



# STUDENT WELLBEING AND ENGAGEMENT

## 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.

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

## School profile

Lalor North Primary School was established in 1971. It is situated in the North Western Victoria Region and is a member of the Whittlesea network of schools. Currently, the school has a population of 321 students. Approximately 70% of our students come from homes where a language other than English is spoken. We are proud of the linguistic, cultural and social diversity of our community and our learning programs build on this rich heritage.

The school offers a balanced and comprehensive curriculum designed to provide children with learning opportunities that develop skills and enable them to achieve personal success.

Languages are a strength at Lalor North. Students learn through language and learn about language through our internationally recognised English/Greek or English/Macedonian Bilingual programs. Our school attracts students from beyond our immediate area because of the features of these programs.

The key learning areas of the Victorian Curriculum are enriched by many supportive programs. These include: literacy intervention programs, English as an additional language (EAL) programs, sports programs, life education program, music, school choir and swimming and camp programs.

We believe that every child can learn. High expectations establish standards of learning, cooperation, discipline, problem solving and effective work habits. Students are encouraged to be active learners, to think critically and to develop curiosity. They are encouraged to take pride in their academic and personal achievements. Students are also encouraged to take on positions of leadership across their school life. Our Student Action Team and Respect Ambassadors provide authentic opportunities for students to make decisions, take action and contribute to the warm, welcoming, challenging and safe environment in our classrooms and playground.

Lalor North has a commitment to lifelong learning and teachers work in teams to continually improve their skills and ensure that all students achieve. We know that education is a partnership between families and teachers. Parents are always welcome and are encouraged to participate in school activities. Communication between school and home is a high priority and takes many forms.

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Our facilities include climate-controlled classrooms, a gymnasium/assembly hall, custom designed art classroom, a canteen, library and music room. The school grounds are large and provide a safe and secure space with 3 new shaded playgrounds, basketball, bat tennis, cricket, football and soccer facilities.

### **School vision, mission, values and objective**

At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future. Our mission is to build a culture of high-expectations for all that ensures our students experience high levels of social, emotional and academic growth. Lalor North Primary School's values are respect, honesty, unity, success and resilience.

The Lalor North Primary School community is united to provide our students with every opportunity to learn and grow. Our students become creative, collaborative, critical thinkers who develop their agency, self-efficacy and self-belief through the provision of:

- Differentiated, in-depth, sequenced and cohesive learning programs aligned to and informed by the Victorian Curriculum
- Highly effective teaching, focussed on improving student outcomes, through a commitment to ongoing professional development, evidence-based practices, peer observations, Professional Learning Communities, coaching and mentoring, collective efficacy and collaboration
- An inclusive, safe, welcoming learning environment that is responsive to student voice
- Rich, engaging, authentic, challenging learning tasks in every classroom, every session, every day
- Genuine partnerships and opportunities for community and parents to participate in learning and decision-making.

### **Engagement strategies**

Lalor North Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Some students will need extra social, emotional or educational support at school and needs of students will change over time as they grow and learn.

#### School Wide Positive Behaviour Support

At Lalor North Primary School, we are committed to the school wide positive behaviour support framework. This is a universal framework that also includes interventions for targeted groups and individual students. This is an inclusive, engaging and supportive framework that prioritise positive relationships, recognising the fundamental role this plays in building and sustaining student wellbeing and engagement.

This framework underpins our school values of honesty, respect, resilience, success and unity. This approach helps set high and consistent expectations of all staff, students, parents and carers by establishing agreed understandings and commitment to our school values. Through the values, we teach and acknowledge expected behaviours. This includes a whole school consistent approach to noticing and rewarding positive behaviours. We use the model Prevent, Teach and Reinforce to support students to learn and develop positive behaviours.

#### Universal Strategies

- 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 Lalor North Primary School use a range of high impact teaching strategies to address the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching and the Australian Institute for Teaching and School Leadership.
  - carefully planned transition programs to support students moving into different stages of their schooling
  - monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
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- students have the opportunity to contribute to and provide feedback on decisions about school operations through various forums including the Student Representative Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through special events, concerts, athletics, music programs and our buddy program
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Student Wellbeing is led by our Student Wellbeing Coordinator, who works closely with classroom teachers, Principal, Assistant Principal, SSSOs, School Nurse, relevant community and government agencies. Individual students are supported by our staff members. In consultation with parents and carers, our staff members will refer to and collaborate with relevant support services.
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

### Targeted

- each classroom teacher is responsible for being a point of contact for students who need additional support. The classroom teacher liaises with the Student Wellbeing Coordinator and the Principal or Assistant Principal as required.
- connect Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Educational Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- build connections and support for refugee students and their families
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- In response to needs identified by student wellbeing data, classroom teachers and other school staff will utilise appropriate social emotional learning resources and programs

### Individual

Lalor North 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
  - considering if any environmental changes need to be made, for example changing the classroom set up
  - meeting with student and their parent/carer to talk about how best to help the student engage with school
  - Facilitating regular Student Support Groups for appropriate students
    - with a disability
    - in Out of Home Care
    - and with other complex needs that require ongoing support and monitoring.
  - Supporting a student to access funding (where eligible) under the Program for Students with Disabilities and providing additional resources to support their engagement and learning.
  - Providing additional support from an Education Support staff member or other adults depending upon resources
  - developing an Individual Education Plan, a Behaviour Support Plan and a Safety Plan where appropriate
  - monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
  - referring the student to:
    - school-based wellbeing supports
    - Student Support Services
    - Specialist Educational settings or DET supports, for example YarraMe and Learning Places Connect.
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Orange Door 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
  - being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
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## **Identifying students in need of support**

Lalor North 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 to help identify students in need of support and enhance student wellbeing. Lalor North 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

## **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 to treat each other with respect and dignity. Our school's Statement of Values of School Philosophy policy highlights the rights and responsibilities of members of our community.

Students have the right to:

- feel safe
- Learn and participate fully in their education
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- demonstrate the school values
- demonstrate expected behaviours as set out in our School Wide Positive Behaviour Support Framework

Students have the collective responsibility to:

- promote and encourage others to display the school values
- promote and encourage others to demonstrate expected behaviours
- display positive behaviours that demonstrate the school values
- participate fully in their education
- 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.

## **Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded and outlined in our school's Statement of Values and our School Wide Positive Behaviour Support Matrix outlines the expected behaviours for students. Student bullying behaviour will be responded to consistently with Lalor North Primary School's Bullying policy.

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When student behaviour does not match the standards of our school community, Lalor North Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the response taken by teachers and other school staff.

A staged response to inappropriate behaviour will be used 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. These measures will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

A staged response may include:

- quick redirection to support student to return to expected behaviour
- warning a student that their behaviour is inappropriate
- moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- making up of lost learning time
- an apology to another student or teacher with the aim of restoring the relationship
- timeout at lunchtime
- development of a behaviour support plan underpinned by the Prevent, Teach and Reinforce model
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

### **Engaging with families**

Lalor North 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.

### **Evaluation**

Lalor North 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
  - attendance data
  - parent survey data
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**Further information and resources**

Appendix A: Student Management Processes

Appendix B: LNPS School Wide Positive Behaviour Support Matrix

Statement of Values and School Philosophy

Bullying Prevention Policy

Child Safe Standards, Statement Safe Policy, Child Safety Code of Conduct

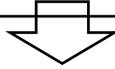
**Review Cycle**

This policy was last updated on June 26, 2019 and is scheduled for review in 2021.

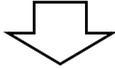
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## Classroom Student Management Process

Student is given non-verbal cues and hints by the teacher to prompt them to alter their behaviour.



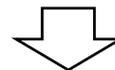
The student is given a verbal reminder about the behaviour that is preventing themselves and others from learning.



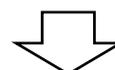
The student is given a verbal warning detailing the behaviour that needs to be altered. They are reminded about what will happen if the behaviour is not altered.



If the behaviour continues, the student is moved to another seat/position within the classroom for a time limited period deemed suitable by the teacher.



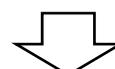
If the behaviour continues, the student is removed to one of the Buddy Classrooms for 10 minutes. They must fill in a reflection sheet provided by the classroom teacher. The student must be sent to one of the Buddy Rooms with two responsible students. The student's classroom teacher is to monitor the 10 minutes and send the same two responsible students to collect the student who was removed once the time is up. When in the Buddy Room, the student is to sit and fill out the reflection sheet without distracting the buddy class. The classroom teacher discusses the incident with the student at the next break.



If the behaviour continues, the student is removed from the classroom for a period of 10 minutes by the Principal, Assistant Principal or Leading Teacher. The incident is recorded.



The classroom teacher discusses the student's behaviour with them after returning them to the classroom. This should not interrupt learning time so may need to be during the next break.

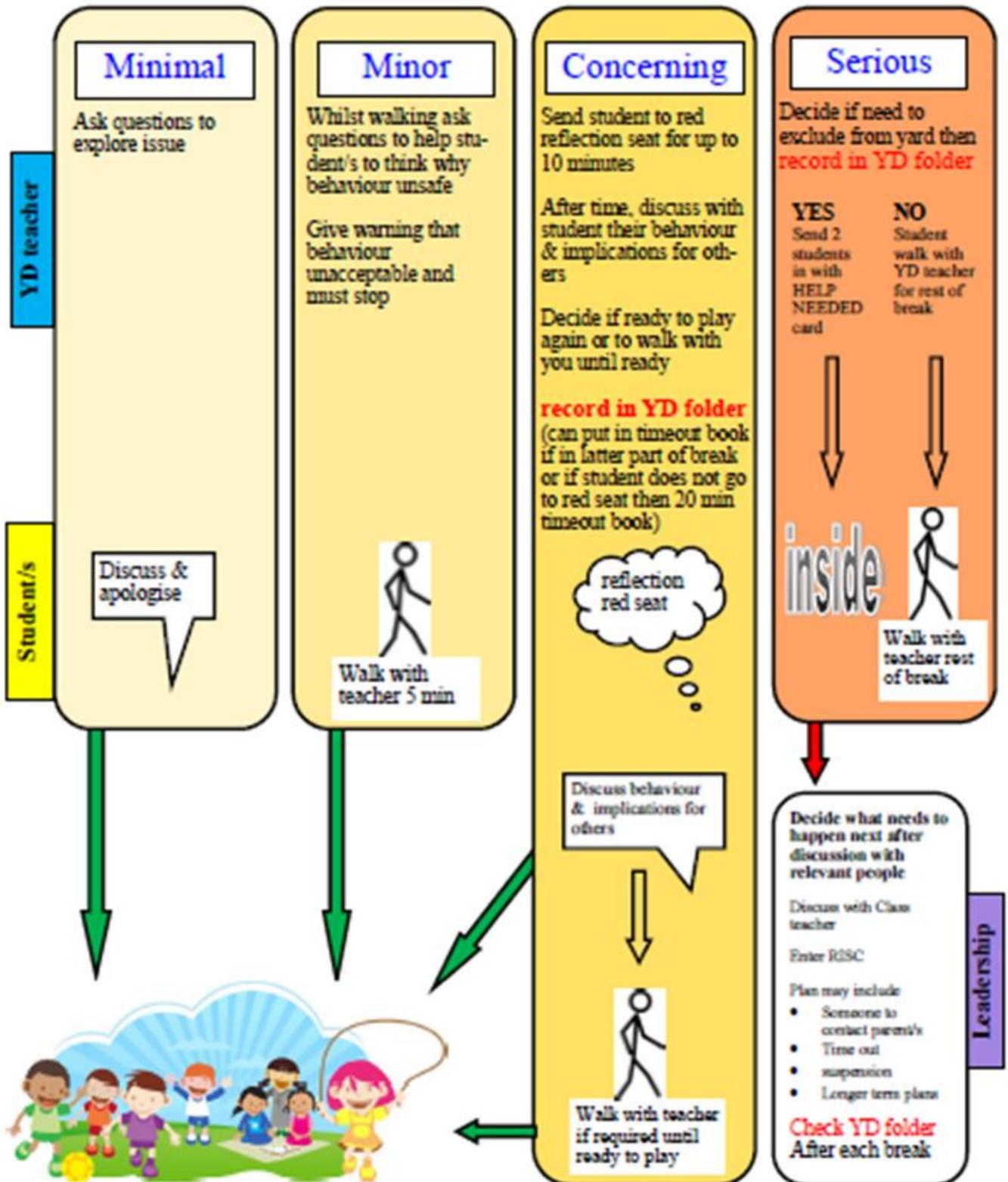


If the behaviour does not improve, the student is removed from the classroom again by the Principal, Assistant Principal or Leading Teacher. A meeting is organised with the parents.

# Yard Student Management Process

## Behaviour

Teacher judgement taking into consideration context, age, child.  
Always communicate with students in a timely way.



The teacher gives me a friendly reminder about what I should be doing.



The teacher tells me what behaviour needs to change and why.



I am asked to move to another place in the classroom for some time.



I am asked to go to another classroom for 10 minutes to reflect on my behaviour.



I have to go to the office.  
My parents may be contacted.



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The teacher gives me a friendly reminder about what I should be doing. I need to re-focus on my work.



The teacher tells me what behaviour needs to change and why. I need to alter my behaviour as it is affecting others.



I need to move to another space in the room for a set time as instructed by my teacher. I need to sit quietly and do as I am asked.



I am asked to go to another classroom for 10 minutes to reflect on my behaviour and to think about how it will improve.



I have to go to the office. My parents may be contacted for a meeting.

## SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX

*'To create a safe and engaging learning community by developing commitment to our school values'*

	We show <b>RESPECT</b> by	We show <b>HONESTY</b> by	We show <b>RESILIENCE</b> by	We show <b>SUCCESS</b> by	We show <b>UNITY</b> by
<b>Learning Spaces</b>	<ul style="list-style-type: none"> <li>Being a 5 star student <b>'LISTEN, TRY, WORK'</b></li> <li>Letting others get on with their learning</li> <li>Following instructions the first time they are given</li> <li>Using an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Asking for help when needed</li> <li>Asking others if we can use an item of theirs</li> <li>Returning items back to where/whom they belong</li> </ul>	<ul style="list-style-type: none"> <li>Taking risks</li> <li>Learning from our mistakes and feedback we receive <b>'GROWTH MINDSET'</b></li> </ul>	<ul style="list-style-type: none"> <li>Having a go, trying our best and staying on task</li> <li>Being ready to learn <b>'TOOLS READY'</b></li> <li>Working co operatively with others</li> <li>Achieving set goals</li> </ul>	<ul style="list-style-type: none"> <li>Working co operatively with others <b>'TEAM WORK'</b></li> <li>Helping others with their work</li> <li>Celebrate others' success</li> <li>Sharing resources</li> </ul>
<b>Outdoor Play Areas</b>	<ul style="list-style-type: none"> <li>Sharing equipment with others and using it correctly</li> <li>Placing all rubbish in the bin <b>'PUT IT IN THE BIN'</b></li> <li>Apologising if we hurt someone</li> </ul>	<ul style="list-style-type: none"> <li>Playing by the rules</li> <li>Handing in items found</li> <li>Taking responsibility for our part in an incident</li> <li>Reporting unsafe and unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Accepting that sometimes we win and sometimes we lose <b>'GOOD SPORTSMANSHIP'</b></li> <li>Solve conflict/problems in a calm manner</li> <li>Distancing oneself from inappropriate behaviour <b>'STOP, I DON'T LIKE IT!'</b></li> <li>Accepting an apology - <b>'BOUNCE BACK'</b></li> </ul>	<ul style="list-style-type: none"> <li>Playing fairly and safely</li> <li>Playing in the right areas</li> <li>Having a good time and playing together</li> </ul>	<ul style="list-style-type: none"> <li>Including others in our game <b>'LET OTHERS JOIN IN'</b></li> <li>Being welcoming and supportive of new students</li> <li>Letting others have a go and playing together <b>'TAKE TURNS'</b></li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>Saying <b>PLEASE</b> and <b>THANK YOU</b> when being served</li> </ul>	<ul style="list-style-type: none"> <li>Spending only our money</li> <li>Handing in found money</li> <li>Giving back incorrect change</li> </ul>	<ul style="list-style-type: none"> <li>Waiting patiently to be served</li> </ul>	<ul style="list-style-type: none"> <li>Using correct entry and exit points</li> </ul>	<ul style="list-style-type: none"> <li>Helping others to order and pay</li> </ul>
<b>Toilet</b>	<ul style="list-style-type: none"> <li>Valuing others privacy</li> <li><b>'KEEPING IT CLEAN'</b></li> </ul>	<ul style="list-style-type: none"> <li>Going only if we really need to <b>'STRAIGHT THERE, STRAIGHT BACK!'</b></li> </ul>	<ul style="list-style-type: none"> <li>Saying <b>'STOP'</b> if an unacceptable behaviour is displayed</li> </ul>	<ul style="list-style-type: none"> <li>Using facilities sensibly/correctly <b>'GO, FLUSH, WASH, LEAVE'</b></li> </ul>	<ul style="list-style-type: none"> <li>Waiting for our partner and returning back to class together immediately</li> </ul>
<b>Around the School</b>	<ul style="list-style-type: none"> <li>Walking when indoors <b>'WALK, WALK, WALK'</b></li> <li>Keeping noise level low so people working aren't disturbed</li> <li>Knocking on the door -waiting to be invited in</li> <li>Opening doors for others</li> </ul>	<ul style="list-style-type: none"> <li>Handing items in when found</li> <li>Reporting damaged property</li> </ul>	<ul style="list-style-type: none"> <li>Waiting patiently to be seen by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Reaching our destination quietly and sensibly</li> <li>Following instructions the first time they are give</li> </ul>	<ul style="list-style-type: none"> <li>Staying with your grade or group</li> <li>Sharing the space with others</li> </ul>

