

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 school office.

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, 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

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:

- Focusing on our five agreed REACH values
- Continuing to build a positive, supportive school culture
- Building a learning community that strives for continuous improvement
- Encouraging all to reach their potential
- Providing a comprehensive, inclusive curriculum, where all students have access and the opportunity to experience success
- Modelling cooperative learning strategies in classrooms
- Encouraging teachers and students to be 'risk takers', to experiment, to evaluate and support one another in a non-judgmental, non-threatening way
- Providing practical, experimental and 'hands on' learning styles and experiences for the students
- Communicating openly between teacher-to-teacher, teacher-to-student and teacher-to-parent
- 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 Statement of Values and School Philosophy Policy at

<https://rollinsps.vic.edu.au/policies/>

3. Wellbeing and engagement strategies

Rollins 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
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Rollins Primary School use a Reading, Writing and Numeracy 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 Rollins 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 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 school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, 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:
 - o Respectful Relationships
 - o The Resilience Project
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- 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 including through
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health 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

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:
 - o school-based wellbeing supports
 - o Student Support Services
 - o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - o Re-engagement programs

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

Department's Policy and Advisory Library key links:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

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

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

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. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Rollins Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

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

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 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 Year Level Coordinator*
- *restorative practices (examples and further detail pages 6 and 7)*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*
- *consultation in regards to our whole school Discipline Plan (page 8)*

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 by law and will not be used in any circumstance at our school.

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.

Updated Rollins Behaviour Discipline Plan T4 2023

| COMPASS RATING | BEHAVIOURS | CONSEQUENCES |
|---|--|---|
| (Green) Positive behaviour | <ul style="list-style-type: none"> • Displaying outstanding manners/caring support to peers/adults. • Showing fantastic ambition in learning. • Displaying the Rollins' REACH values in an extensive way. | <p style="text-align: center;">**Teacher or Prin class to make appropriate case by case judgements as required.</p> <ul style="list-style-type: none"> • Positive behaviour celebrated throughout the school and shared with home. |
| (Grey) Low level misconduct | <ul style="list-style-type: none"> • Not upholding REACH values. • Not following instructions. • Teasing/ harassment. • Task refusal. • Littering. • Minor inappropriate language use. • Inappropriate iPad use. | <p style="text-align: center;"><u>The steps below will be followed for each Grey Compass entry.</u></p> <ol style="list-style-type: none"> 1. Restorative conversation between teacher and student involved to set goals to avoid future incidents. 2. Parents notified via Compass incident. <p>Parents contacted via phone under certain circumstances.</p> <p><i>A third grey entry will be entered as a yellow following the yellow moderate misconduct consequences.</i></p> |
| (Yellow) Moderate level misconduct | <ul style="list-style-type: none"> • Deliberate inappropriate use of resources/facilities/equipment. • Interfering with other people's personal property without permission. • Medium teasing/harassment issue (eg repeated). • Disrespecting peers/adults. • Hands on (causing no injury). • Deliberately leaving the classroom without consent. | <p style="text-align: center;"><u>The steps below will be followed for each Yellow Compass entry including a third grey entry.</u></p> <ol style="list-style-type: none"> 1. Restorative Conversation to be held between student and teacher 2. Parent notification through Compass and via phone call. 3. Team Leader/AP/Principal notified of the event. 4. Will spend half of recess and half of lunch inside the following day. <ul style="list-style-type: none"> • Verbal or written apology followed up in certain cases. <p><i>A third yellow entry will be entered as a red following the red serious misconduct consequences.</i></p> |
| (Red) Serious misconduct. | <ul style="list-style-type: none"> • Criminal offence, wilful damage to property/resources/equipment. • Theft • Using overtly offensive language in person (inc. via through media). • Bullying/harassment/threatening behaviour towards peers/adults. • Major hands on incident. • Extreme disrespect to peers or adults. • Deliberately leaving school grounds without adult consent. | <p style="text-align: center;"><u>The steps below will be followed for each Red Compass entry including a third yellow entry.</u></p> <ol style="list-style-type: none"> 1. Restorative conversation to take place with student. 2. Parent notified via Compass and a phone call. 3. Incident passed on to principal class/team leader to follow up further. 4. In school suspension. (1 day for the first red. 2 days for the second red) Student to complete set tasks from classroom teacher under principal observation. 5. Student will miss out on the next (or principal selected) school special event. <p>Potential outcomes from multiple serious misconducts.</p> <ul style="list-style-type: none"> • Multiple reds can lead to suspension/expulsion. https://www.education.vic.gov.au/school/teachers/behaviour/suspensionexpulsion/Pages/suspensionconsiderations.aspx • Parental interview. • Payment for damage by family. • Removal of access to school network and ICT privileges. |

When a third grey is entered as a yellow, the tally becomes, greys = 0, yellows = 1, reds = 0. Same for a third yellow becoming a red.

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
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

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

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

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

All of these policies can be viewed at <https://rollinsps.vic.edu.au/policies/>

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|----------------------------|
| Policy last reviewed | October 2024 |
| Consultation | School Council, 11/11/2024 |
| Approved by | Principal |
| Next scheduled review date | October 2026 |