

# 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 was opened in 1976 with an open plan design. The buildings are established around a picturesque central courtyard. We are unique in our area as we offer an international curriculum through the International Baccalaureate's Primary Years Program (PYP) and we are a member of the Stephanie Alexander Kitchen Garden Program (SAKGP).

The school buildings are set on five acres of spacious grounds that includes junior playground equipment, senior playing equipment, a soccer oval, football oval, cricket pitch, netball and basketball courts, sandpits, an amphitheatre, grassed playing areas as well as quiet seating areas and shaded areas. The grounds cater for all recreational pursuits; quiet play and active play. We are one of the most fortunate schools in having such spacious playing areas.

The features of the school that assist students in the pursuit of these learning outcomes are:

- The delivery of a broad curriculum based on Victorian Curriculum and the Primary Years Program.
- The existence of a safe, supportive and caring environment.
- Open lines of communication throughout the school community.
- Actively engaging parents and giving them the opportunity for parental involvement in every aspect of school life.
- Staff form positive and supportive relationships with students and parents that value family backgrounds.
- Financial management that seeks to provide well-resourced programs.
- A highly skilled and professional staff, committed to improving students' learning and teaching practice.
- The evaluation of the school's programs and practices.

We actively support the DET program 'It's not okay to be away' and implement strategies to improve regular school attendance.

Student voice is encouraged through participation in our Junior School Council and all Year 6's student have a leadership role within the school.

Students are encouraged to participate in a range of school events and we offer a range of specialist programs including Performing Arts, Art, Italian and the Stephanie Alexander Kitchen Garden Program.

The staff are actively engaged in improving classroom practice to ensure that our pedagogy and curriculum engages all students and recognises and responds to their diverse learning needs.

We implement Individual Learning Improvement Plans (ILIP's) across the school to cater for individual student needs. ILIP's may be put into place when students need to improve academically, when students need to be extended academically, when there are behavioural concerns, or when students appear disengaged with school. The ILIP's are created by the classroom teacher in consultation with the leadership team and the students' parents.

## **2. School values, philosophy and vision**

At Kingston Heath Primary School we embrace 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.

**Kingston Heath Primary Schools** *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 respect, integrity and kindness at every opportunity.*

*Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.*

*Our Statement of Values is available in our Statement of Values and School philosophy policy.*

### 3. Engagement strategies

Kingston Heath Primary School 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
- 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 Primary School use an Inquiry Based 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
- teachers at Kingston Heath 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 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 Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
- 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)
- buddy programs, peers support programs

### Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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

### Individual

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Headspace
- Navigator
- For more information on Student Support Groups, see <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

Kingston Heath 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
- 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
  - 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.

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

*Kingston Heath 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 help identify students in need of support and enhance student wellbeing. Kingston Heath 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. 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.

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 and School Philosophy Policy. Student bullying behaviour will be responded to consistently with Kingston Heath Primary School's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Kingston Heath Primary School 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
- referral to the Year Level Coordinator
- restorative practices
- 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 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
- 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.

*All parents have the right to:*

- Know that their children are in a safe, happy learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation in their child's education and learning

*All parents have a responsibility to:*

- Build positive relationships with members of the school community
- Ensure students attend school and have the appropriate learning materials
- Promote respectful relationships

## **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

## **FURTHER INFORMATION AND RESOURCES**

Related policies:

- *Statement of Values and School Philosophy,*
- *Bullying Prevention,*
- *Child Safe Standards,*

## **REVIEW CYCLE**

This policy was last updated on October 16<sup>th</sup>, 2019 and is scheduled for review in September, 2021