

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact our office on ph 5976 5500.

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.

Mornington 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.

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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

Mornington Primary School has a proud history of serving the Mornington Community for over 140 years. Whilst our history is important to us, we continue to look to the future by providing our students with a broad range of opportunities to reach their full potential.

Mornington Primary School is located close to the CBD of Mornington with good access and parking. Our grounds are spacious and well maintained with many trees to provide shade and a pleasant ambience. Our original school building, built in 1878, adds character and a sense of history to our school.

In 2011 and 2018 the school opened new Learning Centres. These state-of-the-art buildings provide an outstanding educational environment for both students and teachers.

Other features of our facilities include senior and junior play equipment, shaded areas, rebound walls, basketball and hard-court areas.

2. School values, philosophy and vision

As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world and will require a particular set of qualities, personal attributes and skills. The 'learner profile' and the 'attitudes' of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages an inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works and consider the important issues we face.

Our school vision: 'Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens,' reflects our belief that by instilling the appropriate values, promoting the development of positive qualities, and providing opportunities to develop the required skills, our children will be well placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities, and environment, believing each of them has the potential to make the world a better place.

Our teaching philosophy continues to reflect a more guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. Through teaching using an inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning.

Students have opportunities in the areas of sports, visual arts, performing arts, ICT and French language & culture. Involvement in choir, instrumental music, singing tuition, Energy Breakthrough, school production and clubs further broadens opportunities for our students. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship.

With a clear purpose and a culture of continuous improvement, our school provides a comprehensive education for all our students.

Our Statement of Values is available online at: <https://morningtonps.vic.edu.au>

3. Wellbeing and engagement strategies

Mornington 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 Mornington Primary School use a guided inquiry 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 Mornington 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 are encouraged to speak with their teachers, Mod leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school productions, sports activities, fundraising activities, assemblies, shared play spaces and buddy programs
- all students are welcome to self-refer to Mod 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

- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Backflips Against Bullying, cyber safety forums for students and families)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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 a Mod leader, a senior teacher responsible for their year, 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 Marrung Policy for further information
- 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 staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

[This section should include student specific strategies that may be considered and applied on a case by case basis. Where possible, we encourage schools to explain the strategies, which can include links to information on the Department’s Policy and Advisory Library such as:

- Student Support Groups (SSGs) established as needed, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Learning Support Plans <https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy>
- Individual support based on an individual Disability Inclusion profile <https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy>
- Referral to Student Welfare Coordinator, professionals engaged, or accessed, by the school, Student Support Services, or our wellbeing support person

As well as to other Department programs and services such as:

- Referral to ChildFirst, Headspace, Orange Door or other agencies as required
- Navigator <https://www2.education.vic.gov.au/pal/navigator-program/policy>
- Lookout <https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy>

Mornington 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.

4. Identifying students in need of support

Mornington 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. Mornington 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, 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.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values

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, Mornington 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 Mod leader
- 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 and Training.

The Principal of Mornington 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.

Behaviour Management Guidelines Positive School Culture Development and Behaviour Management at Mornington Primary School

Behaviour Management Guiding Principles:

- Emphasise on building positive culture.
- Management of behaviour is restorative by nature.
- Student developed codes of co-operation, and consequences, within the classroom and play ground.
- A consistent, transparent whole school approach based on our school values.
- Behaviour is something that is recognised as needing to be learnt.
- There is shared, progressive responsibility of behaviour management by teaching staff and the principal team
- Corporal punishment is not permitted

Progressive responsibility:

Through our Respectful Relationships Positive Culture (R2PC) program, teaching-staff are responsible for developing a positive culture with their classes, where Class Visions, International Baccalaureate (IB) Primary Years Program (PYP) learner profile attributes, essential agreements and class consequences are developed collaboratively (by the students and teachers) and visually displayed.

When students do not behave in a manner consistent with these essential agreements, teachers will:

- Direct the student to the essential agreements and remind the student what is expected.
- Participate in a restorative discussion.
- Put in place pre-discussed consequences.

If the behaviour continues the class will follow their student-designed consequences:

- For example, the student may be removed to their Buddy grade (***teachers to keep a record of when this takes place***)
- If student is removed, a restorative discussion will take place before the student re-enters the class and a classroom behaviour reflection sheet (Mod designed) is completed for students able to write.

If the behaviour persists and/or is of a serious nature:

- A parent interview may be called and may include the Mod leader/Assistant Principal/Principal. During this time a Behaviour Management Plan may be developed.

Examples of possible actions are as follows

Inappropriate Behaviours (examples)	Action that may be taken
<p>'Back chatting' in class</p> <p>Choosing not to listen to instructions</p> <p>Negative attitude to learning</p> <p>Organisational difficulties (deliberately wasting learning time, avoidance of tasks)</p> <p>Disruptive behaviours (making noises, throwing things, rocking on chair)</p>	<p><i>This process is a learning process.</i> Some children may take a long time to achieve full control of their actions</p> <p>Assess the environment for triggers (antecedents), for example:</p> <ul style="list-style-type: none">• Check for understanding of task and resources required.• Check for relationship issues between students• Check for issues external to the classroom• Classroom modifications to restore an effective learning environment. <p>Modifications could include:</p>

<p>Continually calling out</p> <p>Being the 'class clown'</p>	<ul style="list-style-type: none"> • Restructuring the task • Restructuring the physical environment • Referring to the class Essential Agreements • No blame conference (Circle Time) • Removal to a quiet space or another classroom <p>Check for pattern of behaviour. If behaviours persist seek support from:</p> <p>Parent/s, Student Support Group, Assistant Principal, Principal</p> <p>A Behaviour Management Plan or an Individual Learning Plan may be developed as a result of a Student Support Group meeting or as needed</p>
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Behaviours which affect others	Action that may be taken
<p>For example:</p> <ul style="list-style-type: none"> • Interfering with others (talking or disrupting others during learning time) • Teasing • Lack of tolerance towards other students • Lack of respect towards staff • Lying to other staff or students • Verbal or emotional bullying 	<p>Keep action/behaviour/consequence documentation for frequent repetitive behaviours</p> <p>Restorative discussion to take place between students involved and teacher who observed incident</p> <p>Consequences based on the outcome of this:</p> <p><u>Classroom</u></p> <p>Follow the agreed upon behaviour management strategy</p> <p><u>Playground</u></p>

	<p>Yard Duty teacher to fill out a Playground Incident Report Sheet and discuss with class teacher the incident and follow up.</p> <p>Classroom teacher to follow up with the child and follow the normal processes involved in our behaviour management strategy.</p> <p>Database of playground incidences regularly updated to provide a longitudinal look at students' behaviour. If behaviour is persistent, a student can be referred into the Playground Learning Under Teacher Observation (PLUTO) group in either area 1 (junior) or Area 3 (grades 3-6) for a negotiated amount of time.</p> <p><i>Additional questions:</i></p> <p><i>Do we need to monitor this student?</i></p> <p><i>Is parent contact required?</i></p> <p><i>Is there an emerging pattern of behaviour?</i></p> <p><i>Is a Behaviour Management Plan required?</i></p> <p><i>Is counselling required? (Parental permission required)</i></p> <p><i>Do we need to address this issue more widely? Eg. Assembly, class discussion</i></p>
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Extreme Behaviours	Actions that may be taken
<ul style="list-style-type: none"> • Endangering self or others • Deliberately damaging property • Deliberately hurting other students or staff physically or verbally • Refusing to follow instructions from staff • Stealing • Leaving school grounds without permission • Physical, emotional or cyber bullying 	<p>Immediate withdrawal from playground or classroom to Principal's or Assistant Principal's office</p> <p>Restorative discussion to be conducted between all involved</p> <p>Consequences, based on the outcome of Restorative discussion</p> <p>Observing teacher / Assistant Principal to contact parents/caregivers detailing incident</p>

	<p>and to seek support. Observing teacher/Assistant Principal to ensure the incident is recorded</p> <p>Assistant Principal, Principal to ensure consequences are carried out</p> <p>If there is a pattern of this type of behaviour a Behaviour Management Plan to be devised at a Student Support Group meeting</p> <p><i>Additional Questions:</i></p> <p><i>Do we need to monitor this student?</i></p> <p><i>Is counselling required? (Parental permission required)</i></p> <p><i>Do we need to address this issue more widely? Eg. assembly, class discussion</i></p>
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7. Engaging with families

Mornington 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Mornington 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 from yard duty books
- school reports
- parent survey
- data case management meetings
- CASES21, including attendance and absence data
- SOCS

Mornington 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 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/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

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

The following school policies are also relevant to this Student Wellbeing and Engagement Policy and are all available on the school website at morningtonps.vic.edu.au

- 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	December 2022
Consultation	This policy was created in consultation with the schools Education and Policy Sub committee in November 2022, School Council in December 2022 and families were provided with opportunity for feedback through the school newsletter in November 2022.
Approved by	Principal in December 2022
Next scheduled review date	December 2024