

Talbot Primary School – No. 0954

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.

Talbot 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
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8. Evaluation

POLICY

1. School profile

Talbot is located in Central Victoria, 55 km north of Ballarat, the nearest major city, and 14 km south of the industrial town of Maryborough which provides the community with access to shops, medical and dental treatment, secondary schooling and sporting associations.

The school site of approximately two hectares includes an arboretum adjacent to the open grounds where several very old, large trees give protection from the sun. Facilities allowing for both passive and active recreational play include tennis / basketball / netball, an oval with shared football and cricket area and an extensive set of playground equipment. There is a paved shade sail area providing a raised stage area for performances and passive play. The school has a sensory/science gardens and a small productive vegetable garden.

The school buildings comprise two historic brick structures dating from the gold rush era when an enrolment of 700 was accommodated. Today with stable numbers around 30 we are extremely well accommodated. One building has 3 classroom spaces, an open plan learning area and administration. The Better Schools Building work provided the exceptional learning area running the length of the 3 open plan classrooms that enable staff and students to work together in flexible ways. The new areas are spacious, light filled and have passive solar



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orientation. The other building provides a large area for performing and visual arts and an additional breakout space.

The best future the school can offer its students is the ability to be literate and numerate, and the school makes this our priority. Technology has a strong focus in the school with students having access to notebooks and iPads and large screen displays in each room. Additional assistance is provided to both teachers and students through peer coaching and education support staff. The students enjoy a range of specialist classes including Visual Arts, Performing Arts, Auslan and Physical Education. We also have a MARC (Mobile Area Resource Centre) teacher who comes once a week to take library lessons. Our social and emotional program supports our students to make strong decisions, work collaboratively with others and show resilience in an ever changing world.

The school takes part in district sports and joins with the Goldfields Cluster schools for sport and activity days as well as providing coaches clinics at school for students. The senior classes take an active role in the Maryborough Energy Breakthrough each year. Being a small school, we rely on all staff, students and parents working together as a strong team.

2. School values, philosophy and vision

The Talbot Primary School community maintains a commitment to the five values of:

- Respect
- Responsibility
- Persistence
- Teamwork
- Honesty

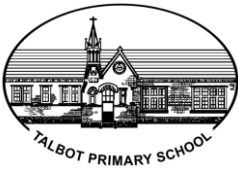
Through these values we aim to:

- provide a caring, supportive and protective environment, which promotes a healthy spirit of co-operation and encourages respect for all
- offer a comprehensive curriculum, which encourages high standards in learning and provides opportunities to maximise the potential of all students
- develop in each child the ability to adapt to change, accept challenges and set realistic goals
- foster and develop each child's natural abilities, which make it possible for each to enjoy a sense of achievement and self-worth
- develop in each child a sense of responsibility to the community by fostering networks with other local groups
- promote effective communication processes, which enhance and strengthen the partnership between home and school.

Talbot Primary School is committed to developing life-long learners who strive to achieve their personal best in an atmosphere of mutual respect and cooperation that celebrates student success.

Talbot Primary School is a happy and safe learning environment where students are inspired to achieve their best academically while making positive contributions to their community. At Talbot Primary School, students are encouraged to be independent learners who are confident in themselves and their learning and are able to embrace challenges. Students are supported to be resilient, open minded, respectful of others and responsible for their actions.

Talbot Primary School Students are helpful, persistent and responsible. We try our best to be a good friend, to be a good sport, to support each other and to put maximum effort into our learning. We live by our school values.



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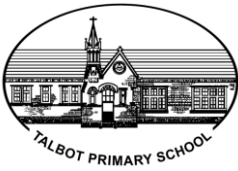
3. Wellbeing and engagement strategies

Talbot 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 Talbot Primary School use an agreed instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Talbot 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 class meetings. Students are also encouraged to speak with their classroom 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 transition programs with Talbot Kindergarten
- all students are welcome to self-refer to classroom teachers and the 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.
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities, whole school activities designed for multi-age participation)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism and other forms of discrimination or harassment.



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Targeted

- each year group has a classroom 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
- 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 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
- 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

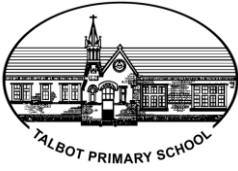
Individual

Talbot 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

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.



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4. Identifying students in need of support

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

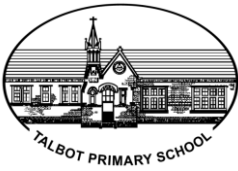
- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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 and School Philosophy and the Student Code of Conduct (Appendix)

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.



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When a student acts in breach of the behaviour standards of our school community, Talbot 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 principal
- 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 Talbot Primary school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

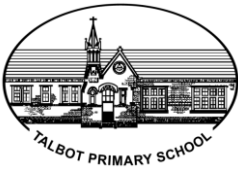
Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Talbot 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:

- offering more than the required number of learning conferences throughout the year
- ensuring that all parents have access to our school policies and procedures, available on our school website



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- 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 support and/or learning plans for students.

8. Evaluation

Talbot 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

Talbot 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 transition and enrolment packs
- Made available in hard copy from school administration upon request

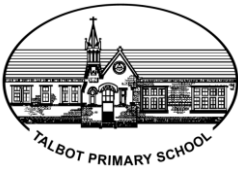
Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [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](#)



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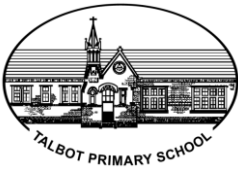
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

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	May 2023
Consultation	School Council – May 2023 Staff – Staff Meeting – May 2023
Approved by	The Principal
Next scheduled review date	May 2025



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APPENDIX – Student Code of Conduct

At Talbot Primary School we are committed to developing a positive school climate which promotes personal growth, achievement, and positive relationships for all students. We endeavour to maintain an environment where everyone feels safe and has a sense of belonging and where individual differences are appreciated, understood, and accepted.

A Positive Approach

At Talbot Primary School we work to provide a consistent and positive approach to student behaviour, aiming to foster the development of personal responsibility and self-discipline.

We are committed to the following strategies:

- Implementing a whole school social and emotional learning program
- Encouraging awareness, understanding and respect of school rules
- Requiring children to accept responsibility for their own actions
- Giving positive reinforcement to improve self-esteem
- Publicly acknowledging student achievement
- Encouraging friendships
- Providing appropriate supervision in the school grounds.

A Safe and Positive Learning Environment

The following statements support our school values. When followed, these statements allow everyone to learn and play in a safe and positive environment:

Respect - I will treat people and property with care.

Persistence - I will keep trying.

Teamwork - I will get along with others while learning and playing.

Responsibility - I will always try to meet expectations and own my own behaviour.

Honesty - I will always tell the truth.

A Whole School Approach

We have a whole school approach to managing inappropriate behaviour. This 5-step procedure is followed in all classroom sessions. The F-2 classroom is supported by a visual aid called a traffic light. A similar sequential process is followed in the yard. Restorative conversations are implemented Step 2 and 3. At Step 3, a note will be placed in the diary and on Sentral. If Step 4 and 5 are reached, parents are contacted at the time to arrange an opportunity for a restorative discussion and a request for support from home in reinforcing our school behavioural expectations.

F-2 Classrooms	3-6 Classrooms
1. Verbal warning and reminder of expectations (green)	1. Verbal warning and reminder of expectations
2. 2nd warning or reminder (orange)	2. Written warning (Name on notepad)
3. Time Out within the classroom (red)	3. Time Out within the classroom
4. Time Out in another classroom (double red)	4. Time Out in another classroom
5. Referred to the principal	5. Referred to the principal

Severe Clause:

In some cases, such as those listed below, sequential consequences are not used – instead a student will be removed from the classroom or playground and referred to the principal.

- Uses physical violence and/or verbal abuse to another child, teacher, or parent
- Refuses to follow a reasonable instruction from a staff member or adult helper
- Wilfully damages or steals property