



# Student Engagement and Wellbeing Policy

## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- our expectations for positive student behaviour
- the support available to students and families
- our commitment to implementing wellbeing and engagement practices that address the Visible Wellbeing SEARCH Framework Pathways (Strengths, Emotional management, Attention and awareness, Relationships, Coping, Habits and goals)
- our school's policies and procedures for responding to inappropriate student behaviour.

Auburn South Primary School (ASPS) 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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1. Engagement strategies
2. Identifying students in need of support
3. Student rights and responsibilities
4. Student behavioural expectations
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## POLICY

### 1. Engagement strategies

ASPS 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 engagement strategies used by our school is included below. ASPS:

- will collaboratively develop and implement a fair and respectful whole-school behaviour management approach. A whole school approach is outlined in the documents *Bullying Prevention and Intervention Policy* and the *Student Code of Conduct* (interim version contained in this policy).
- sets high and consistent expectations of all staff, students and parents and carers
- prioritises positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creates a culture that is inclusive, engaging and supportive
- welcomes all parents/carers and being responsive to them as partners in learning
- analyses and is responsive to a range of school data such as attendance, Attitudes to School Survey, Visible Wellbeing and AWE Student Surveys, parent survey data, student management data and school level assessment
- uses a Workshop Instructional approach to prioritise the engagement of all students and ensure that evidence-based, high yield teaching practices are incorporated into all lessons
- adopts a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students

- incorporates our school's Statement of Values into our curriculum and promotes these to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully plans transition programs to support students moving into different stages of their schooling
- acknowledges positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitors student attendance and implements attendance improvement strategies at a whole-school, cohort and individual level
- provide students with the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership and/or year groups. 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 sports and performing arts activities, extra-curricular programs and the Visible Wellbeing SEARCH Groups initiative.
- all are welcome to self-refer to the School Nurse, Student Wellbeing Coordinators (Assistant Principals) 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
- engages in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Visible Wellbeing/SEARCH Groups Framework
  - Buddy Programs
- Some examples of programs, incursions and excursions developed to address specific behaviour:
  - mPower Girls
  - Revved Up
  - Click Against Hate
  - Cyber Safety Project
  - Online Digital Licence – Alannah and Madeline Foundation
  - Visible Wellbeing/SEARCH Groups Framework
  - Project Rockit
- will connect all Koorie students with a Koorie Engagement Support Officer
- will appoint all students in Out of Home Care a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services (SSS) for an Educational Needs Assessment
- 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
- will apply a trauma-informed approach to working with students who have experienced trauma
- will provide a program for Students with Disabilities
- referral to Student Welfare Coordinator (Assistant Principal) and Student Support Services

ASPS implement 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 students and their parents/carers 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.

## **2. Identifying students in need of support**

ASPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The school's leadership and wellbeing teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. ASPS 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
- analyse data from Visible Wellbeing and AWE Student Wellbeing Surveys to identify students who are at risk or who may need additional support

## **3. 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, viewpoints, 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.

## **4. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to in accordance with Auburn South Primary School's Bullying Prevention and Intervention Policy.

When a student acts in breach of the behaviour standards of our school community, ASPS 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 action taken by teachers and other school staff to support positive behaviour outcomes.

The school may apply measures 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. These measures will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

The following measures may be applied in the event of a student acting in breach of the behaviour standards:

- withdrawal of privileges (i.e. use of computer devices, participation in specific school-based activities)
- what about warnings, teacher controlled consequences, restorative practices, behaviour reviews?
- referral to the Assistant Principal / Principal
- 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>

### **Important Note Regarding Suspensions and Cyber Bullying**

For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

Suspension can only be used as a disciplinary measure when a student is:

- whilst attending school
- or travelling to or from school
- or while engaged in any school activity away from the school
- or travelling to or from any school activity.

### **Interim Student Code of Conduct (pending review in 2020)**

At ASPS, students are expected to:

- behave in a respectful and courteous manner and show regard for their own safety and that of others
- to conduct themselves in an appropriate manner at all times when representing the school
- attend all scheduled classes and remain within the school boundaries throughout the school day unless authorised to be elsewhere
- come to class prepared to learn and be responsive to guidance and advice
- interact courteously with teachers and with each other
- respect the rights of other students to have equal access to resources (for learning, sport and play)
- place the highest value on honesty, respect, integrity and compassion in their dealings with teachers and with each other
- care for their own property and respect the property of fellow students and the school
- care for the environment and assist in keeping the school grounds clean and tidy
- wear the school uniform in accordance with the Uniform Policy

**Corporal punishment is prohibited in our school and will not be used in any circumstance.**

## **5. Engaging with families**

ASPS values the input of parents and carers. 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 homework and other curriculum-related activities

- involving families in school decision making processes (i.e. peer nomination for class placements)
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

## **6. Evaluation**

ASPS 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
- Sentral
- SOCS

## **FURTHER INFORMATION AND RESOURCES**

- Statement of Values and School Philosophy
- Bullying Prevention and Intervention Policy
- Child Safe Standards and related policies
- Uniform Policy

## **REVIEW CYCLE**

This policy was ratified by the Principal in December 2019 and is scheduled for review in 2021.