



Koondrook Primary School

Wellbeing and Engagement Policy

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

1. (a) our commitment to providing a safe and supportive learning environment for students
2. (b) expectations for positive student behaviour
3. (c) support available to students and families
4. (d) our school's policies and procedures for responding to inappropriate student behaviour.

Koondrook 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.

SCOPE

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

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POLICY

1. School profile

Koondrook Primary School is situated in the small rural township of Koondrook. Our school is located on Murray Parade, Koondrook, in the Shire of Gannawarra. Situated in a delightful bush setting the school is tucked into a bend of the Murray River.

Koondrook Primary School NO 2265 was established in 1880 to serve the township of Koondrook and surrounding district. Koondrook Primary school is part of the Murray Plains Cluster of schools. Enrolments are drawn from within the town and the surrounding farming district as well as some students coming from the twin NSW town, Barham. A bus service brings students in from outlying areas and the current student population is 84 students.

Koondrook Primary School currently operates four classes (P/1/, 1/2, 3/4 and 5/6). The school has a current staffing of four fulltime teachers which includes the principal and two 0.6 teachers, a fulltime teacher support, 0.6 teacher support and 0.4 business manager. Koondrook has a range of teaching staff from beginning teachers to experienced staff. The school prides itself on the diverse curriculum offered to all students.

During 2013 we moved into the new school, under the BER umbrella, it is a modern facility with up to date technologies, 2 learning areas, a shared project space and an administration and toilet area. In 2015 the increase of student numbers saw the installation of a double portable classroom. We work in flexible learning spaces with the students having the choice of a variety of working spaces within the classrooms. The opportunities provided through this learning environment have resulted in enhanced team teaching and planning, more sophistication in delivering a differentiated curriculum and greater assistance to students at point of need. Koondrook Primary School also has a purpose built Preschool on site which offers three year old and four year old Preschool programs. Some of the Preschool students in the area also access Preschool in Kerang and Barham. We have established strong ties with all the Preschool centres. Students exiting Koondrook Primary School attend either, Kerang or Barham Secondary Schools. An outstanding transition program exists to enable smooth transition from Preschool to school, and then on to secondary school and the school liaises closely with all institutions.

We implement the Victorian Curriculum. We offer a full curriculum including English, Mathematics, Humanities- History, Geography, Economics, Civics and Citizenship, LOTE-Indonesian, The Arts- Visual Art, Science, ICT, Health and Physical Education, Stephanie Alexander Gardening and Cooking Program, as well as MAAC and MARC weekly services. During 2015 we introduced the Walker Learning Approach to Koondrook Primary. The Prep to Year 2 students participate in Investigations and the Year 3- 6 student's work on Educational Research Projects. Our student Leadership Program and 'Students Create the Future' ensure that the students have the opportunity for student voice in what we do at Koondrook Primary.

Various means are utilised to communicate with our community. We publish a weekly newsletter, have an active school webpage, use our school Facebook page and texting as means to inform and promote school activities and achievements. Local community groups also offer support to the school as gardening and classroom helpers and 'End of Year' awards for our Year 6 students. The school has a strong involvement in many significant community activities.

At Koondrook Primary School we work cooperatively and collaboratively to ensure that the school operates effectively and that its Policies and Programs are relevant and effective. Great emphasis is placed on the development of literate and numerate children who have a real joy for learning. Walker Learning Approach promotes the students curiosity, passions and real life experiences within their learning and development. In striving for continuous improvement, Koondrook Primary School is committed to maximising the educational opportunities for all students, with staff Professional Learning playing a vital role in achieving this.

The rural atmosphere, smaller student numbers and community involvement contribute to a relaxed friendly environment in which students at all levels are able to receive individual attention and which cross age interaction and leadership qualities are facilitated and developed.

2. School values, philosophy and vision

The core purpose of Koondrook Primary School is to provide a comprehensive education for all students so as to enable them to reach their academic, social, emotional and physical potential in the digital age.

Koondrook Primary School works towards achieving its purpose by planning and implementing academic, sporting, artistic and social programs that support and enhance the individual and the group:

- We cater for individual differences,
- We strive to bring out the best in every student,
- We ensure teamwork among school council, staff, students and the wider community.
- We value and welcome parent participation.

Koondrook Primary School's Vision is to:

- Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.
- Provide high quality programs that engage our students in their learning and instill the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.
- Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.
- Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Koondrook.

Our community considers the following values as central to the life of our school:

- **Respect**
- **Responsibility**
- **Resilience**

3. Engagement strategies

Koondrook 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 and individual engagement strategies used by our school is included below:

Universal

- High and consistent expectations of all staff, students, parents and carers
- Prioritising 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 and school level assessment data
- Using an agreed 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
- Adopting 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
- Incorporating our school's behaviour expectations into our curriculum and promoting them to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planning transition programs to support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Group. Students are also encouraged to speak with their teachers and principal whenever they have any questions or concerns.
- Engaging in school wide positive behaviour support with our staff and students, including programs such as:
 - Respectful Relationships
 - School Wide Positive Behaviours
 - Circle Time
 - Teacher Buddy Activities
 - Zones of Regulation
- Developing programs and incursions to address issue specific behaviour (i.e. anger management/mindfulness programs)

Targeted

- Staff will monitor the health and wellbeing of students in their grade, and act as a point of contact for students who may need additional support
- Staff will seek support from colleagues through the weekly staff meeting student wellbeing focus
- All Koorie students will be connected with a Koorie Engagement Support Officer and have an Individual Learning Plan
- All students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Staff will seek SSS support when working with students who have experienced trauma
- Individual Student Support Groups (bringing together the carer, teacher, principal and other relevant agencies to support a student at risk)
- Individual Learning Plans and Behaviour Support Plans for students with needs.
- Program for Students with Disabilities

- Referral to Student Support Services (eg speech pathology, psychologist, social work)
- Referral to Child First (provide case work service and link families with relevant support services)
- Referral to Lookout (services to improve educational outcomes for children and young people living in out-of- home care)

Koondrook Primary School implements a range of strategies that support and promote individual engagement. These include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with students 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:
 - Student Support Services
 - Appropriate external supports such as allied health professionals, child and adolescent mental health services or Child 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
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying Students in Need of Support

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

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.

1. You have a right to be an individual at school.

This means that you should not be treated unfairly because of differences. We are all individuals.

2. You have the right to be respected and treated with kindness.

This means that others should not make fun of you or deliberately hurt you.

3. You have the right to express yourself.

This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner.

4. You have a right to be safe at school.

This means that your school should try to provide a safe classroom, equipment and rules to ensure your safety at school.

5. You have a right to tell your side of the story, remembering the rights of others.

This means that you may tell your side of the story when accused of breaking a rule.

6. You have the right to learn at school.

This means that you will always try your best with all your work and take advantage of the opportunities provided.

1. You have a responsibility to let others be individuals at school.

This means that you should not treat others unfairly because of differences. Everyone is an individual.

2. You have a responsibility to respect others and treat them with kindness.

This means that you should not laugh at others, make fun of them or deliberately hurt them.

3. You have a responsibility to let others express themselves.

This means that you should let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.

4. You have a responsibility to try and keep the school safe.

This means you should help to keep your classroom safe, look after our equipment and follow school rules to ensure everybody's safety at school.

5. You have a responsibility to listen to others tell their side of the story.

This means you should let others tell their side of the story when accused of breaking a rule.

6. You have a responsibility to let others learn at school.

This means that you shall not distract others learning or the teacher from teaching.

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 the Principal.

6. Student Behavioural Expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and behaviour expectations.

When a student acts in breach of the behaviour standards of our school community, Koondrook Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines (see appendix). 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:

- Warning a student that their behaviour is inappropriate
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the Principal
- Restorative practices
- "Time Out" during lunch
- Restricted play
- Behaviour reviews
- Suspension
- Expulsion

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.

7. Engaging with Families

Koondrook 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
- 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

- Including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Koondrook 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
- School reports
- Parent survey

9. Appendix

- Staged response checklist for student behaviour issues
- Restorative Practice
- Schoolwide Positive Behaviour Expectations Matrix

REVIEW CYCLE

This policy was last updated on 15 November 2019 and is scheduled for review in November 2022.

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school- wide expectations for all.	<ul style="list-style-type: none"> • Explicitly teach the school behaviour expectations and values • Maintain and sustain a professional learning community whereby teachers' underlying motivation is the success of their students. • Students and staff are encouraged to reach their individual, social, emotional, and academic potential by recognising and rewarding achievement, effort and excellence and sharing learning and good practice.
Establish whole school positive behaviour programs.	<ul style="list-style-type: none"> • Promote student wellbeing through a proactive focus on relationship development to include the utilisation of whole school approach to children's mental health and wellbeing. Good mental health is integral to academic learning and vital for social and emotional learning of life. • Staff will continue to play a crucial role in building children's self-esteem and sense of social, emotional and academic competence and confidence. Structured and strategically planned professional development for all staff for implementing the following approaches to positive behaviour: <ul style="list-style-type: none"> ▪ School Wide Positive Behaviours ▪ Restorative Practice ▪ Respectful Relationships ▪ Cyber Safety ▪ Bullying. No Way! ▪ Circle Time ▪ Where possible incorporate the support of SSS to run programs such as Mindfulness. ▪ Take a Breather ▪ Incursions
Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school staff as appropriate).	<ul style="list-style-type: none"> ▪ Gain information relating to the behaviour from staff and students ▪ Speak with parents ▪ Speak with student/students involved ▪ Utilise Restorative Practices and Respectful Relationships approaches

Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	<ul style="list-style-type: none"> ● Create a Behaviour Support Plan and/or Individual Education Plan using the DET templates and guidelines ▪ Discuss and explain the Behaviour Management Plan and/or Individual Education Plan with student and parent or guardian
Consider if any environmental changes need to be made.	<ul style="list-style-type: none"> ▪ Student may need to be seated in a different area of the classroom. Student may need to be removed to another classroom, Principal's office. Student may need time out of the classroom to re-focus. ▪ Give the student 1:1 support where needed ▪ Student may need to have a modified program in place to support, which will be constantly monitored and re-evaluated.
Teach replacement behaviours.	<ul style="list-style-type: none"> ▪ Utilise Restorative Practices and Respectful Relationships approaches during Time Out. ▪ Utilise the school behaviour expectations matrix Include expected replacement behaviours as part of behaviour support plan. ▪ Utilise processes such as peer support and mentoring where appropriate
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	<ul style="list-style-type: none"> ▪ Discuss with parent/guardian and obtain Parent/Guardian consent to make a referral for Student Support Services Contact Learning Places Connect ▪ Inform parent/guardian of available community services
Establish a student support group	<ul style="list-style-type: none"> ▪ Conduct regular SSGs in line with DET guidelines
Implement appropriate disciplinary measures that are proportionate to problem behaviours	<ul style="list-style-type: none"> ● When the rights of others have been violated a staged response will be implemented: <ul style="list-style-type: none"> Stage 1: Restorative conversation with a staff member and others involved in order to repair relationships and encourage students to take ownership of their behaviour Stage 2: Restorative conversation with the Principal and others involved Stage 3: Parental involvement and behaviour support plan put in place if required ● Severe behaviours: For severe behaviours, such issues will be referred directly to the Principal. ● If a student does not engage in the restorative practices process, then other consequences will be implemented, such as removal of privileges. ● Loss of privileges include: <ul style="list-style-type: none"> ▪ Loss of part of recess or lunch playing time ▪ Loss of playground privileges e.g. restricted play ▪ Removed to another classroom

	<ul style="list-style-type: none">▪ Removed to Principal office▪ Exclusion from excursion/camping program▪ In house suspension Parent/Guardian informed• If damage is done to school property, the student is expected to help clean/repair/replace the damaged item. If a cost is involved, the family will be contacted to meet the costs of this.
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Restorative Practices

Restorative Practices (RP) is a philosophy and continuum of processes that is based on the premise that repairing harm done to people and relationships is a very effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community. A core belief is that the wrongdoings and misbehaviours that bring disruptions to classrooms, and the hurtful behaviours that are so often associated with conflict, are primarily not just “breaking rules”, but actually result in harm to individuals, groups and the whole school community.

In a school setting, restoration of relationships for effective learning is the ultimate goal of restorative practices.

In response to this, RP encourages a profound fairness, and a culture of listening across our school community. It is based on our school’s values that build an ethos of respect, inclusion, responsibility, personal best and integrity as well as a commitment to relationships and the development of social and emotional competencies.

People involved in RP develop personal awareness and responsibility while learning and using lifelong skills such as active listening, expressing emotion, facilitating dialogue and problem-solving.

RP is also based on the belief that the people involved in a conflict, wrongdoing, or misbehaviour, need to be actively involved in the process of resolution. Imposed (and purely punitive) solutions can be less effective and less educative.

Restorative Practices help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes. Its philosophy is integrated into everyday school life and is supported through our other student engagement programs such as Jigsaw, Bounce Back, Circles etc.

What does a Restorative Classroom look like?

“A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard, and through this participatory process students develop the capacity to learn in a practical way that emotions are an important and legitimate expression of healthy dialogue. This helps students to deal with conflict, tensions and difference in respectful ways that engenders trust, empathy, responsibility, and fosters healthy relationships.” Lesley Oliver, Terry O’Connell, Lyn Doppler 2007

The Principles of Restorative Practice

Foster awareness in the student of how others have been affected.

Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts from noticing other people’s feelings.

Involve the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour.

They help decide how to repair the harm and make a commitment to this. The student is held accountable.

Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.

Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.

See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Affective Questions

These questions are provided to school staff and may assist in managing conflicts or potential conflict situations and working towards resolution.

When something's gone wrong

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

To the person who has been hurt/affected

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

School Wide Positive Behaviours Matrix