



# Newhaven Primary School

## Student Wellbeing and Engagement Policy



### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Newhaven Primary School on 03 5956 7326 or [newhaven.ps@education.vic.gov.au](mailto:newhaven.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.

Newhaven 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
6. Student behavioural expectations and management
7. Engaging with families
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### POLICY

#### 1. School profile

Newhaven Primary School is located in the fishing village of Newhaven on Phillip Island, the first township encountered as you cross the bridge onto Phillip Island and welcomes students from the local areas of Newhaven, Cape Woolamai and as far as Sunderland Bay.

Newhaven offers a peaceful and picturesque location for our warm and welcoming government primary school. It was established in 1892 and was completely rebuilt in 2000 and we enjoy excellent facilities.

At Newhaven Primary School we believe that staff, parents and children should work together as a team. Therefore, we encourage your involvement with the school, your interest and participation in your children's education.

Students are given the opportunity to learn to the best of their ability and to develop and extend their skills and knowledge. They are encouraged to operate effectively as individuals and as part of a group, developing tolerance and respect for others and our school environment, while growing in independence, resilience, confidence and self-esteem.

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

Newhaven Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Our Statement of Values is available on our [school's website](#).

## **3. Wellbeing and engagement strategies**

Newhaven 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 Newhaven Primary School use a Maths and Writing 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 Newhaven 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 Junior School Council and other forums. Students are also encouraged to speak with any adults on staff and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and planning days
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, 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
  - programs, incursions and excursions developed to address issue specific needs or behaviour (i.e., protective behaviours)

- Promoting “It’s Not OK to be Away” approach and monitoring student attendance
- opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities)
- buddy 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 class has a classroom teacher responsible for their year, who monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support. All students nominate five adults they feel comfortable talking to in times of difficulty. These are located in each classroom
- 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 Aboriginal learning, Wellbeing and Safety Action Plan.
- All staff undergo CUST training.
- our English as a second language students are supported through the EAL program, and all cultural and linguistically diverse students are supported to feel safe and included
- 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 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

### **Individual**

Newhaven 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

- o Student Support Services

- o 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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:

- o with a disability

- o in Out of Home Care

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

Newhaven 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. Newhaven 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.

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 adult staff member.

### **Student behavioural expectations**

**See table below -Appendix 1.**

Behavioural expectations of students at Newhaven primary School are grounded in our school's Statement of Values/Student code of conduct. All students have a right to feel safe, secure, and included. The school seeks to ensure that all students are expected to take responsibility for their own actions and the resulting consequences. To achieve this, student behaviour is managed through School Wide Behaviour Support (SWPB) a consistent and fair approach both in the classroom and out in the playground. The management of everyday student behaviour is documented in this plan.

Through this whole school approach to student behaviour management, the school provides an environment whereby students:

- Have strong influence and input into their learning experiences
- Behave appropriately when learning and playing
- Possess positive self-esteem
- Demonstrate self-discipline
- Understand the consequences for both good and poor behaviour

Support offered across the school for all grade levels includes:

- Education Support Staff
- Regional Student Support services, Psychologist, Speech therapist, Visiting teacher services, State Schools Relief and school nursing service.

At Newhaven Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:

- Encouraging understanding and awareness of the agreements and school’s Mission statement
- Celebrating success and rewarding positive achievements to improve self-esteem. e.g., assembly, newsletter, notes home
- Encouraging the interpersonal social skills between children by promoting Newhaven primary School’s Values
- Encouraging friendships and positive relationships between all students
- Encouraging children to accept responsibility for their actions through a range of strategies such as implementing the Respectful Relationships/Restorative Practices programs
- Providing a curriculum that is personalised and engaging
- Providing a year 5/6 Leadership program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school
- Providing children with the skills needed to solve problems
- Providing students who are experiencing significant difficulties with access to agency support

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, Newhaven 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:

<p><b>CLASSROOM</b></p> <p>There are a range of consequences according to the severity of the behaviour</p> <p>Specialists send straight to Principal</p>	<p>Restate the rule. Redirect to task or expectation Restorative Practices principles applied.</p> <ul style="list-style-type: none"> <li>• <b>What</b> happened?</li> <li>• <b>What</b> were you thinking (feeling) at the time?</li> <li>• <b>What</b> have you think (feel) about it now?</li> <li>• <b>Did</b> you make a good choice or a bad choice?</li> <li>• <b>Who</b> has been affected by what you have done? In what way?</li> <li>• <b>What</b> has been the hardest thing for you?</li> <li>• <b>What</b> do you think you need to do to make things right?</li> </ul> <p>Reset Zone in the classroom Restorative practices conversation at appropriate time</p> <p>Excluded from playtime activities to complete class work and/or restorative practice, incident documented on Compass</p> <p>Or</p> <p>Meeting with Principal, teacher, students, and parents/carers</p>
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<p><b>Re-entry</b></p>	<p>Or Meeting with principal etc. Outside agencies contacted Support group established to monitor child's progress Suspension/expulsion as per Department Guidelines.</p>
<p><b>PLAYGROUND</b> There are a range of consequences according to the severity of the behaviour</p> <p><b>Re entry</b></p>	<p>Restate the rule/safety issues discussed.</p> <p>Restorative Practice principles applied</p> <ul style="list-style-type: none"> <li>• <b>What</b> happened?</li> <li>• <b>What</b> were you thinking (feeling) at the time?</li> <li>• <b>What</b> have you think (feel) about it now?</li> <li>• <b>Did</b> you make a good choice or a bad choice?</li> <li>• <b>Who</b> has been affected by what you have done? In what way?</li> <li>• <b>What</b> has been the hardest thing for you?</li> <li>• <b>What</b> do you think you need to do to make things right?</li> </ul> <p>Meet in Reflection at lunchtime (library)</p> <p>Accompany the teacher on duty during recess or lunch break to reflect on and discuss the incident.</p> <p>Withdrawn from playground and incident documented giving the child an opportunity to reflect and discuss incident and plan future strategies, (Counselling) prior to re-entry to the yard.</p> <p>Alternative play structures investigated. Outside play times reduced, indoor activities enlisted</p> <p>Meeting with teacher, student, and parent/carer</p> <p>Or Meeting with Principal, teacher, student, parent/s</p> <p>Or Meeting with principal etc.</p> <p>Outside agencies contacted</p> <p>Support group established to monitor and support child's progress</p> <p>Suspension/expulsion as per DET Guidelines</p>

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 Newhaven 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**

Newhaven 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**

Newhaven 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
- CASES21, including attendance and absence data
- SOCS
- Compass data

Newhaven 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
- 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 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 and Wellbeing Policy
- Bullying Prevention Policy
- Statement of Values and School Philosophy

## **POLICY REVIEW AND APPROVAL**

Policy last reviewed	Term 2, 2023
Consultation	School community via the website
Approved by	Principal
Next scheduled review date	Before term 3, 2025



# CLASSROOM

## NEWHAVEN PRIMARY SCHOOL VALUES

### SWPB MATRIX

Newhaven Primary School Values	Classroom Expectations	What our rules look like	Positive acknowledgement of behaviour	Consequences for in appropriate behaviours
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>We respect each other</li> <li>We follow adult instructions</li> <li>We use appropriate manners and positive language</li> </ul>		<ul style="list-style-type: none"> <li>Verbal Acknowledgement</li> <li>Position of Responsibility</li> <li>Principal Award</li> <li>House Points</li> <li>Grade Reward e.g. Star Charts, ticket system</li> </ul>	<p><b>Step 1</b> Reminder (verbal/nonverbal)</p> <p><b>Step 2</b> Moved within the classroom (to another workspace)</p>
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>We respect our belongings and those of others</li> <li>We clean up after ourselves</li> <li>We are ready to learn!</li> </ul>		<ul style="list-style-type: none"> <li>Positive Phone Call Home/</li> <li>Positive comment on Compass</li> <li>Self-Satisfaction</li> <li>Healthy Relationships</li> </ul>	<p><b>Step 3</b> Moved within the classroom (to a removal area)</p> <p><b>Step 4</b> Removal to buddy classroom</p> <p><b>Step 5</b> Removal to principal parents called</p>
<b>CHALLENGING OURSELVES</b>	<ul style="list-style-type: none"> <li>Learning from our mistakes.</li> <li>Taking risks with our learning</li> <li>Being brave and confident</li> </ul>		<ul style="list-style-type: none"> <li>Verbal Acknowledgement</li> <li>Position of Responsibility</li> <li>Principal Award</li> <li>Stickers</li> <li>House Points</li> <li>Grade Reward e.g. Star Charts, ticket system</li> <li>Positive Phone Call Home</li> <li>Self-Satisfaction</li> <li>Healthy Relationships</li> </ul>	<p>In extreme behaviours the student is sent to the principal. The previous steps can be skipped. The principal will determine the appropriate action. Parents must be contacted. Verbal Acknowledgement Position of Responsibility Principal Award Stickers House Points Grade Reward e.g. Star Charts, ticket system Positive Phone Call Home Self-Satisfaction Healthy Relationships</p>

