



**HESKET**  
Primary School  
*Great things happen in small places*

## 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 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.

Hesket 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.

### School Profile

Hesket Primary School opened in 1870 and has a current enrolment of 35 students, arranged in multi-age classes. The school is located on an expansive, well-landscaped and attractive site, nestled in between Hanging Rock and Mount Macedon. Students come from the townships of Romsey and Woodend, as well as many second-generation farming families from the local areas of Hesket, Rochford, Lancefield and Kerrie.

Our school prides itself on our commitment towards inclusive education and an undertaking to provide differentiated learning programs which are designed to cater to individual children's points of need and learning styles. Our school philosophy is based on the belief that all students have the ability to achieve their full potential.

Student Welfare is a high priority with a whole school approach to discipline that emphasises anti-bullying and the principles of restorative justice, promoting high levels of tolerance and care. Many opportunities are provided for student leadership, with a strong focus on students being responsible for their learning and their behaviour.

Students are encouraged to reach their potential through a stimulating, challenging curriculum and school environment. Social and cultural acceptance of everyone and a close family atmosphere has enabled students, staff, council and community to interact creatively and positively. Programs and practices are evaluated to ensure that they cater for individual differences, strive to bring out the best in every student and recognise and support students' academic, artistic and sporting talents.

While Hesket Primary School has small numbers, we are proud of the opportunities that our students have.

### School Values

#### Our Vision

For the School Community to work collaboratively to provide positive, challenging and authentic learning experiences that recognise individual learning needs and to foster independent learners who strive to reach their full potential as responsible citizens.

## Our Values

Hesket Primary School has an agreed and shared set of values which form the basis of the school's actions to enhance its vision and mission.

At Hesket Primary we:

- Respect each other
- Value Responsibility
- Always Try our Best

## High Expectations

Hesket Primary School expects all children, parents, carers, family, staff and community to uphold our vision, our mission and our values.

With these expectations embedded in our school culture, we can ensure all members of the community can contribute to a harmonious environment that reflects and builds on the School's core beliefs and values.

## Engagement

Hesket Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the approaches we value as a whole school and individual is outlined as follows:

### Whole School Approaches

- 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
- maintaining a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Hesket 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 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
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- attendance is monitored with attendance improvement strategies at a whole-school and individual level
- maintain opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to talk to the Principal or any staff member 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 Respectful Relationships and programs, incursions and excursions developed to address specific behaviour (i.e. participation in equine therapy)
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment as required
- staff will apply a trauma-informed approach to working with students who have experienced trauma.

### Approach to Individual Students

- individual Learning Improvement Plans, Attendance Plans and Behaviour Support Plans will be compiled in partnership with families who are identified as requiring extra support
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent/carer to talk about how best to help the student engage with school
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to the following services as required:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, Child and Adolescent Mental Health Services or ChildFirst.

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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - who identify as Aboriginal or Torres Strait Islander
  - and with other complex needs that require ongoing support and monitoring.

### Hesket Primary School Teaching Matrix

	All Settings	Classrooms	Playground	Specialist areas	Under cover	Toilets	Fairy Garden	Bus
Respect Ourselves	Be on task. Give your best effort. Be prepared.	Do your best work.	Have a plan of where and who I should play with. .	Inside voice. Share.	Play quietly. Tidy up. Walk.	Wash your hands after using the toilet.	Walk Play quietly. Tidy up.	Watch for your stop. Set a good example.
Respect Others	Be kind. Hands/feet to self. Help/share with others. Maintain personal space	Use an inside voice.	Play safe. Include others. Share equipment.	Work quietly Follow instructions.	Walk around others' games	Give others privacy. Flush the toilet. Turn the taps off.	Play quietly. Tidy up.	Help younger students get off at the correct stop. Use a quiet voice. Stay in your seat. Allow the driver to do their job.
Respect Property	Recycle. Clean up after self.	Charge computers daily. Pick up litter. Maintain personal space. Eat & drink away from computers	Use equipment properly. Put litter in rubbish bins.	Clean up. Pack up.	Play ball games on hardcourt or oval. Hang up ropes. Return equipment including CD player and chalk.	Dry your hands with an appropriate length of paper towel.	Use rubbish bins	Wipe your feet. Sit appropriately.

### Positive Strategies

In an attempt to foster desired positive outcomes the School is committed to utilising the following positive strategies:

- positive reinforcement

- improve self-concept
- encourage friendship
- develop respect and acknowledge differences
- encourage sharing, tolerance and compassion amongst all students
- enhance and encourage parent/teacher contact
- be actively involved with the students
- make special effort to observe, assist and involve all students
- be consistent and fair in applying logical consequences
- encourage organised and responsible play within our playground.

### Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote the management of relationships rather than behaviour management
- separate the behaviour from the person
- are systematic, not situational.

### Student, Teacher and Parent Rights

The Student Engagement and Wellbeing Policy is based on the following principles:

- all students have the right to be valued and treated with respect
- students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference
- teachers have the right to teach in an atmosphere of order and cooperation
- parents have a right to expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- positive relationships are to be encouraged amongst all students.

Rights are never enjoyed automatically. To enjoy these rights, we must take into account our responsibilities.

### Student Responsibilities and Behavioural Expectations

- Be cooperative, considerate and courteous.
- Not bully or tease other students in the classroom or playground.
- Alert a teacher if they or another student is being bullied.
- Use acceptable language.
- Line up quietly and whilst moving between rooms.
- Use playground equipment and grounds safely.
- Take care of school and other peoples' property.
- Not bring inappropriate toys or belongings to school.
- Keep our playground clean.
- Behave on camps and excursions in a way that demonstrates our values.
- Always wear a hat during terms 1 and 4 when outside.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Heskett Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Heskett Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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:

- a reminder 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 Principal
- restorative practices
- detentions
- behaviour reviews/plans
- suspension
- expulsion.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

### Staff Responsibilities

- A responsibility to ensure that all students and fellow staff are safe and well in their school environment.
- A responsibility to treat all students and staff fairly and respectfully.
- A responsibility to promote a learning environment, which maximises the opportunity for all students to strive for excellence.
- Principal and staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently.
- A responsibility to provide and promote positive role models for students at all times.
- A responsibility to inform parents of their student's performance at school.
- A responsibility to ensure that they meet all 'duty of care' obligations.
- A responsibility to ensure that all Occupational Health and Safety requirements are met. (including risk factors).

## Parent Responsibilities

- A responsibility to ensure your student attends school and is at school on time.
- A responsibility to support the School Engagement Policy.
- A responsibility to support the school in its efforts to maintain a positive teaching and learning environment.
- A responsibility to communicate all matters that may affect your student's learning and wellbeing.
- For all appointments during school time an approved adult must collect and sign out the student, from the main office.
- Engage in regular and constructive communication with school staff regarding their child's learning and wellbeing.
- A responsibility to ensure that they model the student code of conduct and recognise that the school is a workplace as well as a school that is free of harassment and aggression.