

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact Lightning Reef Primary school on [03 5443 2501](tel:0354432501) or [lightning.reef.ps@education.vic.gov.au](mailto:lightning.reef.ps@education.vic.gov.au)

## 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.

Lightning Reef is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

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

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

### 1. School profile

Lightning Reef Primary School boasts outstanding open planned facilities and large grounds beside Bendigo Showgrounds. The school provides a great sense of pride and excitement in the

community. The grounds are expansive and provides for active and passive play. The full-size gymnasium and indoor canteen ensure a range of indoor activities are encompassed in daily learning opportunities.

The school is characterised as a low socio-economic school community. The school has specialist programs in Visual Arts, Music/ Drama, Karen and Physical Education.

The school has strong ties with the Greater City of Bendigo Council who sponsor local businesses to participate in an aspirational work program called Passions and Pathways (P&P) that targets Year Six students.

The school maintains positive community partnerships that support our students and their families. Bendigo Sandhurst Rotary are active partners of LIGHTNING REEF PRIMARY SCHOOL and support P&P, provide boxes of fruit for students, uniform purchases and keep in regular contact with staff.

The school has access to a DET Psychologist and Speech Pathologist, and we employ a SPAIDE to implement individualised speech programs.

### School values, philosophy and vision

Our 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, responsibility, cooperation and being your best at every opportunity.

Our school's vision is to empower our students to be Learners today & Leaders tomorrow.

### Wellbeing and engagement strategies

Lightning Reef 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:

#### Tier 1

- Classroom routines and behaviour expectations are decided on, taught, encouraged and reinforced
- Whole school behaviour expectations matrix explicitly taught and referred to throughout the day
- Weekly social skills session with daily follow up activities to practice and reinforce focus skill.
- Use of visuals in all classrooms
- Redirections for minor infrequent behaviour errors
- Individual learning goals in literacy, numeracy and social skills developed in conjunction with student, parent and teacher
- Ensuring classroom space is conducive to positive behaviours and effective engagement in learning e.g. seating arrangements, set place for everything, calming areas, visuals.
- Regular brain breaks throughout the day
- Procedures in place for students to request a break – 'Cool Down Card'

- Visual displays for calming strategies eg Zones of Regulation
- Data driven decision making
- Student Leadership Council and School Leaders
- Breakfast program available to all students every morning
- Active supervision by teachers in class and yard
- Team planning for staff members to ensure consistency in programs in classrooms
- School policies written and reviewed
- 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 Lightning Reef Primary School use an instructional 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 Lightning Reef Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership. Students are also encouraged to speak with their teachers, Leadership Team members and Acting Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Primary Welfare Officer, Leadership Team members and Acting Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Safe Schools
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- **Utilise the DET Schools Mental Health Menu to help Lightning Reef Primary School create a positive, inclusive and supporting school climate, building the preconditions for optimal student learning, development and wellbeing, with a particular focus on Bullying and RR&RR.**

## Tier 2

- Regular Student Support Group Meetings (SSG's) for students identified as needing wrap around supports
- Individual Behaviour Support Plans
- Individual Education Plans
- Referrals to Para-Professionals (Student Support Staff) for assessments
- Re-engagement plans
- Providing personalised learning programs where appropriate for individual students
- Refresh room
- Secondary consultations with Professionals (paediatrician, speech therapist etc) and SSSO staff (psychologist, social worker)
- Working with parents to provide support/assistance
- Phone calls
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- 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 the Berry Street trauma-informed approach to working with students who have experienced trauma

## Tier 3

Lightning Reef 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 family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs

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
  - are Koorie
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.
- Referrals to Paediatricians and Community Health Services
- Team around the learner approach - Liaison with Community Support Workers, Child First, DHS-where applicable and appropriate
- Functional Behaviour Assessment completed in conjunction with DET SSSO
- Safety Plan developed
- Individual Behaviour Support Plan
- Work cooperatively with parents, community and government agencies and outside personnel to support the student and their family

#### Targeted

- 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.
- our 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
- we support learning and wellbeing outcomes of 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](#)
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

#### Individual

Lightning Reef 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, Behaviour Safety 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 Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

## 2. Identifying students in need of support

Lightning Reef 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. Lightning Reef 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

### 3. 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.

### 4. Student behavioural expectations and management

At Lightning Reef Primary School, we implement the **School Wide Positive Behaviour Support** framework

**School Wide Positive Behaviour Support** encompasses:

- Clear, fair and consistent rules and behavioural expectations and consequences
- Understanding of individual student needs
- Accessible staff support
- Positive and supportive parent, teacher and peer relationships
- Some level of academic success

Our expected behaviours matrix and supporting behaviour continuums provide a transparent and agreed framework for all school communications.

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Lightning Reef 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:

- Remind student of appropriate behaviour
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Reteach expected behaviour
- Move to bubby room
- Removed to office
- Walk with a teacher at break time
- Reteach expected behaviour
- Removed to office for remainder of session
- Attend Refresh
- Restorative practices
- Behaviour Support Plan/Behaviour Safety Plan
- 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 Lightning Reef 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.

## 5. Engaging with families

Lightning Reef 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.

## 6. Evaluation

Lightning Reef 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

Lightning Reef 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
- 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	01/07/2022
Consultation	24/06/2022: School staff 21/07/2022: School Council
Approved by	Joanne Ryan, Principal
Next scheduled review date	01/07/2024