



## STUDENT ENGAGEMENT AND WELLBEING POLICY ESKDALE PRIMARY SCHOOL

### Policy Implementation

Date: 2014

### Policy review date:

March 2026

### Responsible for review:

School Council

### PURPOSE

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

- Our commitment to providing a safe and supportive learning environment for students
- Expectations for positive student behaviour
- Support available to students and families
- Our school's policies and procedures for responding to inappropriate student behaviour

Eskdale Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We promote gender equality and respectful relationships and 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 values.

### SCOPE

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

### CONTENTS

- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

### POLICY

#### 1. School profile



Eskdale Primary School is a safe, caring, inclusive and accepting school community where children learn to be the best versions of themselves by exploring their interests, developing their potential and taking pride in their achievements as they enjoy building friendships, memories and skills for happiness and success in life. We value Respect, Kindness, Resilience and Striving to Achieve.

Eskdale Primary School is committed to preparing students for a positive and productive future. Our school provides an engaging learning environment using contemporary practices to challenge and inspire all students to maximise their learning and develop resilience.

Parents, students and staff take an active role in creating, developing and maintaining a school environment that supports our ethos of inclusion and catering for individual student needs. Our focus on Student Leadership helps to prepare

students for the future. Eskdale Primary School promotes a caring and inclusive environment in which students, staff parents and community members can interact in a harmonious and constructive manner for the benefit of all students. Students' diverse backgrounds, abilities, learning styles, needs and relevant data (including NAPLAN results, School Level Reports and Student Opinion Surveys) are considered in managing student well-being and engagement. Students are encouraged to take responsibility for their own learning and behaviour in accordance with the school's values. Leadership opportunities for students promote a sense of belonging, ownership and engagement at school.



## 2. School values, philosophy and vision

Eskdale 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, Kindness, Resilience and Striving to Achieve at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at <https://eskdale-ps.vic.edu.au>

## 3. Engagement strategies

Eskdale 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 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*
- *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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Eskdale Primary School use an instructional framework to ensure an explicit, common and shared model of instruction is consistent throughout the school*
- *teachers at Eskdale 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*
- *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 discussions with their teachers 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 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:*
  - *Respectful Relationships*
  - *Resilience Project*
  - *eSmart*



- programs, incursions and excursions developed to address issue specific 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

- 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
- 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 – refer to our Action Plan – Aboriginal Learning, Wellbeing and Safety for further information
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTQA+ Student Support
- 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

### Individual

- [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](#)
- [LOOKOUT](#)

Eskdale 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:
  - 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
  - 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 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*
  - *and with other complex needs that require ongoing support and monitoring.*

#### **4. Identifying students in need of support**

Eskdale 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. Eskdale 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, 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**

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 Eskdale Primary School's Bullying 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 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, Eskdale 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 implements **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 principal*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *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 Eskdale 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**

Eskdale 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.
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## 8. Evaluation

Eskdale 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

Eskdale 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

### • POLICY REVIEW AND APPROVAL

|                            |  |
|----------------------------|--|
| Policy last reviewed       | March 2025   |
| Consultation               | Consultation on this policy is mandatory<br>School Council, students                         |
| Approved by                | Principal  |
| Next scheduled review date | March 2026<br>note that the recommended minimum review cycle for this policy is 1 to 2 years |



## **CHILD SAFETY / STUDENT WELLBEING AND ENGAGEMENT** **SUPPORTING DOCUMENT – – CODE OF CONDUCT**

All members of our learning community have the responsibility to show our school values of Respect, Kindness, Resilience and Striving to Achieve.

**Eskdale Primary School** has an acceptable usage agreement as part of the Digital Technologies Acceptable Usage Policy and as part of our Cyber Safety Policy and supporting documents.

Everyone in the school community has the right to participate in a safe, supportive and inclusive educational environment. All members of the school community deserve to be treated in accordance with our values.

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

| <b>Rights</b>  | <b>Responsibilities</b>   |
|--|---|
| <p>Students have a right to:</p> <ul style="list-style-type: none"><li>• learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and potential</li><li>• participate fully in the school's educational program</li><li>• have their opinions considered enabling ownership of class procedures and input into the curriculum</li><li>• Take part in learning programs that meet their individual needs.</li><li>• Work and play without interference in an atmosphere of harmony and cooperation.</li><li>• Receive respect, kindness and courtesy and to be treated with fairness.</li><li>• Be valued for their individuality including; race, gender, religious, cultural, physical or intellectual diversity.</li><li>• Expect the school rules are fair, consistently implemented and respect the rights of all involved.</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, and language, that demonstrate respect for themselves, their peers, their teachers and all other members of the school community in accordance with school values.</li><li>• demonstrate respect for the rights of others, including the right to learn, thus contributing to an engaging educational experience for all</li><li>• take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals</li><li>• Care for and value themselves, others, teachers and the school community.</li><li>• Be safety conscious in relation to themselves and others.</li><li>• Develop a sense of accountability for their own actions.</li><li>• Work to achieve their personal best whilst allowing others to do the same.</li><li>• Allow others to learn and to respect the rights of others.</li><li>• Explore their full potential in their learning.</li></ul> |

### **Rights and Responsibilities of Teaching Staff**

| <b>Rights</b> | <b>Responsibilities</b> |
|---------------|-------------------------|
|---------------|-------------------------|



|  |  |
|--|--|
| <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> <li>• expect a reasonable workload and be treated with respect by their colleagues</li> </ul> | <p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• create engaging learning opportunities and safe environments for the benefit of all students</li> <li>• know their students and how students learn</li> <li>• use a range of teaching strategies and resources to engage students in effective learning.</li> <li>• be familiar with Victorian Curriculum and the content they teach</li> <li>• plan with colleagues in teams to ensure uniformity, whilst having the opportunity to facilitate student learning in their own unique style, and to consider the interests of students</li> <li>• assess for, as and of learning including moderation and common assessment tasks</li> <li>• treat students with courtesy and dignity</li> <li>• maintain objectivity in their relationships with students and families</li> <li>• conduct themselves in a professional relationship with the students and families in their school whether at school or not</li> </ul> |
|--|--|

#### **Rights and Responsibilities of Educational Support Officers:**

| Rights  | Responsibilities   |
|---|--|
| <p>ESOs have a right to:</p> <ul style="list-style-type: none"> <li>• expect a reasonable workload and be treated with respect by their colleagues</li> <li>• feel comfortable in approaching teachers and principal class members, if they have concerns and should expect that communication is open, honest and accurate.</li> <li>• be treated with respect regardless of their social, economic, religious or cultural backgrounds.</li> </ul> | <p>ESOs have a responsibility to:</p> <ul style="list-style-type: none"> <li>• support the school in its endeavours to educate students</li> <li>• engage in constructive communication with other staff regarding student learning</li> <li>• support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• create engaging safe environments for the benefit of all students</li> <li>• treat students with courtesy and dignity</li> <li>• maintain objectivity in their relationships with students and families</li> <li>• conduct themselves in a professional relationship with the students and families in their school whether at school or not</li> </ul> |

#### **Rights and Responsibilities of Families:**

| Rights  | Responsibilities   |
|---|--|
| <p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that the school will work toward positive learning and behaviour outcomes for their children.</li> <li>• feel comfortable in approaching teachers and principal class members, if they have concerns and should expect that communication is open, honest and accurate.</li> <li>• be treated with respect regardless of their social, economic, religious or cultural backgrounds.</li> </ul> | <p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• support the school in its endeavours to educate their children</li> <li>• ensure their children attend regularly</li> <li>• engage in constructive communication with school staff regarding their children's learning and behaviour</li> <li>• support the school in maintaining a safe and respectful learning environment for all students.</li> </ul> |

School Actions/consequences:

STAGE ONE:





| Type of Classroom Behaviour  | Type of Yard Behaviour  | Range of Interventions  |
|--|---|---|
| Talking out of turn.<br>Disrupting the learning of others.<br>Refusal to follow minor directions.<br>Rudeness to fellow students<br>Inappropriate language.<br>Refusal to work in class.<br>Littering. | Littering.<br>Minor offences in playground.<br>Refusal to follow minor directions.<br>Inappropriate language.<br>In wrong area of yard.<br>Out of bounds.<br>Running on paths.<br>Eating in wrong area.<br>Bad sportsmanship.<br>Killing ants.<br>Being noisy in quiet area.<br>Playing with sticks/objects<br>Climbing trees | Reward Positive Behaviours<br>Positive directions. Warnings.<br>Discussion with student.<br>Move place within yard/class temporarily.<br>Move place within yard/class for longer time.<br>Withdrawal of yard/classroom privileges.<br>Student with teacher at recess or lunch for discussion.<br>Notify parents in writing via communication book.<br>Meet with parents.<br>Give warning.<br>Behaviour Plan/Contract. |

#### STAGE TWO:

| Type of Classroom Behaviour  | Type of Yard Behaviour   | Range of Interventions   |
|--|--|--|
| Repeated serious disruption to learning of others.<br>'One off' serious incident eg:<br>Abusive swearing,<br>fighting in class,<br>extreme refusal to follow instructions. | More serious yard offences or repeated pattern of yard offences<br>Minor pushing.<br>Minor punching<br>Sticks in hand<br>Minor rough play<br>Throwing bark<br>Swearing<br>Repeated out of bounds | <b>Mandatory: Parents notified in writing for classroom behaviours via communication book</b><br>Withdrawal from yard/class for set period of time.<br>Cooling off time – time out.<br>Student to meet with classroom teacher.<br>Meeting with parents, classroom teacher<br>Behaviour Plan/Contract.<br>Withdrawal of privileges.<br>Detention.<br>Repair & Rebuild.<br>Counselling Referral. |

#### STAGE THREE:

| Type of Classroom Behaviour   | Type of Yard Behaviour  | Range of Interventions  |
|---|---|---|
| Repeated serious disruption to learning of others after both stages above.<br>Abusive swearing at teacher.<br>Assault of student or teacher.<br>Possession of weapons or dangerous items.<br>Sexual Harassment. | Abusive swearing at teacher.<br>Assault of student/teacher.<br>Possession of weapons or dangerous items.<br>Sexual Harassment<br>Repeated refusal to follow directions of a teacher<br>Throwing sticks/stones.<br>Severe breach of values.<br>Hitting with sticks/objects<br>Targeting other students with objects. | <b>Mandatory: Parents notified in writing by Principal</b><br>Fill out Incident Report form for later further action. Information uploaded on to Casaes21<br>Send for Principal if student to be withdrawn from yard immediately.<br>Lunch time out/After school time out.<br>Withdrawal from classes.<br>Behavioural Contract.<br>Formal Parent Conference.<br>Referral to external agencies.<br>Suspension.<br>Expulsion. |