



535 Main Neerim Road, Drouin West, 3818  
PO Box 176, Drouin, Victoria 3818  
**ABN:** 81 960 156 844  
**Tel:** (03) 5625 1971  
**Email:** [drouin.west.ps@education.vic.gov.au](mailto:drouin.west.ps@education.vic.gov.au)  
**School Principal:** Kelly Halliday

## DROUIN WEST PRIMARY SCHOOL

# Student Engagement & Well-Being Policy

**Produced in consultation  
with the school community**

**To be read in conjunction with  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines***



**This policy was consulted with school council in 2020  
Principal: Kelly Halliday**



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## 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.

Drouin West 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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## 1. School profile statement

Drouin West Primary School is situated 8km north of the Drouin Township attracting Prep-Year 6 enrolments (176) from a wide catchment area. All families transport their child/children in private vehicles.

Drouin West aims to provide a safe, caring and vibrant environment that enhances learning, personal growth and well-being for all students in their endeavours to become effective and productive members of the global society. Our new facilities have greatly enhanced the opportunities for students with new learning spaces equipped with state of the art technologies and flexibility so the different learning needs of students can be met. The playgrounds, gardens and outdoor learning spaces have all been upgraded to include active and passive areas.

The school is committed to involving parents and the broader community in the day to day life of the school valuing the strong partnerships that have been established. A high level of parent involvement in classroom, art and physical education programs enables the best opportunities to be made available for students. Parent contributions to School Council, various sub-committees and school events throughout the year, reflects the value parents place on education as a priority for their children.

This school has equivalent full time staff: 1 Principal, 9.8 teachers and 3.85 education support staff and 1.09 Out of School Hours Care staff.

Teaching and learning caters for the different learning needs and interests of students through inquiry based units.

Over the past three years there has been a small but steady increase in the Student Family Occupation (SFO) index to 0.47 which places the school in the mid socio economic range. There are 46 families nominating their family occupation in category A or B, 35 in category C and 36 families in category D or N.

There is an increasing number of students eligible for additional resourcing under the Program for Students with Disabilities. In 2014 ten students are funded through the Program for Students with Disabilities (PSD). The stability rate for the school is relatively high at 69 percent. The school has a very small (0.01) proportion of students from a Language Background Other Than English and currently there are three students who identify as Koori.

The school has also established a student welfare team consisting of the principal, chaplain, social worker, DE&T psychologist and class teachers and parents who meet as required. With a third of the school population directly impacted by fires in February, 2009 and the tragic death of a student during that year, there has been an unprecedented demand for additional emotional support for a large group of students and individual staff.



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## 2. Whole-school prevention statement

Our Purpose:

**‘Nurture, Enrich, Inspire and Succeed’**

The values which form the basis of the actions of the whole school community are:

- Confidence: to approach the familiar
- Courage: to approach the new
- Teamwork: learning together to achieve the best possible result
- Respect: of each other and our environment
- Humour and optimism: to embrace all we do and all we face
- Persistence: to achieve the best outcome
- Responsibility: for your own actions and learning
- Individuality: valuing difference
- Creativity: to explore originality in ideas and expression
- Relationships: cooperating with each other
- Love of learning

Our Student Engagement and Well Being goal in our Strategic Plan is:

***To improve the engagement of students in their learning***

### **Philosophy**

The average number of absent days per student in 2008 across the school was 14. Over recent years this average has declined to be within the Threshold standards. There are however a number of families who are regularly absent or who consistently arrive late to school.

The school has continued to promote regular and punctual attendance. This is an ongoing priority for our school community as we believe attendance is directly related to the growth in student learning.

Our school community recognises a proactive behaviour management structure that both supports students to modify inappropriate behaviours and encourages appropriate behaviour choices. Expectations of behaviour have been developed and agreed by the school community. These are clearly displayed around the school and are taught to students and communicated to parents.

We aim to provide a positive, calm, and orderly learning environment where all students are engaged in their learning. We encourage students to take responsibility for the choices they make. We understand that the impact of one, two or a particular



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combination of students may change the social dynamics of a classroom environment. We believe with support and clear and consistent feedback children can learn to make appropriate choices. When a student chooses to disrupt the learning environment there are clear procedures to follow.

We encourage children to build empathy and take responsibility for their behaviour. We address the causes of the harm, the impact of the harm on those affected and investigate ways to make amends and to put things right.

### **Our Approach**

Our school focuses on a positive behaviour support program to encourage all students to strive and reach their potential.

The school community has adopted the four B's, "Be a Learner", "Be Safe", "Be Kind" and "Be Respectful". These expectations of behaviour are taught explicitly at the beginning of the year using the detailed matrix explaining what each means. These are displayed in the appropriate areas of the school. Each matrix was developed during 2009 by students, staff and the Positive Behavioural Support Team and are reviewed to ensure they are up to date. Please refer to the Appendices. Expectations of behaviour have been developed for classrooms, the playground, excursions, camps, car park areas, toilets, library, computer lab, Out of Hours School Care, assembly times and gallery areas of the school.

We work in partnership with families to resolve problems that may arise. These problems are addressed using restorative justice practices or shared responsibility where possible. Through class meetings, circle time, Junior School Council, peer group conferences and 1:1 conversations the culture of our school is changing to teach children the skills to address conflict and challenging problems with a view to positive outcomes for all involved.

The restorative justice process is participatory and focuses on resolving the problem and not solely on the wrongdoer's behaviour. All those responsible and accountable, individuals affected by the inappropriate conduct are brought together. Through conferencing individually and collectively, people address the causes of the harm, the impact of the harm and investigate ways to make amends.

The student body are encouraged to have a voice through student CASSE (Creating and Safe and Supportive School Environment). Meetings are held with the CASSE teacher to discuss the school climate, highlight issues and discuss ideas that have come up in classroom meetings. Class representatives report back to their class and highlight issues at school assemblies as well as class groups when appropriate.

The school community also develops student leaders by appointing a team of year 6 students to take on the responsibilities of a Student Leader. Students are appointed for a five week period and have responsibilities of distributing lunch orders, conducting the "Honey Pot Shop" where students can redeem their student awards, welcoming and thanking special guests, assisting with assemblies and conducting school tours as appropriate.



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Programs including You Can Do It, Values in Education, The Games Factory, Friendly Kids- Friendly Classrooms, Peer Mediation and Friends for Life have also been adopted across the school. These programs compliment and broaden our approach to meet the individual needs of children.

### **Positive Strategies**

- Student Awards are given out in the classrooms and playground for exemplary behaviour.
- Staff give non-verbal reinforcement (smiles, nods, thumbs up)
- Staff give positive specific praise and encouragement.
- Public acknowledgement (awards, certificates) at weekly assemblies.
- Privileges and special opportunities

In addition to extrinsic acknowledgement, students also experience personal gains including:

- Quality relationships with peers and staff
- Academic success
- Satisfaction and feelings of self-worth
- The positive feeling of doing the “right thing” and being a contributing member of a group.

### **Intervention Strategies**

Intervention is any strategy designed to support students who are experiencing difficulty in meeting the school’s expectations. This can range from a corrective statement to school suspension or expulsion.

Parents are contacted and informed as soon as practical by phone or in person. If deemed appropriate a communication book is established to promote daily contact between parents and the school.

A student may be placed on a behavioural contract and given specific guidelines with the opportunity to work towards specific rewards. This is established by the classroom teacher in consultation with the Principal and the parents.

If behaviour is not corrected a student will be instructed to continue working in a buddy classroom or the Principal’s office. The student will be required to participate in an individual conference where the child can explain what happened, what they were thinking, what they have thought about since it happened, decide whether they did the right or wrong thing, think about who has been affected, how this can be fixed up and what help do they need. At times the Principal takes the class so the classroom teacher can have the 1:1 time required to go through the conferencing steps and build an improved relationship with the student.



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Should a child receive a school time out he/she will be required to fill in a form stating what occurred and what needs to be done to avoid repeating the behaviour that led to the time out. This form is to be signed by the child and a parent. The child will be required to remain in the office under supervision during part of their lunchtime for this to take place.

Only in extreme cases will a child be given, in school suspension or school suspension following the Department of Education and Training processes.

## 3 Rights and responsibilities

### 3.1 Guiding principles

Every member of the Drouin West school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

All members of the Drouin West school community need to take the following legislation in to consideration; the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities 2006, the Disability Discrimination Act 1992, The Education and Training Reform Act 2006.

### 3.2 Bullying and harassment

Drouin West Primary School seeks to provide a safe and friendly environment for students, parents and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

#### Definitions

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

#### On-Line safety

Being involved in online spaces – either at home or at school - requires students to behave responsibly. Behaving safely online means protecting your own privacy and personal information and protecting the privacy of others (this can be sharing personal information or images).

#### Cyberbullying

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:



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- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

People can also be bullied online by groups of people such as class groups or collective members of an online community.

### **Responding to Harassment, Bullying and Cyberbullying**

If you are being harassed or bullied you should tell the person you don't like what they are doing and you want them to stop. Students are also encouraged to let an adult (teacher/parent) know they need help to resolve any problems.

If any member of the school community sees or is aware of another person being harassed, bullied or cyber bullied they should take appropriate action. This involves being proactive in letting a teacher, the Principal or a parent know about the situation. It is not acceptable for bystanders to do nothing about bullying and harassment.

All concerns will be taken seriously. All complaints will be treated confidentially.

### **Rights and Responsibilities of the School Community**

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

### **Rights and Responsibilities of Students**

Actively teaching students at Drouin West Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li> <li>• participate fully in the school's educational program</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• Demonstrate respect for the rights of others, including the right to learn.</li> <li>• As students' progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community.</li> </ul>

### Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the engagement policy.</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students.</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>

### Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>



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## 4. Shared expectations

### **Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

### **Restorative Approach**

The school is committed to the use of a restorative approach with students. This Restorative Approach:

- promote awareness of others, responsibility and empathy
- involve direct participation of those affected by misconduct in its resolution
- promote relationship management rather than behavior management
- provides consistency
- are concerned with establishing or re-establishing relationships in which each person's rights to equal dignity, concern and respect are satisfied

### **Diversity in the school community**

Drouin West Primary School values the diversity within the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our relationships with students, parents and staff.

## 5. School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and positive classroom environments
- promoting student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Please refer to the Classroom and Playground Discipline and Welfare flow charts in attachments.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will may include:

- involving and supporting the parents/carers,
- involving the Principal and Chaplain
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing extra curricula educational programs, for example individual projects, sporting opportunities, individual instrumental and music teachers, camps, excursions, performing arts events and celebration events showcasing student learning
- involving community support agencies.



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## **Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DE&T guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship the Principal may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group.

## **6. Engaging with families**

Drouin West 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



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- 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.

## 7. Evaluation

Drouin West 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
- SOCS

Further information and resources

Policies including Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards.

Review cycle

This policy was last updated on May 2020 and is scheduled for review in May 2022.