



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.

Lancefield 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

1. School profile

At Lancefield Primary School, we believe each child must be treated as an individual and encouraged to develop a high level of achievement and self-worth. Lancefield Primary School serves a semi-rural community around Lancefield (population 1500) located 67 km north of Melbourne. Students at Lancefield Primary are offered a number of activities that go beyond the four walls of their classroom including visual arts, music, physical education and Indonesian. All students participate in the Stephanie Alexander Kitchen Garden (SAKG) program which focuses on teaching students the benefits of growing harvesting and cooking with our own produce. Other learning opportunities can include whole school events such as music concerts, family maths evenings, whole school sporting

events, bike education and many interactions and close ties with our local community organisations. These relationships enhance the wellbeing and educational outcomes of our students.

2. School values, philosophy and vision

Lancefield 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 **Learning, Positivity and Safety**.

We value *learning* in all its many forms

Social and emotional learning

Academic endeavours

Social responsibility

We will see 'learning' develop through: persistence, imagination, resilience, personal excellence, achievement, giving and receiving feedback, cooperation, working tough, problem solving, self-confidence, curiosity, creativity, and tolerance

We value *positivity* in all its many forms

A can do attitude

Building relationships with each other

Kind language and actions

We will see 'positivity' develop through: respect, increasing self-awareness, optimism, acts of kindness, persistence, resilience, inclusion, acceptance, empathy, enthusiasm, positive growth mindsets, tolerance and school wide wellbeing

We value *safety* in all its many forms

Movement and actions

Responsible decision making

Cybersafety

We will safety develop through: choice making, accountability, personal safety, respect for property, respect for others, honesty, valuing our community, integrity and trust

Our vision

At Lancefield Primary School, in partnership with parents and carers and the community, we aim to develop socially capable and emotionally intelligent learners who can mindfully contribute to their world.

Our Statement of Values is available on our school website.

3. Engagement strategies

Lancefield 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
- teachers at Lancefield Primary School use our whole school instructional models in numeracy and literacy 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 Lancefield 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 Council and other forums including class meetings and at our regular Positive gatherings. Students are also encouraged to speak with their teachers, Wellbeing Coordinator and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through sports events, music programs and buddy programs.
- all students are welcome to access the Wellbeing Coordinator and/or 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:
 - School Wide Positive Behaviours School (SWPBS)
 - Rights, Resilience and Respectful Relationships (RRRR)
 - Berry Street Educational Model (BSEM)
 - You Can Do It! Social/Emotional/Mental Health wellbeing program
 - Zones of Regulation
- programs are developed to address issue specific behaviours (i.e. emotional regulation/impulsive behaviours/anger management)
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities, student leadership in the junior and senior Green teams, Student Council years 3-6 and Senior student leadership team)

Targeted

- All classroom teachers are responsible for students in their class. They monitor the health and wellbeing of students in their group, and act as a point of contact for students who may need additional support
- Koorie students can be connected 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 will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma (BSEM)

Individual

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to school Wellbeing Coordinator and/or DET Student Support Services
- referral to ChildFirst, Headspace
- referral to Lookout

Lancefield 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

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.

4. Identifying students in need of support

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

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:

- learn and participate fully in a supportive and purposeful environment which shows respect, courtesy and honesty
- learn and play in a safe, secure, friendly and organised environment without the fear of harassment, bullying, violence, discrimination or intimidation
- be treated with respect and kindness
- be listened to by staff and students and be able to express ideas, feelings and concerns
- be involved in class meetings and discussions to develop student agency
- expect that their property will be safe and secure
- be treated as an individual at school
- equal treatment regardless of race, gender, religion or physical ability

Students have the responsibility to:

- respect the right of all others to learn, work and play in a safe, secure, friendly and organised environment
- show respect for our school property and for other people
- behave in an acceptable manner and follow the rules
- be honest and truthful
- strive to achieve their personal best
- come to school every day, unless sick or for a legitimate reason
- be punctual
- display respectful, courteous and honest behaviour
- ensure their behaviour and actions create a bully/harassment free supportive environment
- participate fully in their educational program

Teachers and School staff have the right to:

- teach and work in a safe and non-disruptive environment
- be treated with respect by all members of the school community
- express themselves using the appropriate channels
- expect cooperation and support from leadership and colleagues
- expect cooperation and a partnership approach from parents in matters relating to their child's education

Teachers and School staff have the responsibility to:

- implement the Student Engagement Policy and regularly review its effectiveness
- provide a stimulating learning environment for each individual student
- implement school rules and carry through the consequences in a whole school approach
- provide an appropriate role model.
- provide a duty of care to all students
- treat all parents and families in an impartial and fair manner, and make fair and objective decisions
- establish and maintain positive relationships with students
- be vigilant about any issues arising with students learning or wellbeing or Child Safe issues
- display respectful, courteous and honest behaviour

Parents and Carers have the right to:

- express their opinions through the appropriate channels and use appropriate language
- be treated with respect, courtesy and honesty
- be informed of their child's academic progress and incidents where their behaviour /safety is of concern
- be heard in an appropriate forum on matters related to their child
- expect that their child, no matter gender, race, religion or abilities is provided a safe and harmonious environment in which to learn

Parents and Carers have the responsibility to:

- reinforce school and classroom rules and community consequences
- encourage their children to develop productive work habits
- inform the school of any issues that may impact on their child's learning or wellbeing at school
- ensure their children attend school on a regular basis and arrives on time
- ensure that their child is organised and prepared for learning
- display respectful, courteous and honest behaviour

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.

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 Lancefield Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Lancefield 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/or the Principal.

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 Wellbeing coordinator
- restorative practices
- behaviour support plans and 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.

6. Engaging with families

Lancefield 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with 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.

7. Evaluation

Lancefield 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
- SOCS

FURTHER INFORMATION AND RESOURCES

Lancefield Primary School Statement of Values and School Philosophy

Bullying Prevention

Child Safe Standards

REVIEW CYCLE

This policy was last updated on February 2020 and is scheduled for review in 2022