POLICY STATEMENT

STUDENT WELLBEING AND ENGAGEMENT POLICY

Ratified by School Council: September 2021   **Review date: September 2023**

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.

Selby 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Selby Primary School is a vibrant and aspirational education community nestled in the Dandenong Ranges about 50kms east of Melbourne. Our modern and well-resourced school provides highly engaging learning spaces throughout. Our school commits to providing an outstanding education for our students that promotes academic achievement, independence, resilience, perseverance and a love of learning. We have a clear focus on improving student learning outcomes with a particular emphasis on literacy and numeracy. Targeted and high quality professional learning for teachers aims to improve classroom practice and student learning outcomes.

Through the implementation of School Wide Positive Behaviour Support there is an agreed, consistent whole

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of

CONFIDENCE   *PERSONAL BEST*   *RESILIENCE*   *RESPECT*

school approach to student management and wellbeing. There is a strong culture of care and support within the school. Our culture fosters respect for both self and others and aims to build individual resilience. We recognise the key role that parents play in a child's learning. Parents assist across the school with Kitchen Classroom, Investigations, excursions, camps, production, working bees and with fundraising and School Council. The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents and staff are integral.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Selby 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, integrity and kindness at every opportunity. At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of Confidence, Resilience, Respect and Personal Best.

Selby Primary School's teaching and learning philosophy is based around 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.

3. Engagement strategies

Selby 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

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of

CONFIDENCE   *PERSONAL BEST*   *RESILIENCE*   *RESPECT*

P a g e | **2**

- teachers at Selby Primary School use the Selby Teaching & Learning instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Selby 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 the Student Voice Team and other forums including class meetings. Students are also encouraged to speak with their teachers, school support staff and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school production, athletics, music programs and student leadership programs
- All students are welcome to self-refer to their classroom teacher, other staff and/or the 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:
  - o School Wide Positive Behaviour Support
  - o Respectful Relationships
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities)
- Student Leadership Program Year 6 students, Year 5 - Prep Buddies.

Targeted
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Individual
Selby Primary School implements a range of strategies that support and promote individual engagement. These can include:

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of			
CONFIDENCE	*PERSONAL BEST*	*RESILIENCE*	*RESPECT*

- 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 such as Navigator

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 Plans 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.

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

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 visits and referrals to Occupational Therapists 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.

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of
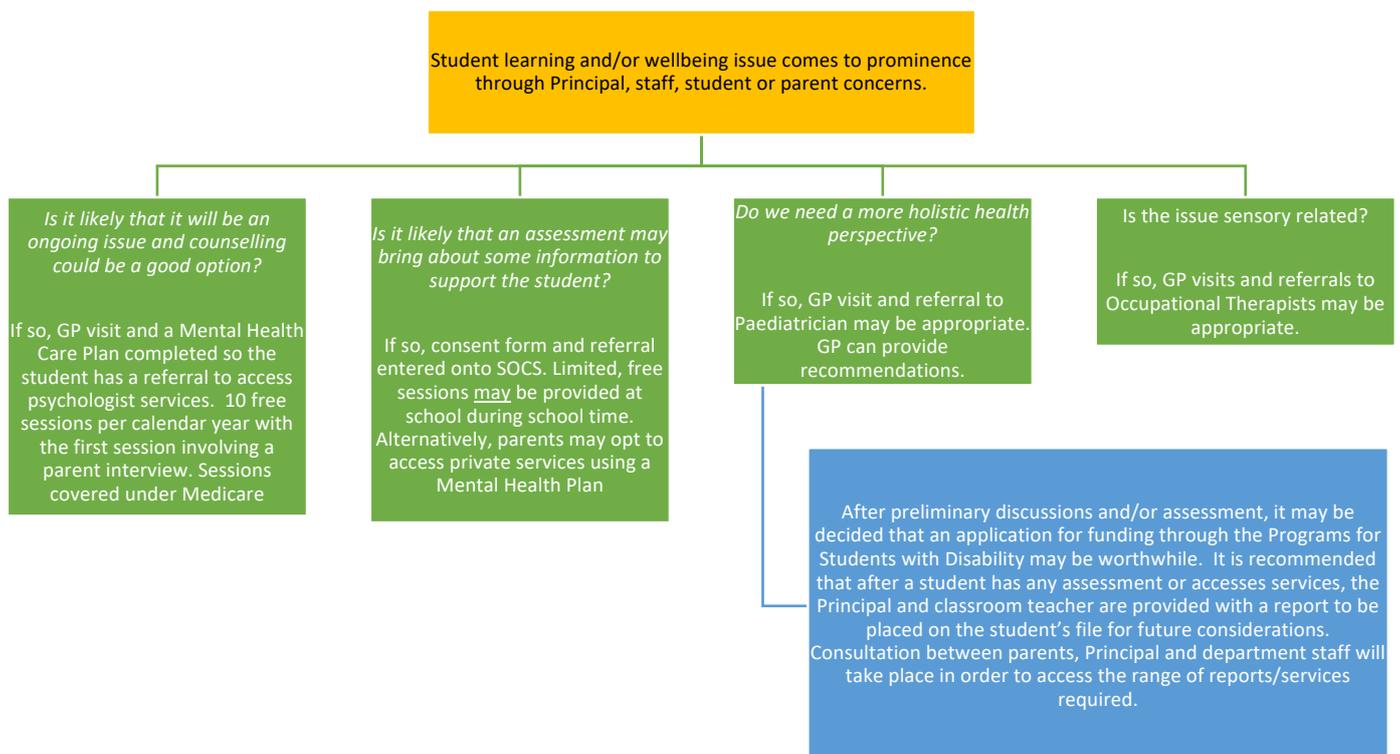
CONFIDENCE   PERSONAL BEST   RESILIENCE   RESPECT

4. Identifying students in need of support

Selby 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 help identify students in need of support and enhance student wellbeing. Selby 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 Selby Primary School's Bullying policy.
When a student acts in breach of the behaviour standards of our school community, Selby 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of

CONFIDENCE   PERSONAL BEST   RESILIENCE   RESPECT

P a g e | **5**

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
- re teaching the expected behaviours
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- 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

Error! **Hyperlink reference not valid.**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 Selby 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

Selby 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.

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of

| CONFIDENCE | PERSONAL BEST | RESILIENCE | RESPECT |

8. Evaluation

Selby 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

Selby 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 and on Compass in the School Documentation section
- 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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2021
Consultation	School Council
Approved by	Principal
Next scheduled review date	September 2023

At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of

CONFIDENCE	*PERSONAL BEST*	*RESILIENCE*	*RESPECT*