

PERANBIN PRIMARY COLLEGE

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.

Peranbin Primary College 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. Corporal punishment is explicitly prohibited at all campuses of Peranbin Primary College.

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies – how we will support our students
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

SCHOOL PROFILE

Peranbin Primary College was established in 1995, combining the schools at Baddaginnie, Strathbogie, Swanpool, Tatong and Violet Town. In 2018 we have four campuses – Baddaginnie, Strathbogie, Swanpool and Violet Town. Our campuses are located in North East Victoria and each is set in a unique natural environment where students can learn in their local community. Our multi-campus college is unique and we operate from three of the four campuses on a week to week basis. We have 75 students attending across these three campuses, with 11 school staff members including Art, Library and a specialist Health, Physical Education and Wellbeing teacher.

Each of our school campus grounds have access to native bushland, and we are surrounded by a supportive community. Many students that attend our campuses live locally and tend to walk or ride their bike to school. There is also a bus service for each campus. Peranbin Primary College has developed close ties to the local community, and enjoys support from our local shops and community services.

We welcome students from all cultural backgrounds and with a range of learning needs. Our school population is predominantly from families with British heritage. However some cultural diversity is reflected in a small number of families with Maori, Indian, Vietnamese and Koorie heritage. In 2018 we have 13% of students with additional learning needs including Autism Spectrum Disorder, ADHD and dyslexia. Across the

College the Student Family Occupation and Education Index (SFOEI) sits at around 0.5. This means that the College receives some equity funding each year to support the socio-economic disadvantage within our communities.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

1. School values, philosophy and vision

Peranbin Primary College'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, high expectations and responsibility at every opportunity.

Our School Vision is to be a community of learners where students thrive.

Our mission is to provide an inclusive teaching and learning environment, which supports all students to be successful community members.

Our objective is to ensure all students leave our school with a practical understanding of the curriculum and the capacity to be successful community members.

VALUES

Peranbin Primary College's values are Respect, Integrity, High Expectations and Responsibility.

*We **respect** our school, each other and ourselves.*

*We model and demonstrate **integrity** taking every opportunity to be strong role models in the community.*

*We have **high expectations** - we try our hardest and do our best.*

*We take **responsibility** for ourselves, understanding that our attitudes and behaviours have an impact on the people around us.*

SCHOOL PLEDGE

Our school pledge is recited each week at school assembly at each campus.

We love Australia

We respect the land and the laws

We care about our school and respect our teachers

We support our classmates and friends

We always try to do our best.

Our Statement of Values is available online [here](#)

2. Engagement strategies - how we will support our students

Peranbin Primary College 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.

Here is a summary of the strategies used at Peranbin Primary College

Universal or Tier 1 – these strategies are used with ALL students

- 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 Peranbin Primary College use the workshop based 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 Peranbin Primary College 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 and AITSL.
- our school's Statement of Values is 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, Student Voice Team and other forums including class meetings.. Students are also encouraged to speak with their teachers, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to their teacher or the Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. Our door is always open for students and staff as partners in learning.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships, Bully Stoppers, Bullying ..No Way, Bounce Back
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- Positive behaviour is acknowledged using a token economy in classrooms where students can earn points and exchange for negotiated rewards eg Class Dojo
- Student achievement is acknowledged with weekly awards to celebrate nights of reading, mastery of sight words, Athletics awards and more. These awards are also celebrated in the newsletter and on the official college Facebook page.

Targeted or Tier 2 – these strategies are used with SOME students

- all students with additional learning needs will have an Individual Education Plan and regular meetings with families to determine reasonable adjustments which can be made by the school to support the students
- each grade's teacher is responsible for monitoring the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing 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

Individual – these strategies are used with FEW students

Peranbin Primary College 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 or Safety 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 – speech pathology, social worker or psychologist
 - 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
- 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.
 -

Refer to the Schools Policy and Advisory Guide here

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

3. Identifying students in need of support

Peranbin Primary College 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. Peranbin Primary College 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:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, 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.

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 with Peranbin Primary College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Peranbin Primary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- 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 – circle chats
- detentions
- behaviour reviews and development of Behaviour Management Plans
- 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.

Refer to

[Classroom management sample](#)

[Sample Behaviour Management Plan](#)

[Sample Student Safety Plan](#)

[Sample IEP](#)

[Letter home re consequences](#)

6. Engaging with families

Peranbin Primary College 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.
- Providing opportunities for families to get together for fun activities at the school – ie trivia nights, science discovery nights, family maths nights.

7. Evaluation

Peranbin Primary College 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

FURTHER INFORMATION AND RESOURCES

Please refer to these related policies

[Statement of Values and School Philosophy](#)

[Inclusion and Diversity](#)

[Communication with School Staff](#)

[Respect for School Staff](#)

Living our Community Values – positive behaviour matrix

REVIEW CYCLE

This policy was last updated on 20 May 2019 and is scheduled for review in May 2021

Peranbin Primary College



Behaviour Management Flowchart –

Teachers will provide positive reinforcement at each step of the flowchart – the goal is to keep the student engaged and in class!

1. Verbal warning.
2. Name on board.
3. Isolate in class – move to a table away from other students.
4. Remove from class to another classroom.
5. At Violet Town campus student goes to office with work and also completes a reflection sheet.
6. Where a student is severely distressed or unable to moderate his or her behaviour parent/guardians will be contacted.

When student goes to office the teacher must contact parents and document the incident.

Teachers can use their professional judgement to remove a disruptive student at any time.

Three incidents of removal to the office will result in consequences that may include loss of privileges, detention or isolation at break times.



Student: Student NAME
 Teacher: Mrs Krabappel
 Date: July 2019

- Student is capable of:
- Completing tasks when focused!
 - Completing work one on one with the teacher.
 - Working in small groups.

<i>Current Behaviour</i>	<i>Target Behaviour</i>	<i>Identified triggers /signs</i>	<i>Preventative Strategies</i>	<i>Post strategies/Consequence to the behaviour (positive & negative)</i>	<i>Additional Comments or Information</i>
1 Not following the teacher's instructions – will walk around the classroom and make noises and ignore the teacher.	To follow the teachers instructions when he is asked to do something	If something has happened in the Yard If X doesn't want to do the work When he is in trouble but believes he should not be in trouble	Have STAFF MEMBER talk to student. Give student quite down time when he is distressed. Have activities in a tub like colouring, books to read at his level, dot to dots for student to complete when he is overwhelmed. Go and do a Job	Positive: - Reward student with Dojo Points when he follows the teacher's instructions. This will be done by: - Positive Praise - Prize Box Prize - Dojo Points Negative: - Go to the Office - Call Parent to come and collect student - When he appears calm go and have a quiet word with student and see if he would like to talk about why he doesn't want to do what the teacher has asked and see if he will re-join the class.	
2 Distracting other students who are trying to do their work	To be able to work quietly with the other students in his class	If he doesn't want to do the work or understand it. If something has happened in the Yard When he is in trouble but believes he should not be in trouble	Have STAFF MEMBER talk to student. Give student quite down time when he is distressed. Have activities in a tub like colouring, books to read at his level, dot to dots for student to complete when he is overwhelmed. Go and do a Job	Positive: - Reward student with Dojo Points when he follows the teacher's instructions. This will be done by: - Positive Praise - Prize Box Prize - Dojo Points Negative: - Go to the Office - Call Parent to come a collect student - When he appears calm go and have a quiet word with student and see if he would like to talk about why he doesn't want to do what the teacher has asked and see if he will re-join the class.	

Students preferred contact people at the school:
 Person 1: SHREK

Students preferred contact people at the school:
 Person 2: TOM THUMB

Parent/Guardian: _____

Teacher: _____

Student Safety Plan

Triggers - individual student triggers could be listed here

Student

Teacher

1. Teacher needs to monitor mood

Check in with student 4 questions – How did you sleep? What did you have for breakfast? What are you least looking forward to today? What are you most looking forward to today?
Teacher needs to remain calm and restate expectations that work needs to be done.

2. Behaviour will vary – may be work refusal or defiance
3. Student may become distressed or disruptive.

Remain calm. Observe, support and de-escalate by stepping back and maintaining distance.

4. Behaviour escalates - this will vary depending on the student, but when the classroom teacher determines that other students or staff are at risk we move to the next step

5. Behaviour escalates further – again will vary depending on the student

Remain calm
Move students to the other classroom.
Leave student where they are – teacher in charge/Principal will take over management.
Remain with all of the students – explain it as a little change of plans for today!
Invite the student to come to the junior classroom when they feel calm.
Teacher in charge or the Principal will now take over management of the student.

Teacher in charge: - This will be the Principal or Campus Manager ie SP/BG – Kate Hand, SB – Jenna Barratt/Anne Fox, VT – Monique Ringin

- Remain calm
- Locate student and maintain supervision from a distance
- Text Principal 0437 226 693 with please call – urgent
- Principal will phone teacher back and advise.

Appendix 4

Individual Education Plan – *Summary*
Page

Student:

Class: Teacher:

Date:

Student Support Group participants:

IEP Coordinator/SSG Chair:		Teacher responsible for implementing this Plan:	
Educational needs assessment:		<input type="checkbox"/>	Koorie student
		<input type="checkbox"/>	Out of Home Care
		<input type="checkbox"/>	PSD/NDIS
		<input type="checkbox"/>	Medical condition
		<input type="checkbox"/>	Other:
Learning goals: 1. Student will join into class activities 2.			
Targets and milestones: •			
School strategies:		Home support	
Date of next meeting:			
SIGNED Principal:			

PERANBIN PRIMARY COLLEGE

School No. 5376 A multi-campus school since 1995

Principal: Angela Holleran

E: peranbin.pc@edumail.vic.gov.au

W: www.peranbinpc.vic.edu.au

M: 0437 226 693

ABN: 12 938 819 595



Dear _____,

Today _____ made a choice to behave in a way that does not show

the school values of Respect, Integrity, High Expectations or Responsibility.

_____ has reflected on his/her behaviour by completing a reflection sheet (see attached)

The consequences for this behaviour are for _____ to have detention inside and be

restricted from playing with other students during recess and lunch on _____

Yours faithfully,

Angela Holleran

Principal

Peranbin Primary College