



Student Wellbeing and Engagement Policy

Purpose of this policy

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.

Research 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

School profile

Research Primary School is located in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. The school was established in 1889 during the gold mining days. The school is small enough to create a strong community atmosphere, and large enough to offer a range of engaging programs for students.

We have hard working and dedicated staff and a fantastic parent community who support us by participation in School Council and our Parents and Friends Community. Our extensive grounds and

bush surroundings have many interesting areas for creative play. We also have several formal games areas.

Our school community has high expectations of themselves and others, and a consideration of our students' needs is always at the top of our minds.

School values, philosophy and vision

Research 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, Community, Ambition and Confidence.

Our school's vision is to excite, engage and empower our students to reach their full potential.

Engagement strategies

Research 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/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
- teachers at Research Primary School use an 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 Research 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/carers 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/carers
- 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 Year 6 Leadership Team and the Student Representative

Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns

- create opportunities for cross—age connections amongst students through extra-curricular activities
- we engage in school wide positive behaviour support with our staff and students
- we engage in restorative practices and use tools such as WARRM conversations, think sheets, temperature gauges, mood registers and a wellbeing library
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities, library program)
- buddy programs

Targeted

- Assistant Principal and Principal will case manage at risk students (frequent behaviour, anger, wellbeing issues) weekly and conference and seek advice from the department psychologist fortnightly
- all at risk students to have IEP's
- health professionals (Life Education, Health and Human Relations program) 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 restorative approach to working with all students
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- whole school rewards program (Community Champions)
- Neuro Science of wellbeing training for students and teachers.

Individual

- Regular Student Support Groups and an encouragement from all staff of open communication with parents/carers regarding any wellbeing or engagement issues
- Research Primary School will contact families and inform of a serious incident on the day of the incident
- Individual Learning Plans and Behaviour Support Plans
- Regular SSGs and contact with parents/carers of at risk students and a combined implementation of strategies to support the student
- Program for Students with Disabilities
- Teachers will refer to Assistant Principal or Principal who will discuss specific strategies with Student Support Services when necessary
- Staff to support parents/carers in referring students to various services either through the education department or privately
- Research Primary School will issue consequences and restorative practices in collaboration with the family where necessary
- Research Primary School will conduct WARRM conversations with students;
W- What happened? (What happened? How did it happen?)

A- Affect (what were you thinking/feeling when you....? What were you thinking about at the time? Who has been affected by what you did/in what ways? Was what happened to them fair? Was what happened the right thing?)

R- Reflect (what have you thought about since?)

R- Repair (what needs to happen to make things right? How will this help put things right? When can this happen?)

M – Moving on (how can we make sure that this doesn't happen again? What would be a good plan/agreement if this happened again?)

Where necessary Research Primary 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
 - koorie
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Research Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff are led by Principal class to play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Research 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.

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/carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Whole School

Rights	Responsibilities
To be free of bullying/cyber bullying	To ensure others are not bullied/cyberbullied
To receive support in difficult situations from the school community	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

Students

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference To report bullying to an adult
To be treated fairly and courteously	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn

Staff

Rights	Responsibilities
To be treated with respect by students, parents/carers and peers	To treat students in a way that develops self-esteem To communicate positively with parents and peers
To expect students to follow the Student Wellbeing and Engagement Policy	To follow the Student Wellbeing and Engagement Policy To use logical consequences and restorative practices To provide a Duty of Care to students To keep records of significant disciplinary actions
To expect students to learn	To assist students to learn To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents/carers

Parents/Carers:

Rights	Responsibilities
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	Ensure students attend school and have the appropriate learning materials and attitude
To be contacted when their child continually disregards the Student Wellbeing and Engagement Policy or is involved in a major incident	Promote respectful relationships

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents/carers and approach a trusted teacher or a member of the school leadership team.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in this policy. Student bullying behaviour will be responded to consistently with Research Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Research Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers 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:

- 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 Assistant Principal or Principal
- restorative practices
- detentions
- behaviour reviews
- 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.

Engaging with families

Research School values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents/carers by:

- ensuring that all parents/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff
- providing parent/carer 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.

Evaluation

Research 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
- suspension and detention data
- parent survey
- case management
- CASES21
- COMPASS
- SOCS

Date policy ratified – September 2020

Date policy reviewed - 2023