

# 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.

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 and vision
3. Engagement strategies
4. Identifying students in need of support
5. Rights and Responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### **1. SCHOOL PROFILE**

Red Cliffs East Primary School is situated in a rural setting with its students drawn from Red Cliffs and the surrounding district. The school's families reflect the diversity of the area, including the economic and social diversity.

This school has 13 equivalent full time staff: 1 Principal, 12 teachers and 5 Education Support staff. There is a strong emphasis on community in terms of relationships and learning. The school vision is clear – a community of learners: learning so that students are able to be effective, contributing and productive members of the society; all community members actively participating in and fostering a commitment to life-long learning. It follows, then, that providing for the learning needs of all students by building a foundation in the community for learning that will last a lifetime is the school's mission. Values and attributes associated with creative thinking, cooperation, teamwork, open communication, consultation and good organisation are inherent in this foundation. So, too, is the belief that all children can and want to learn, that being self-motivated problem solvers with

a capacity for independent thinking, and application is strategic in developing life-long learning attributes.

Red Cliffs East PS has a very high level of parent and staff satisfaction

## 2. SCHOOL VALUES AND VISION

### Vision

Together we are a community of learners: learning so that students are able to be effective, contributing and productive members of the society

We will empower every student to reach their full potential academically, socially and emotionally through quality learning experiences every day in a safe, supportive and thriving environment.

### Values

At Red Cliffs East Primary School we believe that the wellbeing of all students is of paramount importance. We like our students to feel safe and secure in a positive and stimulating learning environment. Effective learning can only take place when children are comfortable and happy with themselves and their surrounding environment. Therefore we aim at developing a range of values in all our students and provide them with strategies to help cope with daily life experiences. We have a number of support structures in place to assist those in need, and have access to a range of Network staff to assist us with any psychological, social or special needs.

Our Values and Philosophy are embedded in trusting partnerships as students, staff, parents and community working towards common goals. Our community shares a commitment to the well-being of all students at Red Cliffs East Primary School. The school encourages children to be independent thinkers who are willing and ready to accept challenge. We nurture and empower each individual learner to succeed and grow to his/her full potential in a positive and secure environment, in which care, courtesy and mutual respect are expected. As a team we are committed and reflective professionals who support each other on a shared journey.

As a school community we demonstrate, support and encourage all students to be the best that they can be. Our core values specific for the students are:

Respect and empathy for each other and our environment	Students will: <ul style="list-style-type: none"><li>✓ Be kind to everyone</li><li>✓ Keep our room clean and tidy</li></ul>
Confidence to pursue excellence in everything we do.	Students will: <ul style="list-style-type: none"><li>✓ Believe in yourself.</li><li>✓ Always achieve your personal best.</li></ul>
Engaged and enthusiastic participation in all we do.	Students will: <ul style="list-style-type: none"><li>✓ Actively participate in all learning</li></ul>
Physical and emotional wellbeing to build resilience.	Students will: <ul style="list-style-type: none"><li>✓ Help each other be safe.</li><li>✓ Find a way to move on.</li></ul>
Self-motivated and a commitment to learning	Students will: <ul style="list-style-type: none"><li>✓ Make positive learning choices that allow them to tackle learning challenges in a productive manner</li><li>✓ Commit to the learning task</li></ul>

At Red Cliffs East Primary School we believe children achieve most when they are provided with learning challenges in a safe, positive, caring, yet flexible environment where individual assistance is readily available. Children are expected to develop self-discipline, work co-operatively with others, take pride in their school and work, value achievement and respect staff and other students. Staff are committed to

teamwork through co-operative planning and the setting of goals for the whole school. Staff appraisal is used to clarify individual and school goals.

Parental involvement is a high priority at Red Cliffs East Primary and is actively encouraged. Many of our parents have been actively involved in areas of student learning and have supported the school in numerous ways

### **3. ENGAGEMENT STRATEGIES**

A summary of the whole of school, year group and individual engagement strategies used by our school is included below:

#### Whole school

- 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 that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Red Cliffs East 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 (use of the High Impact Teaching Strategies)
- teachers at Red Cliffs East 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through Junior School Council, club co-ordinators, House Captaincy and School Leaders. Students are also encouraged to speak with their teachers, Primary Welfare Officer and Principal whenever they have any questions or concerns.
- lunchtime activities are carefully coordinated by the PWO and club co-ordinators
- create opportunities for cross—age connections amongst students
- All students are welcome to self-refer to the Junior school councillors, PWO 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
  - National Day against Bullying and Violence
- 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)
- 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

- 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.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGTBQI Student Support](#).
- 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
- 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

#### Year Group

- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Principal, PWO and external agencies 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
- lunchtime activities are provided for students who require particular support in social development

#### Individual

Red Cliff East Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Individual Learning Plan and Behaviour Support Plan
- [Program for Students with Disabilities](#)
- referral to Primary Welfare Officer and Student Support Services
- referral to ChildFirst, [Headspace](#)
- [Navigator](#)
- [Lookout](#)

Red Cliffs East 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
- providing an aide to support with academic, engagement, social or learning skills support
- 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 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**

Red Cliffs East 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. Red Cliffs East 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. RIGHTS AND RESPONSIBILITIES

Our school has a commitment to upholding the rights of all members of the school community and strives to ensure that all responsibilities are met at a student, parent, teacher and leadership level. We believe that *Responsibilities* are the things you should do without needing to be told. Some of these things you do for others and some of these you do for yourself. A *right* is something to which you are entitled.

In respectful and safe schools:

- staff collaborate to implement whole-school programs and procedures that strengthen the quality of relationships between people, build empathy and encourage working cooperatively.
- there are partnerships with families to reduce bullying and other unacceptable behaviour.
- structures are established based on peer support, authentic student leadership and student ownership.
- strong transition programs occur at different stages of schooling to ensure that students develop a readiness to enter their new environment, to reduce anxiety and to increase resilience.
- parents are supported in building their understanding about the safe and responsible use of technologies at home.

### **RIGHTS OF STAFF**

- Each staff member has the right to feel safe at school
- Each staff member has the right to a positive, safe learning environment
- Each staff member has the right to be treated fairly and with respect by his/her students
- Each teacher has the right to teach effectively

### **STAFF HAVE A RESPONSIBILITY TO**

- develop a positive self image, tolerance and understanding in students.
- be consistent and fair in dealing with students.
- maintain a classroom climate in which all students are accepted.
- provide opportunities for students to be heard.
- to treat students with respect
- encourage students to interact in a cooperative manner.
- discuss school rules with students.
- encourage positive use of free time
- provide opportunities for all students to experience personal success
- prepare thoroughly and use and develop sound teaching techniques.
- revise and evaluate their performance in order to provide opportunities for all students to develop and use their potential
- report on students progress.
- assist and to encourage students to maintain personal hygiene and cleanliness.
- assist students in the proper use of facilities and equipment
- help provide an aesthetically pleasing and stimulating environment.

### **RIGHTS OF STUDENTS**

Everyone has the right to:

- be happy
- go out into the yard and not be hurt
- feel safe – physically and emotionally

- not be afraid of others
- be respected
- feel valued
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation

#### **STUDENTS HAVE A RESPONSIBILITY TO:**

- manage their own behaviour so that the learning environment is effective and safe.
- accept others as individuals with differing backgrounds, personalities and taste
- to treat and speak fairly and courteously to others.
- to treat other people fairly
- to listen to others.
- to act so that no harm comes to yourself or to others
- to observe school rules which are set to give guidelines for safe play and responsible behaviour.
- contribute to the best of their abilities in all of their school activities
- come to school regularly and punctually unless there is a special reason
- maintain personal hygiene and cleanliness
- be careful in use of facilities and equipment.
- respect other's property
- be sensible and careful with what is brought to school
- to help keep the school environment clean, healthy and attractive

#### **RIGHTS OF PARENTS/CARERS**

- each parent/carer has the right to the assurance that their child is in an engaging and safe learning environment where they are experiencing success.
- each parent/carer has the right to contact their child's teacher when they need to discuss any issues regarding their child
- each parent/carer has the right to know their child is safe at school

#### **PARENTS AND CARERS HAVE A RESPONSIBILITY TO:**

- assist their child to develop a positive self image, tolerance and understanding of others.
- encourage their child to treat and speak fairly and courteously to others.
- encourage their child to listen to others.
- encourage acceptable social behaviour.
- be aware of and encourage their child to observe school rules.
- ensure students attend school regularly and punctually.
- follow their child's progress with interest
- Read diaries and newsletters
- assist and to encourage students to maintain personal hygiene and cleanliness.
- accept responsibility for any wilful damage to school property by your child
- accept their, and their child's liability for property.
- allow only reasonable items to be taken to school.
- help provide an aesthetically pleasing and stimulating environment

## 6. STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations are co-created by the staff and students for all settings in the school. These behaviours are based specifically on our whole school values.

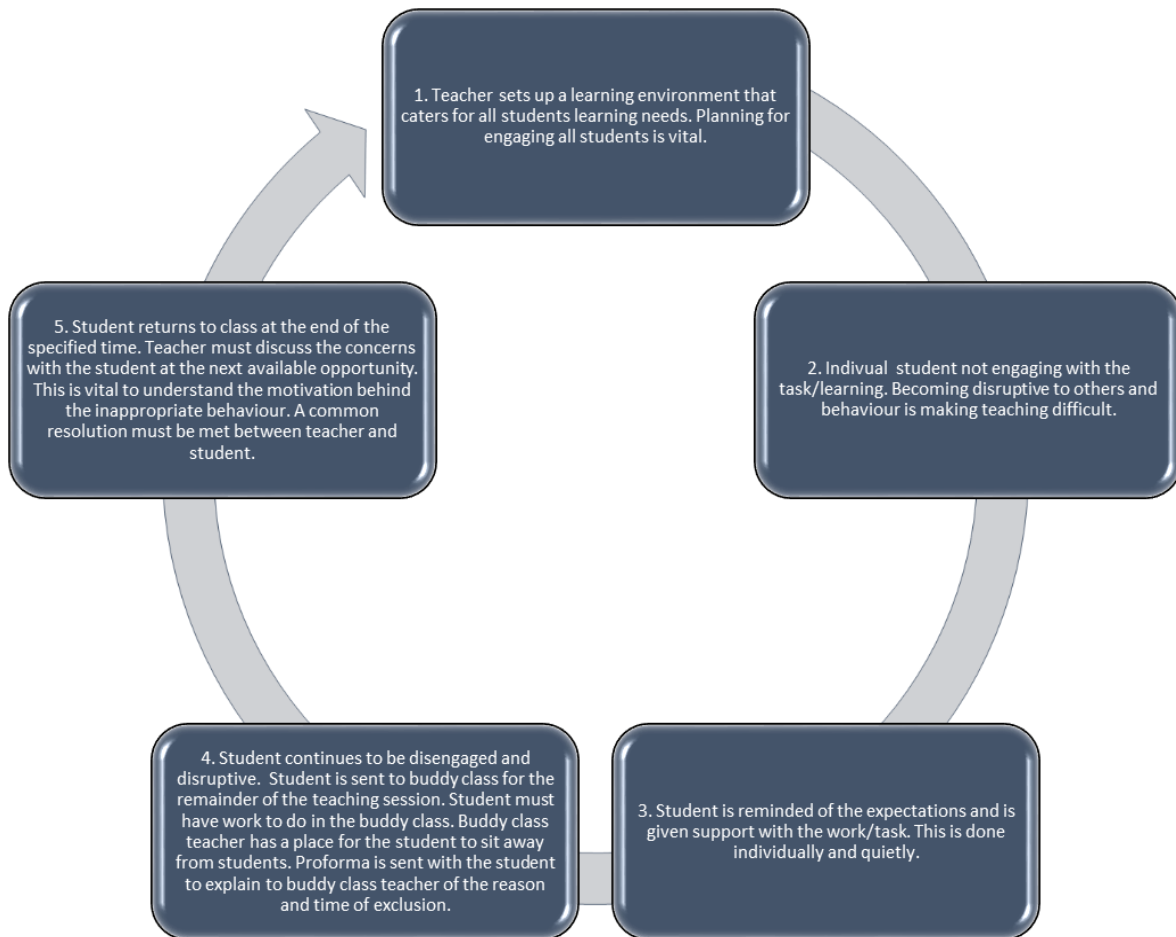
Expectations set by students and staff are clearly visible in each classroom.

The expectations are visited regularly by classrooms, where class meetings are professionally organised to develop social skills and discuss classroom areas for improvement.

Every year each of these expectations are made clear to students and unpacked to define the situation where a student can see the expectation in context.

If these behaviours are not met by students, staff will firstly work with the student to ensure the behavioural expectations are fulfilled. If this does not eventuate, students will be asked to attend another buddy class for a short duration of time.





**Specific behaviours that could result in exclusion:**

- Continually speaking out of turn and disrupting the learning of others
- Inappropriate language
- Refusal to attempt and/or complete assigned work
- Refusing to engage with the task
- Refusing to work appropriately with others in the group
- Refusing to follow teachers specific instructions
- Defiance directed at teacher

When students are excluded to a buddy class the teacher shall complete the following form and send it with the child.

Date:	Class: Teacher:	Student:
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Time left room:	Time to return to room:	Buddy class:
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**Reason for exclusion:**

- Continually speaking out of turn and disrupting the learning of others
- Inappropriate language
- Refusal to attempt and/or complete assigned work
- Refusing to engage with the task
- Refusing to work appropriately with others in the group
- Refusing to follow teachers specific instructions
- Defiance directed at teacher
- Other .....

Class teacher signature:

Buddy teacher signature:

Resolution reached between teacher and student:

If a child is excluded from class, the teacher responsible for the exclusion must contact the parents.

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 Red Cliff East 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

Red Cliffs East 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
- coordinating resources and services from the community for families
- including families in developing individual plans for students.

## 8. EVALUATION

Red Cliffs East 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 – school created and attitudes to school survey
- incidents data - COMPASS
- school reports
- parent survey
- case management
- CASES21
- SOCS

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Provided to staff at induction
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Included in transition and enrolment packs
- 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

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)

- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

#### Approval and review

<b>Created date</b>	May 2023
<b>Consultation</b>	School Council May 2023 Junior School Council May 2023
<b>Endorsed by</b>	School Council
<b>Endorsed on</b>	May 2023
<b>Next review date</b>	May 2025