



# Chalcot Lodge Primary School

## Student Wellbeing and Engagement Policy

If you need help to understand the information in this policy, please contact Chalcot Lodge Primary School on 03 9700 4455 or [chalcot.lodge.ps@education.vic.gov.au](mailto:chalcot.lodge.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.

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

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

### SCOPE

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

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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### POLICY

#### 1. School profile

Chalcot Lodge Primary School's current SFOE is 0.3672 Low - Medium. The school community represents diverse cultural backgrounds with 27% of students having English as an additional language. As a total school community, we aim to provide a stimulating, positive and caring environment where learning is enjoyed and valued by all. The school is innovative, responsive to change and has a comfortable atmosphere where students, parents and staff enjoy working and learning together. The policies and programs reflect the value of consultative decision-making and genuine school community collaboration and partnership. This has resulted in strong community support and all members working towards a shared vision for the school. Chalcot Lodge Primary School is committed to safety and well-being of all children and young people. This is the primary focus of our care and decision-making. Chalcot Lodge Primary School has zero tolerance for child abuse, and is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention is paid to the cultural safety of Aboriginal children and children from culturally

and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved at Chalcot Lodge Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the well being and safety of all children and young people is at the forefront of all they do and every decision they make. Our students are the central focus of all policies and programs at Chalcot Lodge Primary School.

### **School values, philosophy and vision**

Chalcot Lodge Primary School's values are:

School values: The following values are agreed as being the foundations upon which all members of the school community should conduct themselves:

EXCELLENCE: Achieving your best

SAFETY: Looking after others and ourselves

PERSEVERANCE: Never giving up

EMPATHY: Understanding and helping each other

COURAGE: Being a risk taker with your learning

INCLUSIVE: Embracing everyone into our school community and understanding and celebrating our diversity

RESPECT: Showing consideration and thoughtfulness for others and our environment

RESILIENCE: Bouncing back

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate kindness, and take every opportunity to help others that may be in need.

We strive for excellence, which means trying our hardest and doing our best.

## **2. Wellbeing and engagement strategies**

Chalcot Lodge Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### ***Universal***

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Chalcot Lodge 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 Chalcot Lodge Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal 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 the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, 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
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### **Targeted**

- each year group has access to a sub school leader and the wellbeing Assistant Principal, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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 including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning

Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment

- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- 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](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Chalcot Lodge Primary School assists students to plan their Year 10 work experience, supported by their Career Action Plan

### **Individual**

Chalcot Lodge 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 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 Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

Our Non-Negotiables are:

1. Always adhere to our school values (empathy, excellence, safety, inclusiveness, respect, resilience, perseverance, courage and kindness);
2. A **ZERO** bullying culture;
3. Take pride in our school facilities and equipment; and
4. Take pride in wearing your school uniform.

It is essential that parents and teachers work together as a team using a consistent approach and supporting each other in this important area of social development.

Our school aims to:

- create and maintain a positive and engaging school culture;
- create and maintain environments that are safe and supportive;
- value diversity and promote pro-social behaviour;
- promote school attendance;
- adopt a staged approach to promote positive behaviours; and
- apply disciplinary measures that are logical and age appropriate.

## GUIDELINES and Our Approach

We aim to Increase Positive Behaviour by:

- Providing students with structure and predictability;
- Providing frequent reinforcement for appropriate behaviour and responses;
- Modifying the classroom environment;
- Using simple language;
- Providing appropriate learning opportunities at the student's developmental level;
- Providing opportunities for choice-making;
- Breaking difficult assignments or activities into smaller steps;
- Using visuals to support appropriate student behaviour;
- Always ending a direct instruction session on positive behaviour; and
- Teaching students skills that directly compete with inappropriate behaviour.

Implement Strategies to Decrease Inappropriate Behaviour by:

- Changing the environment, setting or activity;
- Keeping calm and move on;
- Teaching the student alternate behaviours;
- Making sure that behaviours of concern do not result in reinforcement; and
- Being prepared to deal with escalating behaviour.

Understand Challenging Behaviour Influences and Triggers by:

- Defining challenging behaviour that may include:
  - Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping;
  - Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions;
  - Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures; and
  - Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.
- Recognising the influences on student behaviour; and
- Recognising behavioural triggers.

Respond to challenging behaviour by:

- Implementing successful interventions by:
  - Having strong staff-student relationships;
  - Staff having an understanding of the underlying factors influencing behaviour;
  - Staff having an understanding of the immediate triggers for its occurrence;

*For example, time in the office might be an appropriate response to a student who is being highly disruptive in a class. The teacher or staff member should also identify the reasons and triggers for the behaviour and address these where possible to reduce future problems.*

- The type of disciplinary measure used for challenging behaviour will depend on the nature and severity of the incident.

Any decisions made about addressing challenging behaviours should be clearly documented and discussed with the student's parent or carer.

### Implementing intervention strategies:

Where students repeatedly demonstrate challenging behaviour, the school will implement more structured intervention strategies as part of a staged response to address the behaviour. Strategies can include:

- Having a clear approach when responding to challenging behaviour:
  - By following the CLPS Behaviour Management Flow Chart (**APPENDIX 1**);
  - Teachers spend the most time with students, therefore support and discipline responses should always involve the classroom teacher; and
  - Where there are ongoing behaviour issues, teachers should work with school leadership and/or school wellbeing staff to get specialist support for the student. For serious behavioural issues where suspension or expulsion is being considered, the Principal must be directly involved in decision-making.
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- Keeping clear records:
  - Keep detailed records of instances of challenging behaviour and management responses reported by students, teachers, non-school based staff and the school community;
  - Records of behaviour incidents should focus on the facts of a situation and not include vague or unsubstantiated claims or value judgements;
  - Use CASES21 to record disciplinary action taken and sanctions imposed on a student involved in a behavioural incident;
  - In addition, the Student Online Case System (SOCS) is a referral and data system for case management of students referred to student support services; and
  - More serious situations involving violent or dangerous student behaviours may constitute a critical incident and need to be reported to the Incident Support and Operations Centre (ISOC), refer to Reporting and Managing School Incidents (including emergencies).

The purpose of good record keeping practice is to:

- Allow staff to monitor the behaviour and wellbeing of individual students;
- Ensure student behaviour is being responded to in a consistent and staged manner;
- Monitor the effectiveness of strategies used; and
- Support the Principal and Leadership team in their decision-making process concerning suspensions and expulsions.

### Implementing Behaviour Support Plans for Identified Students:

A behaviour support plan (BSP) is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve their behaviour.

Targeted plans will be developed for students who:

- Have been diagnosed with severe behaviour disorders;
- Require additional assistance because they display difficult, challenging or disruptive behaviours; and
- Can benefit from additional wellbeing support

Responding appropriately to behaviour incidents and emergencies by:

*If a situation is escalating*

If a student is becoming agitated, but their behaviour is not placing them or others in harm, staff will use Protective Behaviours and de-escalation tactics.

### *If there's a risk to safety*

If a student's behaviour poses a risk to others or themselves staff will:

- Focus on protecting the safety of all students (including the student at risk of causing physical harm or danger to self or others), themselves and other staff;
- Follow response procedures set out in your school's Emergency Management Plan;
- Call emergency services on 000 if necessary;
- Log the incident with the Education Emergency Hotline 1800 126 126;
- Report the incident to Incident Support and Operations Centre (ISOC) – refer to Reporting and Managing School Incidents (including emergencies); and
- Follow the Occupational Violence and Aggression in Schools Policy and Procedure to prevent, manage and respond to staff safety risks from student behaviours that are violent or aggressive.

## Managing and Responding to Behaviour — Consequences for Students

### *When discipline can be used*

Schools can discipline students for behaviour incidents:

- Occurring at school;
- At a school activity away from the school grounds; and
- While travelling to or from school or a school activity.

Disciplinary measures will be consistent with a whole-school approach to behaviour support.

### *Consider other strategies first*

Before moving to a disciplinary response, the school will consider whether more effective and appropriate strategies can be put in place for the student, such as wellbeing, engagement and mental health supports.

Consequences for behaviour should always be proportionate to the nature of the behaviour and are most effective when they identify and address the causes and triggers of the behaviour.

## **3. Identifying students in need of support**

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

#### 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, 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.

#### 5. Student behavioural expectations and management

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, Chalcot Lodge Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and 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:

- 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>



- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Chalcot Lodge Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## 6. Engaging with families

Chalcot Lodge Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 7. Evaluation

Chalcot Lodge Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Chalcot Lodge Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	7 <sup>th</sup> December 2023
Consultation	8 <sup>th</sup> December 2023 – School community via COMPASS and Newsletter / School Council consultation 11 <sup>th</sup> December 2023
Approved by	Principal
Next scheduled review date	Before December 2025