



Meadow Heights Primary School

Achieving the potential of all learners.



MHPS 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 03 9305 2033.

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.

Meadow Heights 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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POLICY

1. School profile

At Meadow Heights Primary School (MHPS) we believe in providing a secure learning environment that inspires and challenges students to reach their full potential. We aim to enable students to grow as responsible and respectful individuals who strive for excellence, take pride in all they do so as to make a positive contribution to the community. In 2018 our school reviewed the 2015 to 2018 School Strategic Plan and together with all members of the school community developed our current values of pride, respect, responsibility and excellence which are in line with our vision. Our MANTRA is "Achieving the potential of all learners".

Meadow Heights Primary School is situated 4 kilometres north of Broadmeadows. The school ground features several designated grass play areas, including 4 shaded adventure playgrounds. In 2020, the school had 51 equivalent full-time staff: 3.0 principal class, 33 teachers and 19 Non-teaching Support Staff. The Student Family Occupation and Education (SFOE) is 0.7694. The school had an enrolment of 426 students, 208 female and 218 males who come from diverse cultural and high socio-economic backgrounds, 78 percent of students had English

as an Additional Language and 3 percent were Aboriginal or Torres Strait Islander. The school values this diversity and supports students by offering a broad curriculum with a strong emphasis on Literacy and Numeracy learning. Teaching and Learning

Leaders help build teachers' skills in explicitly teaching to students' learning point in Literacy and Numeracy. In 2020 with the challenge of COVID pandemic, staff and parents worked in partnership as collaborators to support the learning of the children during remote and flexible learning. The school continued its focus on school wide positive behaviours to develop students' emotional, social and academic abilities so that they are confident, active and motivated learners.

We continue to work to link families to the Meadow Heights Primary School Community Hub. This enables intervention and support to occur before children attend school and allows families to be supported in an ongoing manner. During 2020, the school collaborated in a successful partnership with the Differentiated Support for School Improvement

(DSSI) initiative to build teachers and leaders capacity to meet AIP goals which will continue into 2021.

2. School values, philosophy and vision

Meadow Heights Primary School's ethos centres around the belief that all children can succeed and it is our responsibility to direct resources in a manner which enables all children to experience success. We have a committed group of teachers and support staff who respect and value each and every one of our students. We work hard to develop positive relationships with all of the children at Meadow Heights.

Our MANTRA is Achieving the potential of all learners.

At Meadow Heights Primary school our values guide the decisions and behaviours of all members of our school community, including in relation to child safety.

Our Values are:

RESPONSIBILITY	Be responsible. Responsible for your behaviour, be trusted and show common sense.
EXCELLENCE	Be excellent. Set a high standard and always trying to do the best you can.
RESPECT	Be respectful. Showing care and consideration for the feelings, rights or needs of others.
PRIDE	Be proud. Being proud of who you are and what you do, having a sense of belonging to the MHPS Community.

3. Engagement strategies

Meadow Heights Primary School students are engaged and connected to their school, and we are proud of the programs and areas of learning which support students in building resilience, persistence, engagement and social capacity, including SHARE, goal setting, SWPBS and Start Up.

We provided an inclusive whole school sequenced teaching and learning programs, with a strong focus on Literacy and Numeracy. Learning leaders work with teams and ensure collaboration and the use of pre / post and formative assessment to ensure teaching is at the student's point of need.

The school works closely with families and various agencies to support chronic absences and return to school processes. To support the transition to onsite learning, we provided families with demonstrative videos for school entry & exit and student friendly posters on hygiene. We made student well-being our main focus, giving our students opportunities to work in groups and rediscover how to socialize with others. All grades went over our beginning of the year Start up lessons to set up our learning spaces to re-welcome our students. Our transition to onsite learning was supported by a strong focus on SWPB which was reflected in our newsletter and weekly awards at assembly.

4. Identifying students in need of support

The wellbeing of every child at the school is our highest priority.

The school will promote student wellbeing in all learning experiences by:

- providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others

- aligning student welfare and curriculum policies.

The school will:

- provide an integrated and comprehensive curriculum approach that incorporates equitable opportunities for all students to enhance their own and others' wellbeing through their daily learning experiences
- provide a curriculum that supports students to develop knowledge, understanding and skills that enables them to engage critically with a range of health and wellbeing areas and issues
- identify areas where focused support or intervention is required to:
- improve each child's learning and development
- provide a curriculum that enables students to progress along the continuum of the Victorian Curriculum F-6 achievement standards, including the Towards Foundation Curriculum 'Levels A-D'.

The school recognises that healthy development and education is a shared responsibility, with families, learners, and DET and other services all playing a role. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning and employment, and is an indicator of successful education.

The school acknowledges that the five dimensions of health and wellbeing contribute to the development of the 'whole' person. These dimensions are:

- Learning development and skills – including active participation and engagement in learning, having the functional skills to participate meaningfully in all aspects of one's life
- Social and emotional wellbeing – including positive mental health, self-awareness, resilience, interpreting the world positively and pro-social values and behaviour
- Supportive relationships – including positive family bonds, friendships, experiencing a sense of belonging and being engaged in age-appropriate learning and activity
- Physical health – including absence of health problems, oral health, nutrition, weight and self-management including sleeping
- Safety and material wellbeing – including a sense of safety at home and where children play and learn, being safe from injury and harm, having access to daily essentials and adequate and stable housing

The school will:

- provide a safe, inclusive and supportive environment that promote health, wellbeing, learning and development
- build caring and supportive relationships with children and their families
- ensure children and families are consulted about matters that impact on them and their voices inform policies and activities that contribute to health and wellbeing
- support staff to protect and promote the health and wellbeing of our children, ensuring that staff act with integrity when dealing with those in their care and
- build partnerships with health and wellbeing services and other relevant community services

The school has adopted the School-Wide Positive Behaviour Support (SWPBS) program which aims to create a positive school climate, a culture of competence and an open, responsive management system for all school community members.

The school will consider Bully Stoppers, DET's online resource dedicated to bullying prevention, The National Safe Schools Framework, the Healthy Together Achievement Program, Kids Matter and Mind Matters as possible resources to promote healthy relationships. For details, please refer to the second website below.

If resources permit the school will create/maintain the role of Welfare Officer, Child Safe Officer or similar to promote the whole school approach to health and wellbeing within the school community and work in collaboration with children and parents/carers, school staff including the Principal, teachers, specialist staff, education support staff and with broader community agencies.

Please refer also to the school's Curriculum Framework & Student Learning Policy, Student Engagement Policy, Discipline (Overview) Policy, the Responding to Student Sexual Offending Policy, the Responding to Violent & Dangerous Child Behaviour of Concern Policy, the Bullying & Harassment Policy and the Child Safe Standards.

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:

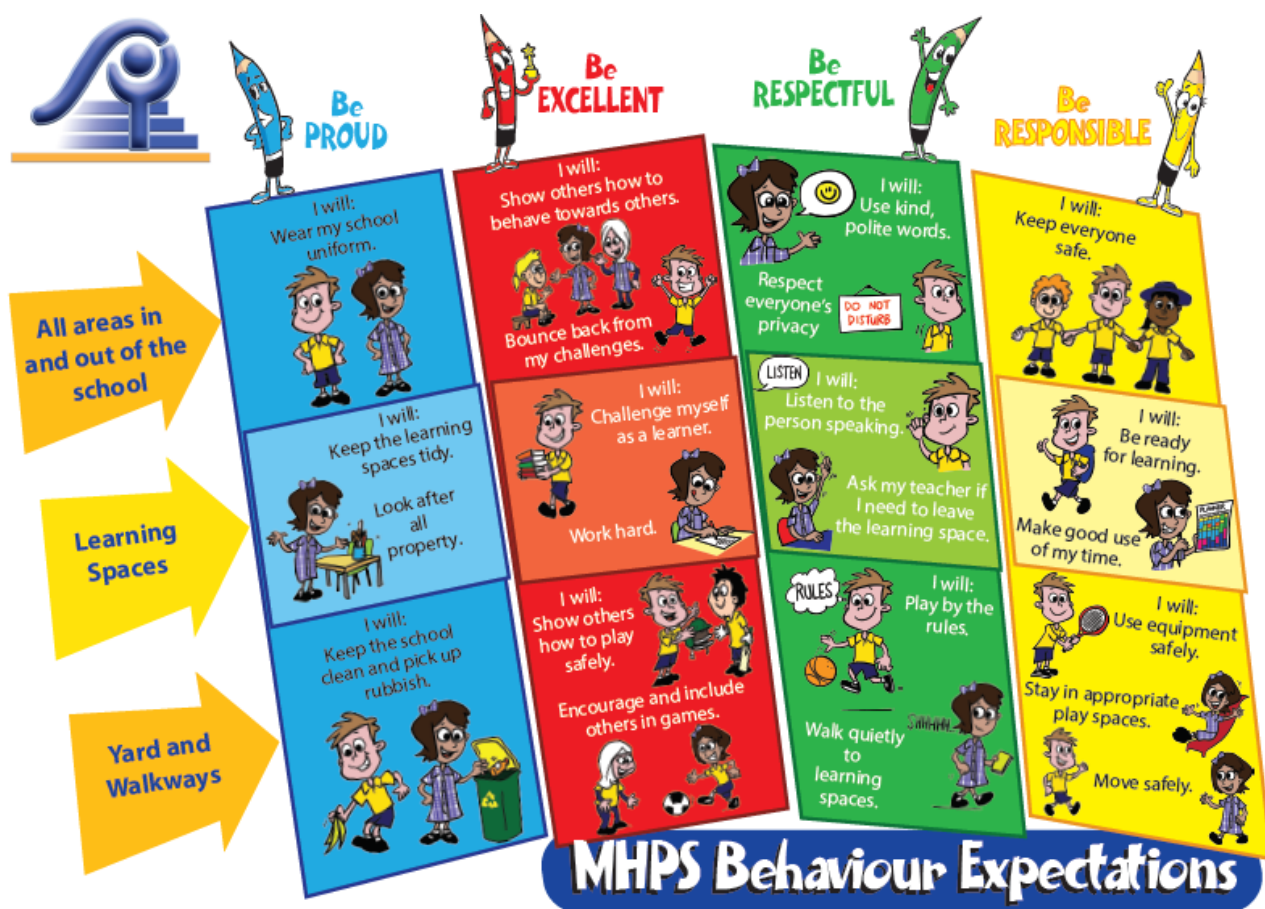
- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

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.

6. Student behavioural expectations and management



At Meadow Heights Primary School, all staff and students use M HPS Behaviour Expectations Chart and the MHPS SWPB Behaviour Response Flowchart in order to guide decision making around the management of problem behaviours.

When making decisions about how to respond to problem behaviours, Staff refer to the Problem Behaviour Responses (in chart on next page).

When responding to Minor behaviours in the yard, staff inform the classroom teacher if necessary.

If unsure, staff consult a member of the wellbeing team or team leader.

If staff need support they contact:

1. Student wellbeing Team
2. AP's
3. Office Team

When responding to minor and major problem behaviours, there are many options staff can use.

Responses need to be chosen depending on the situation and the student. The student needs to have time to be able to get back on track. Staff refer to the Problem Behaviour Chart when making decisions about who needs to manage the response to the problem behaviour.

If unsure staff consult with a member of the Wellbeing team or your team leader. For major behaviours, staff see or email one of the AP's or our inclusion manager.

If staff need support, they contact:

1. Student wellbeing Team
2. AP's
3. Office Team



MHPS—SWPBS Behaviour Response

"Unlocking the Potential of All learners"

Every Student Every Setting Every Staff Member Every Day

- Safe & positive climate for learning
- Build relationships with students and families
- Engaging, relevant content appropriate to level
- Evidence based teaching and learning strategies
- A 6:1 positive to corrective/negative interactions
- Acknowledgement system
- Inclusion of student voice/agency
- Positive behaviour expectations explicitly taught and modelled
- Social and Emotion skills explicitly taught (SHARE)
- Prevent, Teach, Reinforce

Continuum of Responses

- Success for all
- 6:1 positive to corrective/negative interactions
- Acknowledge student/group displaying desired behaviour
- Acknowledgement that is behaviour specific.
- Avoid power struggles
- Behaviour matrix
- Calm/neutral tone and affect.
- Differentiated/Modified Curriculum
- Encourage Breaks and make use of Brain Breaks
- Engage students in areas of interests/strengths
- Explicitly teach behaviour
- Greet students by name
- Circle time at the beginning of the day, What Went Well at the end
- Model desired behaviour
- Pre corrections
- Provide choice
- Provide Leadership opportunity
- Remind, Remind, Warn, Act
- Set short term and long term goals
- Logical consequence/response
- Discuss behaviour with student matrix/Reteach expectation
- Modify activity/teaching environment
- Move/Regroup student
- Prompt self-management/regulation—break/calm corner
- Redirection—job, pass on a message, help another
- Reflection time on seat outside
- Restore relationship between students
- Strategically ignore
- Make up time with staff member
- Short relocation—calming corner, another classroom
- Walk with teacher on yard duty
- Loss of privilege eg. Miss some recess/lunchtime/iPad time
- Parent contact (phone call/meeting with relevant staff) BSP may be reviewed
- Additional support/Wellbeing team, Referral SSSO
- Behaviour Support Plan/Safety Plan/SSG
- Loss of privileges eg Monitor, captaincy
- Lunchtime detention—whole of lunch
- Suspension (external or internal)
- Withdrawal from class

Restore relationships: students with students—students with teachers

Minor Undesired Behaviour

- Acting in a disrespectful manner to another student (yelling, rolling eyes, negative body language, not including swearing)
- Annoying, following, mimicking or making faces
- Calling out
- Disturbing/distracting others
- Dropping rubbish
- Eating in the wrong area
- Inside without permission
- Interfering with others' game
- Late to class
- Low level teasing
- Not following instructions
- Taking others' hats or equipment
- Not wearing a hat
- Not wearing school uniform
- Running in the courtyard
- Spitting (not on another person)
- Swearing to self or in conversation (game etc)
- Talking in class during quiet time
- Talking over someone
- Unsafe with equipment—nothing damaged and no one hurt
- Vandalism—minor level i.e. book doodling

TEACHER MANAGED

Moderate Undesired Behaviours

- Acting in a disrespectful manner to staff (yelling, rolling eyes, negative body language, not including swearing)
- Intimidating others
- Moderate threat to harm others
- Play fighting
- Physical violence (easy to manage, low emotion, no one hurt)
- Self exiting from class (remains within close proximity)
- Spitting intentional on or at someone
- Swearing at a student
- Playing out of bounds
- Throwing sticks, rocks etc (not at someone)
- Work refusal

TEAM LEADER & STAFF INVOLVED MANAGED—RECORDED ON XUNO

Major Behaviour

- Bullying/Discrimination (as per definition)
- Leaving school grounds
- Major threat to harm others
- Physical violence with someone hurt, high emotion and unmanageable in setting or by staff member
- Repeated Moderate behaviour
- Self-exiting from class (proximity is beyond staff view)
- Stealing
- Swearing at a staff member
- Unsafe with equipment with intent resulting in someone hurt or something damaged
- Vandalism with intention to damage or offend

PRINCIPAL CLASS MANAGED—RECORDED ON XUNO

The following is a list of proactive strategies for supporting students to have positive behaviour. Staff use these strategies, including when responding to problem behaviours, in order to support students to be successful at school.

Proactive Strategies

- Active supervision
- Ask students questions
- Be friendly
- Build relationships, e.g.:
- *Find things you have in common *Have conversations about students' lives out of school
- *Learn facts about students *Share facts about yourself
- Differentiate curriculum planning, teaching and learning
- Encourage breaks
- Engage students in areas of interest
- Engage students in areas of strength
- Explicitly state expectations for learning and behaviour
- Explicitly use the language of behaviour expectations, i.e. Be Responsible, Be Excellent, Be Respectful, Be Proud
- Greet students in the class and yard
- Involve students in learning
- Know and use Behaviour Support Plans of individual students
- Maintain a calm affect in tone and body language
- Model expected behaviours
- Modify activity to ensure student success
- More attention for doing the right thing than doing the wrong thing
- Pace lessons effectively
- Plan engaging activities
- Positive contact with parents
- Positive contact with school leaders
- Position yourself to be able to supervise all students effectively
- Praise often, being contingent, immediate, sincere and age appropriate
- Use brain breaks
- Provide choice
- Provide leadership opportunities
- Provide opportunities for fun
- Provide opportunities for movement
- Provide students with opportunities to respond
- Provide feedback to encourage, change and support
- Set short and long term goals
- Share information with parents, e.g. strategies
- Support student voice
- Speak about students positively
- Teach behaviour expectations, then catch students doing in
- Use humour
- Use students' names positively

If a student leaves the classroom:

- Try to keep the student in view (ES can assist)
- Give the student time to calm down (5 mins)
- Ask the student "Can I help you?" (ES can assist)
- Offer the student a cold drink of water (researched based)
- Provide 2 choices to the student e.g. "Are you able to come in now?" or "Do you need 5 more minutes?" If no response give 5 more minutes "You're showing me you need 5 more minutes"
- Give 2 choices again to return back into the classroom e.g. "Come into the classroom you can sit at your table or go to the quiet space."
- If the student is unable to return to class, contact the office or wellbeing team for support.
- Consider a logical consequence e.g. finishing at least part of the task at a later time.

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 Meadow Heights 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.

7. Engaging with families

Meadow Heights 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
- coordinating resources and services from the community for families

8. Evaluation

Meadow Heights 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

Meadow Heights 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 in transition and enrolment packs
- 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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2022- Reviewed 2024
Consultation	School Council Approved – April 2022
Approved by	Principal
Next scheduled review date	March 2026