



# BALLARAT PRIMARY SCHOOL (DANA ST)

## STUDENT WELLBEING AND ENGAGEMENT 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.

Ballarat Primary School (Dana St) 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.

### SCOPE

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

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2. School values, philosophy and vision
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### POLICY

1. School profile

Ballarat Primary School (Dana Street) is located in the Ballarat central business district and in 2019 has a student enrolment of almost 250. The school is Ballarat's oldest Victorian Government primary school and was established in 1857. It has played and continues to play a significant role in the education community of Ballarat. Practices reflect the belief that education is a process of growth, underpinned by the community values of respect, care, responsibility, inclusion, tolerance,

understanding and excellence. The core purpose of the school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching and learning strategies within a climate of enjoyment, enabling students to reach their academic, social, emotional and physical potential. In 2019 the school has 25 teaching and non-teaching staff. This includes a Principal, Assistant Principal, office staff, class teachers, specialist teachers and education support staff.

The school is organised into 11 learning groups, supported by specialist visual and performing arts, LOTE (Japanese), Intercultural Studies and Physical Education. In addition, the school has a strong English as an Additional Language (EAL) program and has International School accreditation. This enhances the comprehensive and engaging teaching and learning programs for the diverse student community.

All students and families are supported through student wellbeing programs and strategies, aimed at developing responsibility, resilience and social, emotional and physical potential.

### School values, philosophy and vision

Our vision for Dana Street Primary School is to be a community that promotes life-long learning, the pursuit of excellence, and an eagerness to participate and contribute within a global community. We strive to provide a welcoming, stimulating, caring and supportive learning environment for our students, teachers, parents and broader community.

*At Ballarat Primary School (Dana Street), we believe that education is a process of growth underpinned by the following community values: respect, care, responsibility, inclusion, tolerance, understanding and excellence.*

A copy of the Statement of Values is available on our website.

## 2. Engagement strategies

*Ballarat Primary School (Dana St) 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 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, 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*

- *deliver a broad curriculum to ensure that students are able to access subjects and programs that are tailored to their interests, needs and strengths*
- *teachers at Ballarat Primary School (Dana St) use a school-wide Instructional Model to ensure an explicit, common and shared process of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Ballarat Primary School (Dana St) 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 have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through our Buddies and Mates program, school concerts, sports and whole-school days*
- *All students are welcome to self-refer to the classroom teacher, Wellbeing Officer, 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*
  - *Bounce-Back*
  - *Circle Time*
  - *Restorative Practices*
- *programs, incursions and excursions developed to address issue specific behaviour (small social skills groups as needed)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

### **Targeted**

- *each classroom has a classroom teacher and a Unit leader who monitor the health and wellbeing of these students, and act as a point of contact for students who may need additional support*
- *all Koorie students have an Individual Learning Program that is developed by their classroom teacher and monitored by our Assistant principal*
- *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*

- *Our Wellbeing Officer 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**

*Ballarat Primary School (Dana St) 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 Plan 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**

*Ballarat Primary School (Dana St) 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 that help identify students in need of support and enhance student wellbeing. Ballarat Primary School (Dana St) 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*

#### 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:

- work in a safe and secure environment, without intimidation, bullying or harassment
- be able to learn and play without interruption or interference
- be treated with care, respect and fairness and to be valued as an individual
- have access to quality teaching and learning programs
- participate fully in the school's educational program

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

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.

#### 5. Student behavioural expectations

*Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently, in accordance with Ballarat Primary School (Dana St)'s Bullying Prevention policy.*

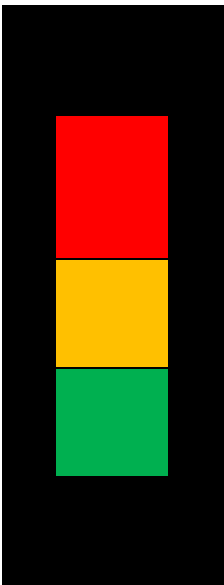
*When a student acts in breach of the behaviour standards of our school community, Ballarat Primary School (Dana St) will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour 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.*

### CLASSROOM TRAFFIC LIGHTS

Each class will have a traffic light poster that outlines each level of the lights.

There will be a section along the side for students to place/write their name if they receive a warning.

	<b>BLACK</b> I have refused to go to Time Out and/or my behaviour needs to be dealt with by the Principal or Assistant Principal
	<b>Red: 3<sup>rd</sup></b> Time Out in another class until I have completed my work, calmed down. When I return I will sit in an isolated area to show that my behaviour has improved before I am invited to return to my normal working area.
	<b>Amber: 2<sup>nd</sup></b> I am moved to an isolated area of the class e.g. own table. I get a chance to improve my behaviour before being invited back to my normal working area.
	<b>Green : 1<sup>st</sup></b> Warning, I get a chance to improve my behaviour
<i>*There is black all the way around the lights, therefore, if my behaviour is extreme I can go straight to black from any colour</i>	

\* Teachers are to discuss with another teacher about Time Out rooms, preferably not the same year level, so that students are not influenced by their peers.

\* If a student is sent to Time Out or to the Principal/AP, they must complete a personal reflection sheet before the Unit Leader or Principal/AP will discuss their behaviour \*Extreme cases excluded

\* A reflection sheet must be completed before a student is invited back into the class.

\* Classroom teachers are to collect all reflection sheets and pass them onto the Unit Leaders.

\* Unit Leaders should give these to the Leadership team to be reviewed.

\* It is the responsibility of the Specialist Teachers and classroom teachers to communicate regarding students who are on the Traffic Lights to the classroom teacher.

\* **Starting each session as a 'fresh start' will be decided by individual classroom teachers, however the same ruling needs to be used for all students in that class. Each new day MUST be a 'fresh start'**

\* PSD students and students with additional Behaviour Management Systems in place will continue with their Individualised Plans.

These Behaviours	These Behaviours	These Behaviours
<ul style="list-style-type: none"> <li>* Unsatisfactory class behaviour e.g. calling out, incompleteness of work, refusal to work</li> <li>* Basic name calling</li> <li>* Classroom bickering</li> </ul>	<ul style="list-style-type: none"> <li>* Continual unsatisfactory class behaviour</li> <li>* Continual name calling</li> <li>* Continual bickering</li> <li>* Timeout from the classroom</li> <li>* Playground Incidents of students in year level</li> </ul>	<ul style="list-style-type: none"> <li>* Violent behaviour e.g. kicking, punching</li> <li>* Bullying instances.</li> <li>* Instances that have continued after being dealt with by class teacher and unit leader</li> <li>* Continual timeout from the classroom</li> <li>* Continual incidents occurring in the yard</li> <li>* Parents needing to be informed</li> </ul>
Followed up by classroom teacher	Followed up by Unit Leader If student is in unit leaders class, follow up with another unit leader	Follow up by Principal or Assistant Principal

### PLAYGROUND INCIDENTS

STEP 1: Warning

STEP 2: 'Time out' in yard with child directed to sit on a designated seat

STEP 3: Removed from playground and followed up with Principal/ Assistant Principal

Teachers who bring a student into the office area must follow up with the Principal / Assistant Principal and record the incident on Gradexpert. Critical/ severe incidents must be communicated immediately.

### **ICT Acceptable Use**

Students sign an ACCEPTABLE Use agreement which details the expected use of technology within our school and school community.

Breaches of the rules will result in consequences, consistent with our Acceptable Use agreement, such as verbal warnings, suspension from using ICT and other classroom consequences.

**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. Engaging with families

Ballarat Primary School (Dana St) 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.
- Facilitating whole school events and celebrations and actively inviting our entire school community to attend and participate

## 7. Evaluation

Ballarat Primary School (Dana St) 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 CYCLE

This policy was last updated on September 2018 and is scheduled for review in September 2020