

# 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 office on 9890 1560 or via email at [surrey.hills.ps@education.vic.gov.au](mailto:surrey.hills.ps@education.vic.gov.au).

## 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.

Surrey Hills 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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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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## POLICY

### 1. School profile

Surrey Hills Primary School provides a rich learning environment underpinned by positive relationships where individuals are valued and supported to realise their potential and become confident, productive and resilient citizens. The student profile includes a very low percentage of students with a non-English speaking background. The majority of families are home-owners with a high socio-economic profile giving a Student Family Occupation (SFO) measure of 0.1576. We are committed to continuous improvement and achieving excellence in teaching and learning. We have achieved high academic performance in Maths and English and we provide quality learning programs in all other curriculum areas. Our programs cater for the needs of all students and we encourage diversity. There is a focus on student wellbeing through significant leadership and personal development programs including a proactive restorative justice approach to student management.

Our school values and encourages the development of high quality relationships between all members of the school community. These are considered to be essential to the development of a high quality teaching and learning environment. Home/school partnerships are encouraged and valued and both parents and teachers espouse high aspirations for the achievement of students at our school.

### 2. School values, philosophy and vision

Surrey Hills PS 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 kindness, care and respect 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 online at: [insert link].*

### 3. Engagement strategies

Surrey Hills 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.

#### **Whole school:**

- *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 Surrey Hills Primary School use an [NAME] 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 Surrey Hills 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 Junior School 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*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator/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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *KidsMatter/Be You*
- *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/Individual**

- *Individual Learning Plans and Behaviour Support Plans*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*

*Surrey Hills 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.*

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

*Surrey Hills 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. Surrey Hills 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 and management

Please refer to the Surrey Hills Primary School Student Code of Conduct at Appendix A. The Student Code of Conduct is included in SHPS student diaries and must be signed every year by students and parents.

*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 Surrey Hills Primary School's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Surrey Hills Primary School 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 Year Level Coordinator/Unit Leader*
- *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 Surrey Hills Primary School 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

Surrey Hills 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

Surrey Hills 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, including attendance and absence data
- SOCS

Surrey Hills Primary School 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
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request
- The Student Code of Conduct is included in SHPS student diaries for students from year 3 – year 6.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2022
Consultation	School council
Approved by	Principal
Next scheduled review date	February 2023 – February 2024

## APPENDIX A:

### SURREY HILLS STUDENT CODE OF CONDUCT

The Surrey Hills Primary School community believes that children learn best in a secure, happy, non-discriminatory environment in which the rights of the individual are respected and within which personal responsibility and self-discipline can be developed.

At Surrey Hills Primary School student conduct is at all times the shared responsibility of staff, students and parents.

#### **Student Rights**

All children have the right to:

- be safe
- be treated with respect and have their diversity valued
- belong and feel included
- work and play in a secure environment without interference, intimidation, harassment, bullying or disruption
- be supported and challenged in their learning

#### **Student Responsibilities**

All children have the responsibility to:

- respect others and value their ideas and opinions
- be polite, considerate, courteous and well-mannered to peers, staff, parents and visitors
- act and play safely at all times
- give their personal best effort in all activities
- have a go and know that we all make mistakes
- allow others to work free from interruption
- value and care for school equipment and buildings
- value and care for other people's possessions
- be a role model to other students
- take responsibility for their actions
- be honest, helpful and willing to participate
- uphold and demonstrate the IB Learner Profile and Attitudes at all times

#### **School Non-negotiables**

Because we have the right to be safe and secure the following 5 behaviours are considered essential and non-negotiable.

- Resolve problems calmly, sensibly and fairly.
- Move and play safely, with the consideration of others around you (no fighting, no physical or verbal bullying or other aggressive behaviour).
- Respect and care for yourself, others and property.
- Show respect for others through your speech, manners and actions.
- Work as well as you can and allow others to do the same.

At the beginning of each year, students and teachers will work together to create an Essential Agreement which aligns with our Code of Conduct.

I agree to follow these school non-negotiables.

**Student's signature:** \_\_\_\_\_

**Parent / Guardian's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Teacher's Initials** \_\_\_\_\_

**Breaches of this code of conduct may involve:**

- Restorative Practice Discussion followed by warning
- Withdrawal from a group
- Repetition of a given task to an acceptable standard
- Use of break times to complete work or a program to reinforce a concept or school rule
- Written and/or verbal apology
- Withdrawal of privileges
- Limited access to playground and/or classroom facilities
- Accompanying duty teacher
- Parent contact
- Referral to the principal/assistant principal
- Implementation of suspension procedures in line with DET guidelines.