

PRINCES HILL PRIMARY SCHOOL

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.

Princes Hill Primary School (PHPS) 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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2. School values, philosophy and vision
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POLICY

1. School profile

Information about the environmental context of Princes Hill Primary School can be found on the school website: <http://phps.vic.edu.au/>

2. School values, philosophy and vision

PHPS'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 *One community, Expanding possibilities, and Strong and Capable children*.

Our vision is to nurture in children a desire to learn throughout life and to develop the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice.

Our Statement of Values is available online at <http://phps.vic.edu.au/>

3. Engagement strategies

PHPS 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
- prioritising 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
- neighbourhood blogs
- 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 PHPS use the High Impact Teaching Strategies (HITS) instructional framework to provide an explicit, common and shared model of instruction that ensures evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at PHPS 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
- teacher/student conferencing
- 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 support students moving into different stages of their schooling
- PHPS monitors student attendance and implements 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 Junior School Council and other forums. Students are also

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

- PHPS creates opportunities for cross-age connections amongst students through buddy programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships - teaches children how to build healthy relationships, resilience and confidence.
 - School Wide Positive Behaviour - a framework which assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.
 - Be You - a single, integrated national initiative to promote mental health from the early years to 18 years.
 - Peer mediation.
 - Safe Schools - professional development and training for school staff so that they are equipped to support LGBTI students.
- support opportunities for student inclusion include sports teams, clubs, recess and lunchtime activities
- school events – trivia night, disco, bazaar

Targeted

- each learning neighbourhood has a wellbeing representative, to monitor the health and wellbeing of students in their year, and liaise with the school wellbeing team
- all students have individual learning plans with 'point of need' goals and targets
- Koorie students are required to have a 'koorie' specific ILP which incorporates culture and identity. Liaison with Koorie Engagement Support Officers (KESO)
- CAMHS and Schools Early Action (CASEA) is an early intervention program for young children in Prep to Year 3 with challenging behaviours and emerging conduct disorders
- Regional autism and inclusion consultants and visiting teachers
- School Focused Youth Service (SFYS) supports students from year 5 to 12 who are attending school but are showing signs of disengaging.
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to student welfare coordinator and student support services (SSS)
- referral/liaison with external professionals and service providers

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

PHPS 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. PHPS 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 and be safe.

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

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 PHPS's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, PHPS 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 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.

Promoting positive behaviours through a staged response

- a) Primary Prevention:
 - i. Professional development for staff relating to bullying, harassment and proven counter measures will be provided.
 - ii. Social skills and resilience programs will be implemented across the school.
 - iii. Teachers will clarify with students at the start of each year the school policy on bullying, including cyber-bullying.
 - iv. All students will be provided with individual and confidential computer and network log-ins and passwords. Processes will be put in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls will be installed to eliminate outside traffic into the school's network and intranet.
 - v. Regular monitoring of student traffic on school's computer networks will be undertaken.
 - vi. Junior School Council representatives, peer mediators, staff and students will promote the school values, rights and responsibilities.

- b) Intervention:
 - i. All incidents or allegations of bullying will be fully investigated and documented as outlined in our school's Bullying Prevention Policy.
 - ii. Disciplinary responses, listed below, will be used as appropriate.
 - Explanation/reminder of the rules
 - Warnings
 - Appropriate redress, e.g. letter of apology, school service activities
 - Playground suspension
 - Privilege suspensions
 - Parent-student-school interview
 - Individual behaviour support plans
 - iii. Counselling will be provided as required.
 - iv. A student may, by order of the Principal, be suspended (excluded from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days) if, whilst attending school or travelling directly to

or from school or engaged in any school activity away from the school, including travel organised by the school, the student does any of the following:

- Behaves in such a way as to constitute a danger to the health, safety or wellbeing of a person
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property
- Processes, uses or deliberately assists others to use prohibited drugs or substances
- Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher, support staff member or other adult
- Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student or students
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person.

The period of suspension should be used as an opportunity to reflect on the present difficulties and develop positive, student-focused engagement strategies.

An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the school premises for the period of the suspension.

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.

7. Engaging with families

PHPS 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, 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 learning plans for students.

8. Evaluation

PHPS 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

Statement of Values and School Philosophy

Bullying Prevention Policy

Child Safe Standards

REVIEW CYCLE AND EVALUATION

This policy was last updated in 2019 and is scheduled for review in 2021.