

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.

Kingston Heath 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

Kingston Heath Primary School has 291 students and is situated in the bayside suburb of Cheltenham and is situated on 2.02 hectares (5 acres) of former market gardening land. The school was established in 1976 and features an open plan design.

Kingston Heath Primary School values children and seeks to offer a caring and stimulating learning environment with a family-type atmosphere.

Kingston Heath Primary School is an authorised school for the **International Baccalaureate Primary Years Program (PYP)**. Kingston Heath Primary School is also a **Stephanie Alexander Kitchen Garden Program**.

The school curriculum is developed through six Units of Inquiry, which fosters curiosity, high achievements and student voice. The school supports the emotional and social development of all students through the Learner Profile. We have a Buddy Program to complete the pastoral package. These practises, along with our values, are embedded into the culture of the school.

The talented and committed staff members at KHPS are team players who together support the learning of all children. The educational program offered by the school is designed to provide each child with the opportunities, skills and techniques necessary to reach his/her potential. The teaching spaces are open plan and the curriculum is structured in such a way that teaching and learning evolves around single class structures, levels and parallel learning. Our specialists include Visual Art, Italian, Performing Arts and Physical Education. Digital Technologies are incorporated through the curriculum.

The school community has a commitment to ensuring that our students are offered a high quality education enhanced by a caring and supportive environment. Parents and members of the community at large are welcomed to the school, and encouraged to participate in a range of activities and programs. Much emphasis is placed on lunchtime and after school activities and educational opportunities, inviting the community to be involved to a greater extent in the school, and establishing the school as a focal point of the community. We value our family friendly culture!

2. School mission, philosophy and learner profile

Mission

At Kingston Heath Primary School, a quality learning environment gives students, staff and the community confidence to strive for excellence as active and positive members of a global village.

Philosophy

Kingston Heath Primary School has a focus on learning through Inquiry, which is embedded in a culture of collaboration and has a strong focus on results. Learning becomes engaging, relevant, challenging and significant when students ask questions and become involved in their own education.

IB Learner Profile

As learners at KHPS we strive to be...

Inquirers: Curious! We learn the skills to find out things for ourselves. We like to learn.

Knowledgeable: We explore concepts and ideas that are important to us and to the whole world. We learn lots of things in lots of areas.

Thinkers: We think for ourselves to make decisions and to be creative when solving problems.

Communicators: We understand and express ideas and information; confidently, creatively, and in more than one language. We work well with others.

Open-minded: We understand our own culture and history, and are willing to learn from others who are different. We listen to different points of view and learn from them.

Caring: We are kind and respectful and try not to hurt others' feelings. We try to make a positive difference in other people's lives and in the world.

Courageous: We think about new things and then bravely try them out. We stand up for what we believe.

Balanced: We understand that we need to use our bodies, brains and feelings.

Reflective: We think about what we have learnt and done. We know what we are good at and what we need to get better at

3. Engagement strategies

Kingston Heath 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.

Whole School

Kingston Heath implements a range of strategies that support and promote whole school engagement. These include:

- embracing a culture of inclusion and equality by promoting the International Baccalaureate's Primary Year Program Learner Profiles: Inquirers, Open-Minded, Knowledgeable, Caring, Thinkers, Courageous, Communicators, Balanced, Principled and Reflective.
- The delivery of an inquiry driven curriculum based on the Victorian Curriculum and PYP.
- 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 Kingston Heath 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
- 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 Junior School Council and other forums including year group meetings. 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 through our Buddy and Pal programs
- All students are welcome to self-refer to the Assistant Principal 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
- Students are encouraged to participate in a range of school events and we offer a range of specialist programs including Performing Arts, Visual Art, Italian, Physical Education and the Stephanie Alexander Kitchen Garden Program.

Individual

Kingston Heath implements a range of strategies that support and promote individual engagement. These 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:
 - 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 Child FIRST
 - Lookout - for children in out-of-home care
 - Program for Students with Disabilities

4. Identifying students in need of support

Kingston Heath is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Kingston Heath 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.

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.

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

Kingston Heath Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. Kingston Heath Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

All teachers will work with students to create a class 'Essential Agreement' – a set of shared expectations for students

Student bullying behaviour will be responded to consistently with Kingston Heath Primary School's Bullying Prevention Policy.

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

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
- restorative practices
- referral to the Assistant Principal or Principal
- detentions
- behaviour 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.

7. Engaging with families

Kingston Heath 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, available on our school website and Compass
- maintaining an open, respectful line of communication between parents and staff, supported by our Communication policy.
- 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Kingston Heath 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

- Child FIRST and family services <https://www.education.vic.gov.au/parents/services-for-parents/Pages/child-first.aspx>
- Child safe standards <https://dhhs.vic.gov.au/publications/child-safe-standards>

REVIEW CYCLE

This policy was last updated on 31st October 2018 and is scheduled for review in 2020.