POLICY STATEMENT

STUDENT WELLBEING AND ENGAGEMENT POLICY

Ratified by School Council: September 2019   **Review date: September 2020**

Context

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a facilitator in the success of their students. Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

A range of student ability exists in any given classroom, in some cases spanning five years. Within this diversity, our school aims to challenge all students to become resilient, creative and critical thinkers. We seek to promote our school values of respect, high expectations, resilience and confidence throughout the curriculum and in our daily operations. Our teaching and learning philosophy is based upon School Wide Positive Behaviour Support (SWPBS) and our school values. They are:

Respect	caring about ourselves, others and the environment in which we live and work.
Personal Best	developing a sound work ethic, being a team player and contributing to the best of one's ability
Resilience	bouncing back from setbacks, keeping things in proportion and learning from mistakes
Confidence	developing self-esteem, an open-minded attitude and a positive outlook on life.

The school
- focuses on all students feeling valued and cared for
- encourages all our students to have meaningful opportunities to contribute to the school and effectively engage with their learning
- recognises and responds to the diverse needs of our students by accommodating
  - different learning profiles
  - different rates of learning, and
  - intervening early to identify and respond to individual student needs
- encourages all our students to become resilient, creative and critical thinkers in line with our school values
- provides a proactive approach to planning and teaching.

Implementation

Engagement strategies work best when they extend beyond wellbeing and disciplinary approaches. At Selby Primary School these approaches include teaching, learning and assessment strategies, with a focus on personalised learning and the use of technology. We include universal (*school-wide*), targeted (*population specific*) and individual (*student specific*) engagement strategies.

Student Participation

The school promotes active student participation and provides students with a sense of ownership of their environment:

- Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

  1. student involvement in school and community development
  2. students as researchers and co-enquirers
  3. student feedback on teaching and learning
  4. students as peer-tutors
  5. student involvement as a manifestation of inclusion principles

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from students sharing their opinions of problems and potential solutions through Junior School Council or in specific focus groups called upon by the Principal or teachers. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes and teacher-student relationships.
- The school promotes and maintains high levels of student attendance and participation through:
  - articulating high expectations to all members of the school community
  - adopting consistent, rigorous procedures to monitor and record student absences
  - following up student absences promptly and consistently
  - implementing data-driven attendance improvement strategies
  - creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
  - providing early identification of, and supportive intervention for, students at risk of non-attendance
- The school has established a learning community that provides multiple and diverse opportunities for students to experience success through
- Musical performances
- Interschool sports
- School Production
- Open Afternoons and Evenings
- Excursions, Incursions and Camps
- Student Leadership Program Level 6 students, Level 5 -Prep Buddies,

Parental & Community Involvement

The school encourages and provides multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children through:

- School Council
- Parent Network
- volunteering at the school
- newsletter, website and other forms communication

The school supports families engaging in their child's learning and building their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school ensures that the unique experiences and skills of our students' families enrich the learning environment and the school community

- The school creates successful partnerships with parents/carers and families by:
  1. ensuring that all parents/carers have access to school policies via the school website
  2. conducting effective school-to-home and home-to-school communications
  3. providing volunteer opportunities to enable parents/carers and students to contribute

4. utilising parent expertise in areas that enhance student learning and/or the school environment
5. involving families with homework and other curriculum-related activities
6. involving families as participants in school decision-making
7. providing opportunities to enhance parenting knowledge and skills when required

- The school builds strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students

Care of Students and Behaviour Management Approach

The school has implemented a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships

- the school focuses on establishing positive and respectful relationships, particularly between teachers and students

- the school establishes specific social/emotional and educational supports for students when required and monitors and evaluates the effectiveness of this support and the progress of the student

- the school is an eSmart school and trains students in the use of social and ethical protocols and practices when using Digital Technologies (Internet, Social, Media and Digital Devices)

- the school encourages families to report incidents of cyberbullying involving members of our school community

- the school has processes in place to identify and respond to individual students who require additional assistance and support:

▸ Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare and Engagement Policy at our school. Prevention and early intervention strategies the school deploys include:

1. defining and teaching school-wide and classroom expectations
2. establishing consistent school-wide and classroom consequences for problem behaviour
3. establishing school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
4. empowering students by creating multiple opportunities for them to take responsibility and for the student to be involved in their own learning
5. providing a physical environment conducive to positive behaviours and effective engagement in learning
6. utilising evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
7. empowering students to use the internet safely and raise awareness of cyberbullying
8. providing a cyber-safety school program

School actions and consequences:
- Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.

- All students at Selby Primary School have the right to engage the curriculum in a safe and positive learning environment. Students will be encouraged to demonstrate positive classroom behaviours and the school values through various programs and rewards. These may include the use of positive reinforcement by teachers, Good Book awards, class or table points, raffle tickets and award boxes.

At times students may be prevented from learning by the behaviours and actions of some students.

- If a student is in breach of class rules through the use of inappropriate behaviours the following processes will be implemented by the teacher:
    - A verbal warning for the student to desist.
    - If a student remains disruptive then they will be sent to a buddy classroom for the remainder of the session and the parents may be notified.
    - Repeat behaviours should be diarised and may include information such as cause, action and outcome.
    - In the case of serious behavioural breaches or as a result of continued poor behaviour the Principal may consider a more significant consequence. Serious behavioural breaches may include the use of abusive language, violent actions against another student, staff member or a visitor. These potential consequences include internal suspensions for a day or various days. In some extreme situations of continued poor behaviour students may be excluded from school.

Discipline procedures – suspension and expulsion

- When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines.** Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.
- 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 or yard duty for half of recess or lunchtime to provide an opportunity to reflect on the behaviours
- 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.

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring 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

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response and retain the dignity of the student. This includes:
- 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
- support strategies to address the range of factors that may have contributed to the student's behaviour
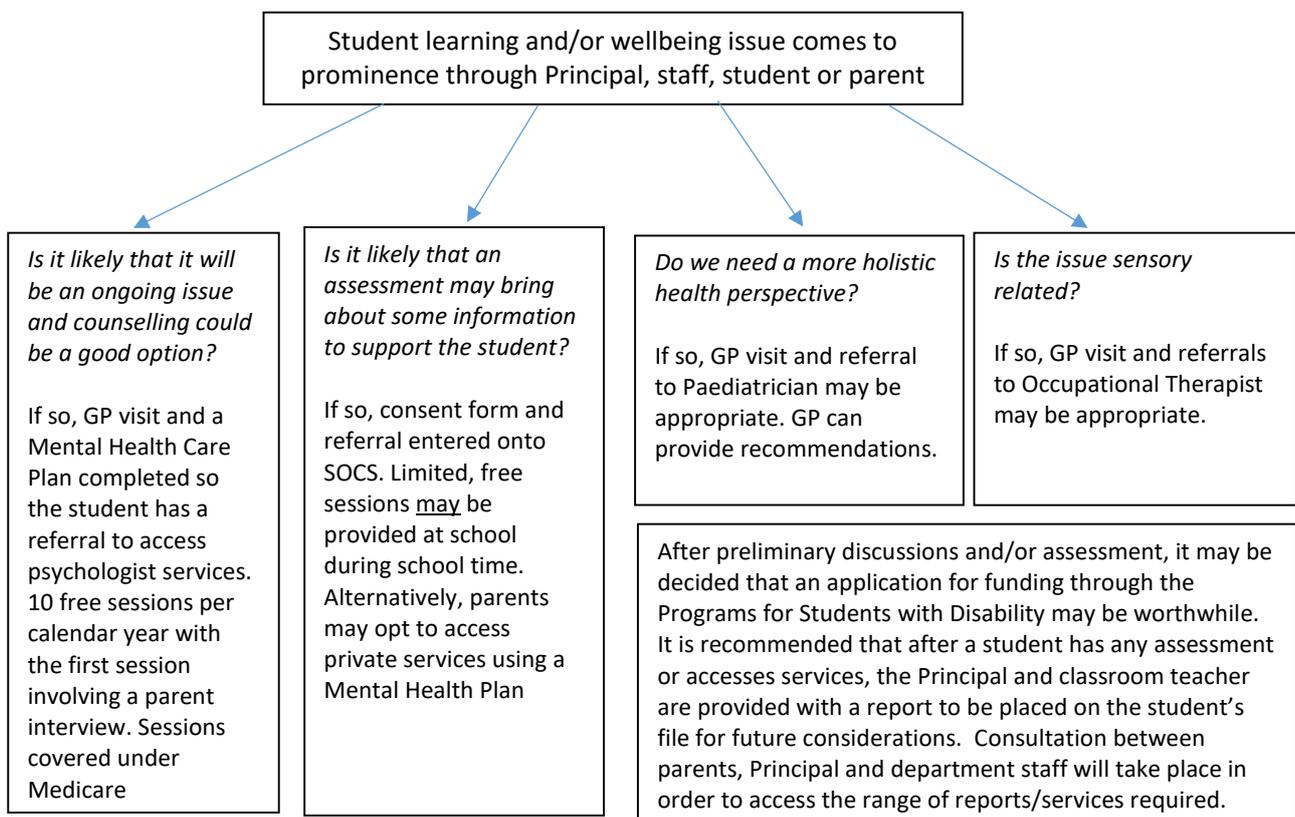
Broader support strategies will include:
- involving and supporting the parents/carers
- involving the student wellbeing co-ordinator
- tutoring/peer support
- mentoring and/or counselling
- convening student support group meetings. The SSG is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour and attendance plans
- involving community support agencies

At all times, procedural fairness must be adhered to. If parents are not satisfied, they are able to contact a member of the school's leadership team, preferably the Principal. Parents are also able to make contact with the Community Liaison Officer for North East Victorian Region on 1300 333 231.

Student Wellbeing Process

Dealing with Student Wellbeing

Student learning and/or wellbeing issue comes to prominence through Principal, staff, student or parent

Is it likely that it will be an ongoing issue and counselling could be a good option?

If so, GP visit and a Mental Health Care Plan completed so the student has a referral to access psychologist services. 10 free sessions per calendar year with the first session involving a parent interview. Sessions covered under Medicare

Is it likely that an assessment may bring about some information to support the student?

If so, consent form and referral entered onto SOCS. Limited, free sessions may be provided at school during school time. Alternatively, parents may opt to access private services using a Mental Health Plan

Do we need a more holistic health perspective?

If so, GP visit and referral to Paediatrician may be appropriate. GP can provide recommendations.

Is the issue sensory related?

If so, GP visit and referrals to Occupational Therapist may be appropriate.

After preliminary discussions and/or assessment, it may be decided that an application for funding through the Programs for Students with Disability may be worthwhile. It is recommended that after a student has any assessment or accesses services, the Principal and classroom teacher are provided with a report to be placed on the student's file for future considerations. Consultation between parents, Principal and department staff will take place in order to access the range of reports/services required.

Curriculum

In the context of the Victorian Curriculum, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The Victorian Curriculum includes the learning domain of Physical, Personal and Social Learning, which
- encourages students to work with others
- to take greater responsibility for their own learning and participation at school.

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by
- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.
- To improve educational outcomes for students with disabilities, the following key strategies are in place:
  - providing parents/carers with a learning program that best suits their child's needs
  - involving students and parents in programming and planning decision
  - supporting students access to programs that let them pursue achievable pathways
  - ensuring the expertise of teachers working in our school is maintained and developed

Evidence/Documentation

Longitudinal data is collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data are:
- the Attitudes to School Survey data
- school level report data
- parent survey data

Related Policies

- Child Safe Standards
- Child Safe Reporting Obligations Policy and Procedures
- Bullying
- Duty of care
- Excursion/Incursion and Camps
- Digital Technologies (Internet, Social, Media and Digital Devices) policy and agreement
- SunSmart
- Yard Duty
- Communication with School Staff and Parents

Glossary/Acronyms

DET – Department of Education and Training

VRQA - Victorian Registration and Qualifications Authority Framework

Bullying - is when a person, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. Bullying includes cyberbullying.

Cyber bullying - is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor.

Cyber safety - refers to the safe and appropriate use of the internet and digital technology equipment/devices.

Facilitator - refers to someone who assists or helps one or more people reach a goal

Harassment - is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.