

ROLLINS PRIMARY SCHOOL

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STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 5278 3022.

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.

Rollins 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.

SCOPE

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

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2. School values, philosophy and vision
3. Engagement strategies
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POLICY

1. School profile

Rollins Primary School is a multi-campus school situated in the quiet residential suburb of Bell Post Hill north-west of the Geelong city centre with a second campus for Year 3/4 students located 4 kilometres away in Batesford.

The school operates classrooms organised into straight classes in Prep, Year 1, Year 2 with the remaining classes being multi-age Year 3/4 and Year 5/6. Two of the Year 3/4 classes are located at the Batesford campus.

The school places a strong emphasis on student welfare with a highlight being a caring and supportive learning community with the motto "REACH" representing the school's five agreed values of Respect, Encouragement, Ambition, Consideration and Honesty.

At Rollins Primary School, students experience a broad curriculum inclusive of a range of extracurricular activities. The school offers a comprehensive curriculum and teachers plan their classroom programs with reference to the Victorian Curriculum. Classroom programs are supported and complemented by specialist programs in the areas of Physical Education, Music, Visual Arts and STEM.

2. School values, philosophy and vision

At Rollins we provide a safe, welcoming and compassionate environment which develops children's potential for intellectual, emotional, social and physical learning and encourages positive action within the school and wider community.

At Rollins Primary School our vision is to provide our children with an innovative learning environment and a caring, nurturing approach to student wellbeing. We do this by:

1. Focusing on our five agreed REACH values
2. Continuing to build a positive, supportive school culture
3. Building a learning community that strives for continuous improvement
4. Encouraging all to reach their potential
5. Providing a comprehensive, inclusive curriculum, where all students have access and the opportunity to experience success
6. Modelling cooperative learning strategies in classrooms
7. Encouraging teachers and students to be 'risk takers', to experiment, to evaluate and support one another in a non-judgmental, non-threatening way
8. Providing practical, experimental and 'hands on' learning styles and experiences for the students
9. Communicating openly between teacher-to-teacher, teacher-to-student and teacher-to-parent
10. Ensuring all children can feel safe and secure knowing that they are cared for and valued as individual people.

The school motto "**REACH**" demonstrates the values that form the basis of our actions.

Respect
Encouragement
Ambition
Consideration
Honesty

Please view our [Rollins Policies\Policies\Statement of values and school philosophy policy.pdf](#)

3. Engagement strategies

Rollins Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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
- 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 Rollins use a Reading 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 reading lessons
- teachers at Rollins 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 are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole- school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics, buddy and music programs.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Wellbeing Officer, Nirodah services, Year Group 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

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - The Resilience Project
 - Buddy Program
- 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 year group has a Year Level/Team Leader/Coordinator who monitors the health and wellbeing of students in their year, and acts as a point of contact for students
- connect all Koorie students with a Koorie Engagement Support Officer and develop ILPs
- all students in Out of Home Care have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- Nirodah (Psychology service)
- School Chaplain/Wellbeing Officer

Rollins 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 support
 - Student Support Services
 - appropriate external support such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst, Nirodah
 - School Chaplain/Wellbeing Officer

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
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Acknowledgement of Positive Behaviours:

Rollins Primary School acknowledges students who meet shared expectations through recognition and encouragement as follows:

- Certificates and positive comments at assemblies
- Fortnightly newsletter
- Leadership opportunities
- Awards Nights
- Right to represent the school
- Positive feedback by staff and principal

4. Identifying students in need of support

Rollins Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Rollins 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. Rollins Primary School builds an environment where the diversity of staff, students and their families is recognised and respected. All members of the school community are expected to participate and engage in the educational environment with energy, enthusiasm and mutual respect.

A safe and inclusive school has:

- a principal and other school leaders who are committed to promoting equal opportunity for the whole school community
- teaching and learning practices that incorporate the diversity of the school community
- processes and systems in place that uphold and communicate school values

- strategies to ensure that all are accountable for maintaining the highest standards of behaviour, teaching and learning
- programs to actively discourage discrimination, harassment, bullying, vilification or victimisation, and where to seek help if behaviours occur
- mechanisms for complaints to be addressed and resolved in a fair and consistent manner.
- a principal and other school leaders who are committed to publicly promoting school values and equal opportunity to the wider school community.

Students

Have the right to:

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

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
- uphold and demonstrate each of our agreed REACH values.

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.

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6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are embedded in our school's Statement of Values. Student bullying behaviour will be responded to in line with the Rollins Primary School's Bullying policy and Discipline Plan.

When a student acts in breach of the behaviour standards of our school community, Rollins 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 disciplinary action taken by teachers and other school staff either via COMPASS or in person. ***(Please view our Student Discipline Plan as to what behaviours deem worthy of notifying parents and what the COMPASS colour coding represents)***

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 Year Level Coordinator

- restorative practices
- detentions
- behaviour reviews
- 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 Rollins Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Rollins PS Student Discipline Plan

COMPASS RATING	BEHAVIOURS	CONSEQUENCES-
Acceptable conduct	<ul style="list-style-type: none"> • Displays caring and appropriate behaviour towards others • Attends to school work • Considerate towards others • Display the Rollins' REACH values 	<p>**Teacher or Prin class to choose most appropriate</p> <ul style="list-style-type: none"> • Allowed to participate in all school activities, including camps and excursions. • Positive behaviour brought to the attention of the school community through our fortnightly newsletter, assemblies etc <p>May be added to COMPASS Chronicles</p>
Low level misconduct	<ul style="list-style-type: none"> • Displaying inappropriate manners/ not upholding REACH values • Playing in the wrong area/Out of bounds • Teasing/ harassment • Task refusal • Failure to pass on school notices • Littering/ eating in non-designated areas 	<ul style="list-style-type: none"> • Advising child that the behaviour is inappropriate • Restorative conversation (<i>see definition on following page</i>) and a reminder of school values (REACH) • Move seat in classroom • Verbal or written apology • Recess or lunchtime discussion with teacher <p>May be added to COMPASS Chronicles</p>
Moderate level misconduct	<ul style="list-style-type: none"> • Deliberate inappropriate use of resources / facilities / equipment (eg: deleting someone else's folder or work) • Interfering with other people's personal property without permission (iPads, bags, sporting equipment etc) • Continued teasing, harassment or bullying to another student, relational aggression including exclusion and ignoring • Ongoing swearing or disrespect to other students or adults • Continuously disobeying a staff member/s instructions/requests • Physical harm to another student or adult • Repetitive failure to pass on school notices • Deliberately leaving school grounds without adult consent 	<ul style="list-style-type: none"> • Parental notification and interview • Restorative Conversation – Student could negotiate consequence • Sent to Team Leader/AP/Principal • Lunchtime detention with Prin class supervision • Note on Student File and diary <p>Will be added to COMPASS Chronicles</p>
Serious misconduct in a school setting. Wilfully violates the rights of others	<ul style="list-style-type: none"> • 3 Yellow offences within a term • Criminal offence, wilful damage to property/resources/equipment (including laptops and iPads) • Major theft (e.g. Laptop/iPad theft, incl identity) • Accessing, storing or transmitting indecent/offensive material (e.g. Sending offensive emails or offensive hard copy mediums) • Bullying/harassment/threatening behaviour towards student or adult • For inappropriate use of ICT <i>see Cybersafety Policy</i> 	<ul style="list-style-type: none"> • Principal/AP discussion & consequences <p>Suspension (in house/external) or Expulsion from Rollins Primary School under DET Suspension Policy and documentation https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/suspensionconsiderations.aspx</p> <ul style="list-style-type: none"> • Referral to police • Parental interview • Payment for damage by family • Removal of access to school network and ICT privileges • Withdrawn from special event/s (if student records at least one incident per term) <p>Will be added to COMPASS Chronicles</p>

Restorative practices is a powerful way of responding to misbehaviour when more than one child is involved. While students are still accountable for their behaviour, it focuses on repairing the harm done to people and relationships rather than simply punishing the wrong doer. The aim is to strengthen relationships and build understanding in our school community.

Our restorative practices aim to develop:

- a community that values taking the time to sort out differences between people, coupled with clear expectations and limits
- restorative skills for students such as appreciating other people's point of view and increasing empathy
- Restorative processes that resolve conflict and repair damaged relationships; and
- A community that is solution focused, optimistic and inclusive
- Further embedment of our REACH values.

How does it work?

- the students participate in a restorative conference. This may be a brief discussion or a more formal meeting
- the restorative conference is led by a staff member who asks a number of questions and encourages all those affected by the conflict to find a way forward, reducing anger and resentment
- all those involved have a chance to tell their side of the story
- an agreement is reached – it may still involve discipline procedures
- relationships are healed wherever possible, through increased understanding
- if a student refuses to participate in a Restorative Conference to repair the harm or to sort out an issue, the school will follow other procedures to decide if a consequence is required for that student.

Typical questions asked in a restorative conference:

- *What happened?*
- *What were you thinking?*
- *How have people been affected?*
- *How can we make things better?*

This process reduces bullying and helps students learn to resolve conflict, develop empathy and to make and keep friends.

7. Engaging with families

Rollins 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.

8. Evaluation

Rollins 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

Rollins 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

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

Related policies including [Statement of Values and School Philosophy](#), [Bullying Prevention](#), [Child Safe Standards](#)

POLICY REVIEW AND APPROVAL

This policy was created on 11th November 2021 and will be reviewed as part of the Rollins Primary School Review Cycle and is scheduled for review in November 2023.