



Eaglehawk Primary School is committed to the safety and wellbeing of children and young people



Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Eaglehawk Primary School on 03 5446 3722 or eaglehawk.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.

Eaglehawk 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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Policy

School profile

Eaglehawk Primary School is situated in the main business district of Eaglehawk and is part of the City of Greater Bendigo. The school has a proud heritage, making a strong contribution to education for over 160 years.

Our school is committed to providing a safe, supportive learning environment to ensure all students reach their full potential and is committed to improving student learning outcomes. With a strong focus on reading, writing and mathematics, smaller class sizes (16-23) across all year levels prep-4 optimise student-learning opportunities. As a 'Stephanie Alexander Kitchen Garden' School for over 10 years, there is a specialist kitchen and established edible garden with all grades participating in fortnightly garden classes. Other specialist programs include Tutor Support, Art, Music, Choir, Physical Education, Circus and LOTE (Chinese). Grade 5 & 6 students participate in the region's 'Passions and Pathways' Program - a partnership with local business and industries.

High expectations around work and behaviour are part of the school culture. Calmer Classrooms is used throughout the school to ensure all children are engaged and experience success in all aspects of the day. The school supports



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students' wellbeing through programs including 'Berry Street', 'Rights, Resilience & Respectful Relationships' and School Wide Positive Behaviour Supports (SWPBS). The wellbeing team consists of a part time social worker, speech therapist and chaplain. All staff along with the wellbeing team strive to build and maintain relationships with families to support every student's education.

Our current enrolment is 162 students across prep – grade 6, with 1 student funded through the Program for Students with Disabilities, 3 students with Tier 3 Individualised funding, 2.4% are non-English speakers, 3.6% are refugees and 18% Aboriginal or Torres Strait Islander. The school is divided into 4 teams, with 2x P/1 classes, a 1/2 and 2, 2x grade 3/4 classes and 2x grade 5/6 classes. The school has a high level of mobility.

Eaglehawk Primary School has modern, flexible teaching and learning spaces. Our grounds include an undercover multipurpose court area, a running track, grass areas, large sandpit and 3 playgrounds. We have developed strong relationships with community groups who assist with our daily breakfast program, special lunches and fundraising activities.

We strive to provide a caring, supportive learning environment, which prepares all students to reach their full potential, continue learning and make positive contributions to the community

School values, philosophy and vision

Eaglehawk 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. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility and safety at every opportunity.

Our school vision is: To provide a caring, supportive learning environment, which prepares all students to reach their full potential, continue learning and make positive contributions to the community.

The following Values are a part of all attitudes, behaviours and learning at Eaglehawk Primary School:

Respect: We listen and seek to understand ourselves and others. We accept everyone's differences. We acknowledge our connection to our environment and what it provides for us.

Responsibility: We own our actions, take care of others and the environment, and contribute to our community. We are ready to learn and try all activities with curiosity, striving for excellence.

Safety: We work together to provide an environment where everyone feels a sense of belonging, willingly seeks help and speaks up.

Wellbeing and engagement strategies

Eaglehawk 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

Whole school strategies to promote positive behaviour and inclusion are:

- high and consistent expectations of all staff, students and parents and carers
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing



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- 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 by offering opportunities for families to be involved in our school. This may include: Mothers' and Fathers' Day activities, sporting events (athletics, cross country), attending assemblies fortnightly, 3 way interviews twice a year and for identified students Student Support Group meetings termly
- 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
- adopting 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 support students moving into different stages of their schooling, including meeting with local feeder kindergartens and secondary schools
- acknowledging positive behaviour through individual 'gotcha' cards, class rewards and whole school term acknowledgements, and formally in school assemblies and communication to parents via 10 gotcha stickers
- monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- encouraging students to speak with their teachers, the chaplain, social worker, Principal or Assistant Principal whenever they have questions or concerns.
- creating opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Calmer Classrooms
 - Berry Street
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- opportunities for students to be part of advisory groups around our School Improvement Team focuses – 'Aboriginal Perspectives', School Wide Positive Supports', Inclusion, Sustainability, Health and Fundraising
- 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 teacher is responsible for monitoring the health and wellbeing of students in their classroom, and acting as a point of contact for students who may need additional support
- Inclusion School Improvement team (consisting of a member from each team across the school) meet at least twice a term
- Child Safe (PROTECT) and Mandatory Reporting professional learning is prioritised each year
- Planning documents include adjustments 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 maintain a strong connection with our DET Koorie Support and Engagement Officer (KESO)



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- 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 through the support of a Karen Multicultural Education Aide
- we support learning and wellbeing outcomes of students from refugee background through the support of a Karen Multicultural Education Aide
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Eaglehawk Primary implements a range of strategies that support and promote individual engagement. These include:

- building ongoing relationships between staff and students
- Koorie, and Out of Home Care students have termly Student Support Group (SSG) meetings
- Individual Education Plans for identified students
- Behaviour Support Plans and/or Safety plans for identified students
- twice termly Student Support Services meeting
- considering environmental changes - e.g. classroom layout
- having resources available in the classroom – headphones, wobble stools, chair bands, sensory floor mats etc
- referring students to:
 - school social worker
 - school speech therapist
 - school chaplain
 - Student Support Services (SSS)
 - External supports – headspace, Orange Door, Child and Adolescent Mental Health Services (CAMHS) etc
 - Navigator re engagement program

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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Navigator](#)
- [LOOKOUT](#)

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



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- engaging with our regional Koorie Engagement Support Officers
- Sentral Wellbeing documentation data
- School Wide positive Supports information shared in the newsletter and on Facebook
- Sentral Wellbeing documentation data
- 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.

Identifying students in need of support

Eaglehawk 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. Eaglehawk 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

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.

Student behavioural expectations

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.



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When a student acts in breach of the behaviour standards of our school community, Eaglehawk 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 Wellbeing team
- 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 Eaglehawk 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.

Engaging with families

Eaglehawk 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.



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Evaluation

Eaglehawk 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

Eaglehawk 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 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



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Policy last reviewed	22.5.24
Consultation	Emailed to staff 8.5.24 Shared at school council -13.5.24 Newsletter information -
Approved by	Principal
Next scheduled review date	22.5.26 (this policy has a mandatory review cycle of 2 year)