

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.

Alfredton 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

In 1987 Alfredton Primary School was relocated from Gillies Street, where it was originally known as Ballarat West Public School. The construction of the new school was a cooperative effort by the Alfredton community and the facilities were enhanced through local contributions to ensure that the school became a central hub for the community. The attractive development and conscientious maintenance of these facilities since their construction has ensured that today's students enjoy an excellent environment, not only for their learning, but also for their active and passive recreational pursuits. The school is now part of the South Western Victoria Region.

The school has a strong record in attracting children living in the area. It also attracts many families from outside the school catchment area. School enrolments have shown steady growth to 570 in 2018

and the school is proactive in developing and promoting itself as the preferred choice. With large housing estate expansion in the area the school recognises the need to be proactive in the matter of its future enrolments.

The school is held in high regard within and beyond the community.

The Alfredton school community has the expectation that all children will reach their full academic and personal potential with the school providing appropriate curriculum programs and effective teaching practices.

Whilst the key focus of the school is on Literacy and Numeracy, classroom programs provide a broad curriculum across all key learning areas – the Arts, English, Health, Physical Education, Mathematics, Languages Other Than English, Science, Humanities and Technology.

The classroom programs are supported by a Program for Students with Disabilities, and specialist teachers of Japanese, Physical Education, Visual and Performing Arts and Literacy Support.

As well as a comprehensive curriculum, students are offered extra curricula enrichment activities which include sport, performance arts e.g. school concert, instrumental music tuition, special days, excursions, incursions and camps. Students enjoy opportunities for leadership and values based education. A number of teams compete in after school competitions, supported by teachers and parents.

Parents are very involved in the development of the school formal associations with School Council, Parents' Club and Community and Engagement. We encourage parents to take an active part in their child's learning through information evenings and the school's open door policy. Many parents actively help in the classroom and their support is encouraged and welcomed.

As part of their commitment to the development of a highly effective learning environment and to take advantage of opportunities to pursue their own professional growth, the staff reflect on ways to improve overall team performance. The staff are focussed on refining, improving, and changing instructional practices to improve student achievement by committing to the implementation of the Professional Learning Team (PLT) inquiry cycle which is based on the strategies of:

- Focusing on data
- Sharing and reflecting on classroom practices
- Applying research and best practices, and
- Using teamwork and collaboration skills

2. School values, philosophy and vision

Our Vision is:

Every child will flourish with time, effort and support

We value the 3 R's

RESPECT RESPONSIBILITY RELATIONSHIPS

We demonstrate them when:

We RESPECT: <ul style="list-style-type: none"> • Individual differences • Ourselves • Cultural diversity • Other's opinions • Other's feelings • Property 	We take RESPONSIBILITY for: <ul style="list-style-type: none"> • Our behaviour • Our actions • Our attendance • Our learning • Our belongings • Our dress code • Our school • Our environment • Doing our best 	We build RELATIONSHIPS with each other by: <ul style="list-style-type: none"> • Being honest & trustworthy • Caring about the feelings of others • Treating others fairly • Being well mannered • Resolving differences calmly
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3. Engagement strategies

Alfredton 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, including gender equity, 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 Alfredton Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield and explicit teaching practices are incorporated into all lessons
- teachers at Alfredton 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 voice their suggestions regarding teaching and learning and school operations through the Student Representative Council, class discussions and a variety of surveys e.g. Attitudes to School survey, classroom-based surveys and Pivot. 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 MAD days, athletics, music programs and the buddies program
- All students have access to the Principal and Assistant Principal. They can be referred to the School Chaplain, and 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
 - Bounce Back
- opportunities for student inclusion (i.e. sports teams, clubs, and lunchtime activities)
- students build agency in their learning through the implementation of Amplify and its associated strategies

Targeted

- all Koorie students will have an Individual Learning Plan and regular SSGs, and will be connected with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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
- 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/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace, CAFS
- Navigator
- Lookout

Alfredton 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, ChildFirst and CAFS.
- Professional development for teachers, targeted towards individual student's needs

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
 - on the PSD Management System
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Alfredton 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 based upon The Team Around the Learner framework that helps identify students in need of support and enhance student wellbeing. Alfredton 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, irrespective of gender. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

RESPONSIBILITIES	RIGHTS
<p>It is my responsibility to respect the rights of others, treat others with understanding and not to laugh at others, tease others, or try to hurt their feelings. <i>The excuse "It was only a joke" or "just fooling" is unacceptable if the other person has not taken it as a joke and is upset or hurt by the action.</i></p>	<p>I have a right to be happy at school and to be treated with understanding.</p>
<p>It is my responsibility to treat others politely and with respect and to show consideration and courtesy to all members of the school community including peers, teachers, parents and visitors.</p>	<p>I have a right to be treated politely and shown consideration and courtesy.</p>
<p>It is my responsibility to demonstrate the school values and expected behaviours.</p>	<p>I have a right to be treated respectfully and fairly.</p>
<p>I have a responsibility to not bully, threaten, harass or cause danger to myself and others. I have a responsibility to tell teachers about any danger in the yard, classroom or involving technology. (i.e. cyber bullying).</p>	<p>I have a right to be safe and not be bullied, threatened or harassed.</p>
<p>It is my responsibility to value and care for other people's possessions by not stealing, damaging or destroying them and to ask for permission before using the belongings of others. It is my responsibility to care for school equipment and property.</p>	<p>I have a right to expect my property to be safe.</p>
<p>It is my responsibility to be well behaved in class and allow others to work free from interruption. I have a responsibility to do my best and complete the set work. It is my responsibility to be at school on time and regularly and in correct school uniform.</p>	<p>I have a right to a good education and the opportunity to succeed.</p>
<p>It is my responsibility to be aware of the school rules and abide by them and to face the consequences of my decisions. <i>"Only playing" or "just mucking around" are <u>not</u> excuses for poor behaviour.</i></p>	<p>I have a right to know what is acceptable behaviour and the consequences of unacceptable behaviour.</p>
<p>It is my responsibility to use appropriate language.</p>	<p>I have a right to use and hear appropriate language.</p>
<p>It is my responsibility to wear the correct uniform.</p>	<p>I have a right to attend a school where pride in our uniform is valued.</p>
<p>It is my responsibility to care for the school environment and to keep it neat and clean.</p>	<p>I have a right to have a clean and well maintained school.</p>

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

CLASSROOM EXPECTATIONS

Each class is responsible for discussing and developing expectations of positive behaviour that support our school values. These will enable each member of the class to learn in an environment which is free from disruption. The class expectations will be supported by a set of consequences to be implemented by the teacher after consideration of the behaviour. The expectations will be displayed in each classroom.

WHAT HAPPENS WHEN EXPECTATIONS ARE BROKEN?

Withdrawal of privileges Schools are permitted to withdraw privileges from students as a logical consequence of breaches of school rules.

Withdrawal from class When a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

CONSEQUENCES

The following stages and consequences will apply supported by Restorative Practices:

	CLASSROOM	YARD
STEP 1	Student is made aware that the behaviour is unacceptable and given a warning.	Student is made aware that the behaviour is unacceptable and given a warning.
STEP 2	If the behaviour continues the child’s name is written on the board.	If the behaviour continues the child walks with the teacher. Restorative chat.
STEP 3	If the behaviour continues the child is sent to a designated area for ‘Time Out’ in the classroom. Restorative chat conducted.	If the behaviour continues the child is sent to a designated area for “time out” outside the Assistant Principal’s Office.
STEP 4	If the behaviour continues a second ‘Time Out’ occurs where the child may be withdrawn from the classroom. Parents are informed by a phone call home.	If the behaviour continues the child completes a behaviour reflection sheet. Parents are informed by a phone call home.
STEP 5	DETENTION - Teachers may require a student to finish school work which has not been completed in the regular classroom or students who continue to break school rules to undertake additional or new work or duties at a reasonable time and place determined by the school. Up to half of any recess or lunch break or an after school detention not exceeding 45 minutes. Where	

	students are required to undertake an after school detention, parents will be informed at least the day before as per Department of Education and Early Childhood Development regulations.
STEP 6	SUSPENSION - in accordance with Department of Education and Early Childhood regulations.
STEP 7	EXPULSION - this option is available to schools. To be implemented with Department of Education and Early Childhood regulations.
<i>Each day the child will be given a fresh start unless they are breaking the rules regularly.</i>	
The Principal will retain discretionary powers which may necessitate repeating or by-passing any of the steps.	

DISCIPLINE MEETINGS

Parents will be informed and informal meetings or support groups may be convened between teachers and parents at either's request to exchange information, define the issues, set goals and determine strategies, tasks and responsibilities associated with these goals and facilitate solutions to behavioural problems or difficulties of students. The outcomes of each meeting should be clearly understood by all involved.

A Record of Significant Disciplinary Actions is kept At School.

- 2 or more severe incidents recorded on GradeXpert in a month will lead to the implementation of a Behaviour Management Program.
- Further breaches of the Code of Conduct may lead to formal detention/suspension.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

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>

7. Engaging with families

Alfredton 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.

8. Evaluation

Alfredton 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 November 2018 and is scheduled for review in **November, 2019.**