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STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing safe, inclusive and supportive learning environments 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.

Napoleons Primary School is committed to providing safe, inclusive, secure and stimulating learning environments for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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2. School values, philosophy and vision
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POLICY

1. School profile

Napoleons Primary School has a unique history, with the Old Napoleons School dating back to 1870. The school has a population of 95 students from Foundation to Year 6 and 22 school staff members including a wellbeing counsellor and education support staff.

Our school buildings look out onto expansive grounds with native bushland, and we are surrounded by a supportive parent community. Napoleons Primary School has developed close ties to the local community, and benefits from the support and involvement of community members, groups and services.

A comprehensive curriculum is offered throughout the school based on the Victorian Curriculum with a strong focus on the core areas of literacy and numeracy. The school's Instructional Model provides the framework for high quality, consistent practice in all classrooms, incorporating evidence based high impact teaching strategies. Clear learning intentions and success criteria are developed for all lessons, with explicit teaching provided at students' point of need. Data is collected and used to provide a differentiated program ensuring challenge and support for all learners. Students in all year levels have reading, writing and numeracy goals they are continually working towards to maximise their learning growth. Feedback and reflection are important elements of all lessons. A highly engaging specialist program is offered in the Arts, Physical Education, Auslan, STEAM, MARC Van and Literacy and Numeracy support.

We are committed to a learning environment that is caring and considerate of others. We strive to provide programs and opportunities for students to develop their academic, social, emotional and physical potential in a supported and dynamic indoor and outdoor learning environment.

We are proud of our diversity and inclusive school community.

2. School values, philosophy and vision

Napoleons Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, belonging, creativity and perseverance at every opportunity.

We strive to improve the learning outcomes of our students. Children are encouraged in their pursuit of excellence and each child's individuality and contribution is recognised and valued. We value creativity and initiative, encouraging and rewarding effort and positive contributions. We foster attitudes of respect and caring within a safe, stimulating environment. Our school's philosophy is firmly based on the belief that all children can learn.

Our school's vision is to create a rich, inspiring learning environment where students are safe and supported to be challenged in order to continue to grow as learners. We celebrate diversity and the education of the whole child: nurturing a love of learning that includes intellect/academic, social/emotional and physical growth.

Our Statement of Values is available online at:
https://www.napoleonsps.vic.edu.au/school-values.html

3. Wellbeing and engagement strategies

Napoleons 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:

<u>Universal</u>

- *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 that include subjects and programs that are tailored to students' interests, strengths and aspirations*
- *teachers at Napoleons Primary School implement the NPS instructional framework to ensure an explicit, common and shared model of instruction that is evidenced-based and consistent across all classes*
- *teachers at Napoleons Primary School adopt a broad range of teaching & learning, and assessment approaches to respond effectively 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 in classrooms. Students are encouraged to speak with their teachers, education support staff and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through outdoor play and learning, athletics, sport and whole-of-community events*
- *we take pride in our School Wide Positive Behaviour expectations which incorporate programs such as:*
    - *Respectful Relationships*

    - *eSmart*
- *opportunities for student inclusion (i.e. recess and lunchtime activities)*
- *buddy 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 class has teacher or teachers responsible for monitoring the health and wellbeing of students in their classroom, 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, and are encouraged to make connections with the local Koorie Education Support Officer (KESO) and with other Koorie students in the broader community*
- *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 having an Individual Learning Plan and a Student Support Group (SSG)*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

- *Student Support Groups*
- *Individual Education Plans*
- *Behaviour Support Plans*
- *Student Support Services*

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

- Disability Inclusion
- *Mental health toolkit*
- LOOKOUT

Napoleons 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, incorporating a calm space within the classroom, determining outdoor learning spaces for emotional regulation*

- *referring the student to:*
    - *school-based wellbeing supports*
    - *Student Support Services*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances, 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 in collaboration with the student and their family*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
    - *with a disability*
    - *in Out of Home Care*
    - *with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Napoleons 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. Napoleons 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*
- *Student Check In tool*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *engagement with families*

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 Values highlights the shared expectations 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.

6. Student behavioural expectations and engagement

Behavioural expectations of students are grounded in our school's School Wide Positive Behaviours Expectations Matrix and our Student Code of Conduct Policy.

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 these documents and our Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Napoleons 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 action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering consequences such as 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. 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 or doesn't met expectations (SWPBS matrix)*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *internal suspension (local)*
- *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 Napoleons 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.

7. Engaging with families

Napoleons 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
- 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 through School Council and other consultative opportunities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Napoleons 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 Check In Tool
- student survey data
- incidents data
- behaviour data
- school reports
- parent survey data
- case management
- CASES21, including attendance and absence data
- SOCS

Napoleons Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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
- 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
- Statement of Values

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2026
Consultation	School Council, Staff
Approved by	Principal
Next scheduled review date	October 2028