



# 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.

Buchan 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Buchan Primary School was established in 1877 and it has a long history of offering learning opportunities to students in a stimulating and caring environment that is supported by our local community. Buchan Primary School has small class sizes, spacious grounds and classrooms, a modern uniform, natural play area for our students so that their learning continues from the classroom to the outside and 1:1 netbooks/IPads. We offer a full range of specialist subjects that allow our students to enjoy, share and experience creative and collaborative opportunities and these include: Physical Education, STEM, Outdoor Education, Cooking, Music, Art, Pottery, LOTE (Italian)



and ICT. Our engaging and challenging curriculum is tailored to meet the needs of our students and meet individual learning styles. Our students are encouraged to take ownership of their learning which fosters personal and social growth. We hold the expectation that all of our students will achieve high levels of Literacy and Numeracy upon completion of their education journey and we aim to prepare our students to meet the challenges of an ever changing global society, with the confidence to hold their heads high whilst looking forward to the future. Our school is a School Wide Positive Behaviour Support and Respectful Relationship School and we are part of the Outer Gippsland and Tambo Network.

## School values, philosophy and vision

Our school values are Show Respect, Show Empathy, Be Kind and Be a Mate and they underpin our school culture and teaching and learning. We highly value our parents and guardians for their support and involvement in our curriculum programs, whole school events, parent teacher evenings, the development of facilities, maintenance of grounds, fundraising and School Council.

### 2. Engagement strategies

*We have 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) and 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*
- *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*
- *We deliver a broad curriculum including specialist subjects such as Physical Education, STEM, Outdoor Education, Cooking, Music, Art, Pottery, LOTE (Italian) and ICT. We are also involved in the DET Student Excellence Program (Victorian high ability program), as well as inquiry based curriculum using MAPPEN.*
- *Teachers at Buchan Primary School use the Gradual Release of Responsibility instructional model and HITS (High impact teaching strategies) 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 Buchan 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 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.*
- *We carefully plan transition programs to support students moving into different stages of their schooling including kindergarten to Foundation and Grade 6 to Year 7.*
- *Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents through the newsletter and School Stream app.*
- *We 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 School Wide Positive Behaviours whole school forums and School Captains and Vice Captains forums. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.*
- *Create opportunities for cross—age connections amongst students through sport days, whole school excursions and activities.*
- *We encourage families to seek support through our School Chaplain, Bushfire Practitioner and Student Wellbeing Team who comprises of all staff 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.*
- *We engage in School Wide Positive Behaviour Support with our staff and students, which includes programs such as:*
  - *Respectful Relationships.*
  - *Zones of Regulation.*
- *We provide programs, incursions and excursions to address issue specific behaviour (i.e. anger management programs)*
- *There are opportunities for student inclusion (Recess and lunchtime activities)*
- *We have Buddy program.*

### Targeted

- *We connect all Koorie students with a Koorie Engagement Support Officer.*
- *All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.*
- *Staff will apply a trauma-informed approach to working with students who have experienced trauma and will consult with our Bushfire Practitioner and School Chaplain when applicable.*

### Individual

- *Individual Learning Plan and Behaviour Support Plan.*
- *Program for Students with Disabilities.*
- *Referral to Occupational therapist.*
- *Referral to Speech pathologist.*
- *Referral to Student Welfare Coordinator and Student Support Services.*
- *Referral to ChildFirst, Headspace.*
- *Lookout.*



*Buchan 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*

*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.*

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

*Buchan Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team who comprises of classroom teachers, ESS, Bushfire Practitioner and School Chaplain play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Example 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*



#### 4. 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.

#### 5. Student behavioural expectations

*Student bullying behaviour will be responded to consistently with Buchan Primary School's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Buchan 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.*
- *Restorative practices.*
- *Meetings with parents and student.*
- *Detentions.*
- *Positive behaviour cards.*
- *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.

## 6. Engaging with families

Buchan 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.

## 7. Evaluation

Buchan 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

## REVIEW CYCLE

This policy was last updated on Jan 2021 and is scheduled for review in Jan 2023.