procedures and with 1:1 support in the classroom where possible*
- *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 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*

### **Individual**

*Mansfield 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 Education 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*

*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*
  - *identifying as Koorie*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

*Engaging other Department programs and services such as:*

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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

*Mansfield 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. Mansfield 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*
- *teaching staff referrals*

#### 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 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

*Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct. Mansfield Primary School has high expectations for all students. Our whole school expectations are underpinned by our School-Wide Positive Behaviour Support strategies. These strategies include:*

1. A clear set of positively stated behaviour expectations that are common across the whole school (Respect for Self, Respect for Others, Respect for Our Environment)
2. A clear and consistent approach to managing inappropriate behaviour and behaviours that do not meet expectations (Behaviour Triangle)
3. Recording and reviewing behaviour data regularly and making adjustments as needed to reduce inappropriate behaviours

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 [MPS Bullying Prevention Policy June 2024-26](#).

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

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate (using the Behaviour Triangle in class or with verbal warnings in the yard)
- 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 Assistant Principal or Principal
- restorative practices
- 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 Mansfield 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

Mansfield 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

Mansfield 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

Mansfield 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	School Council - August 2024
Approved by	Principal
Next scheduled review date	July 2026