PRINCES HILL PRIMARY SCHOOL
STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact the school as follows: princes.hill.ps@education.vic.gov.au or 93895300

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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POLICY

1. School profile

Princes Hill Primary School is located in inner-city Melbourne, with a capped enrolment of 450 children. Princes Hill has a diverse cultural and socio-economic student demographic. The diversity of the school community and the school's culture of respect and care for others fosters a cooperative environment. The school is developing as a strong community through meaningful and authentic collaboration; this enables the children to shape the present and the future of their community. The school's intent is to foster the desire to continue to learn throughout life and the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice by all members of the school community. Supporting our purpose are three core values: respect, learning and a sense of community. The school offers a range of programs and structures designed to facilitate student learning, engagement and social responsibility. Children as participants in the 21st century need to understand themselves as learners, learn to work collaboratively, engage in new technologies, learn how to access new skills and knowledge and develop the skills of thinking creatively, laterally and critically. The school's beliefs about learning, pedagogical practice, organisations structures and the physical environment reflect these core principles.

Additional Information about the learning 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 – for example but not limited to the Welcome Expo, trivia night, disco, bazaar

Targeted

- specific cohorts are assigned a wellbeing representative, to monitor the health and wellbeing of students in their care, 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*
- *Individual Education Plans*
- *Behaviour - Students*
- *Behaviour Support Plans*
- *Student Support Services*
- Program for Students with Disabilities
- *Mental health toolkit*
- LOOKOUT

PHPS 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
- referring the student to:
  o school-based wellbeing supports
  o Student Support Services
  o 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:
  o with a disability
  o in Out of Home Care
  o 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 and management

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 policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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 PHPS 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

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 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 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.

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

PHPS will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy

Bullying Prevention Policy

Child Safety Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	03/11/2021
Consultation	School council consulted on 19/10/2021
Approved by	Principal
Next scheduled review date	2023