

STUDENT WELLBEING & 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.

Croydon 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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POLICY

1. School profile

Set in extensive, attractive grounds with modern, well-designed buildings and access to local community facilities, the school is a source of pride to the whole community. Its development and maintenance, together with the provision of equipment and materials, reflects cooperation and teamwork between parents and staff. The school was established in 1988 and has a current enrolment of just over 700 students.

Our school places great emphasis on the provision of a friendly, safe, caring and supportive environment for students, staff and parents. Broad programs provide a stimulating and meaningful learning experience in which all children can learn together and experience success. The community views education as a shared responsibility and the co-operative partnership between the school and home is a highly valued feature of the school.

Croydon Hills has a rich history as a curriculum leader and innovator and this tradition continues today. Our Core Purpose is to provide flexible programs that accommodate a variety of learning and teaching strategies. It is also to support our students in gaining a range of skills such as resilience, optimism, self esteem, problem solving, flexibility and social justice. Our staff are diligent and motivated to learn and grow, providing our students a model of "lifelong learning".

We have a long term strategy to help develop students with a global perspective and intercultural understanding regarding themselves and Australia's place in Asia. As a result, we have a number of Sister School relationships with Asian countries.

Croydon Hills Primary School has around 20% of families having a language background other than English (LOTE). We have a number of students on the program for students with a disability who are supported by a team of enthusiastic and dedicated integration aides. We are proud of our diverse and inclusive school community.

2. School values, philosophy and vision

Mission Statement

To provide a child safe, inclusive, caring and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility, resilience, perseverance and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Croydon Hills has a commitment to zero tolerance of child abuse and is committed to child safety.

We support and respect all children as well as our staff and volunteers. We want all children at this school to be safe, happy and empowered.

Integrity

- we are honest with ourselves & others
- we follow school rules and values

Care & Compassion

- we act in a kind and compassionate manner
- we consider the needs & feelings of others
- we are inclusive and supportive
- we do not accept bullying

Respect

- for self & other
- for the environment
- we respect differences in others
- we work and play cooperatively

Resilience

- we are positive
- we show empathy
- we are grateful
- we persevere

Responsibility

- we make good choices
- we take ownership of our actions
- we do our best and aim high
- we have a positive mindset
- we make sure we are safe online
- we challenge ourselves

3. Engagement strategies

Croydon 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.

A summary of the universal (whole of school) and individual engagement strategies used by our school is included below:

Universal

- we create high and consistent expectations of all staff, students and parents and carers
- we create a culture that is inclusive, engaging and supportive
- we organise and participate in whole-school anti-bullying immersion activities, for example 'The Power of One' and 'Bullying! No Way' day
- we welcome all parents/carers and are responsive to them as partners in learning
- teachers at Croydon 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
- we analyse and are 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 prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- we operate a strong Buddies program between our Prep and Year 5 students
- we have carefully planned transition programs to support students moving into different stages of their schooling
- we employ a School Wellbeing Officer
- teachers at Croydon Hills Primary School use a consistent 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
- we provide opportunities for student inclusion across a range of curricular and extra-curricular areas (i.e. Local Landscapes, Wakakirri, sporting teams, etc)

Individual

Croydon 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
- Program for Students with Disabilities
- Compass Chronicles
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- Restorative Practices
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based student support groups and other groups such as Girls Group and Boys Group, which are run by our Student Welfare Officer
 - 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

Croydon 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 to help identify students in need of support and enhance student wellbeing. Croydon 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.

Rights: Everyone has rights provided that, they also accept their responsibilities to be fair and act in an appropriate way. We have a right to:

- feel and be safe at school
- be respected and treated with fairness and kindness
- express ourselves in an appropriate manner
- privacy
- work and play without interference from others
- expect our property will be safe
- be given assistance from others when we need help
- be an independent individual

Responsibilities: We must accept we are responsible for our own actions and at Croydon Hills we are expected to take on the following responsibilities:

- help make Croydon Hills Primary School a caring, safe and happy place
- understand the consequences of our own actions
- respect the rights of others
- give others a fair hearing
- be punctual and properly prepared for class
- speak politely
- treat all members of the school community with courtesy, respect and consideration
- allow others to work and play without interference
- do our work to the best of our ability
- take care of all property including our own, the schools and property that belongs to others
- be a good sport and cooperate with others

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. Student bullying behaviour will be responded to consistently with Croydon Hills Primary School's Bullying Prevention policy. When a student acts in breach of the behaviour standards of our school community, Croydon Hills 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:

- restorative practices (see Appendix i)
- 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 PLT leader or Principal Team
- withdrawal from the yard
- behaviour reviews
- suspension, internal or external
- 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

Croydon 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

Croydon 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:

- Attitudes to School survey data
- Other level-specific student survey data
- School reports
- Parent survey
- Case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- CHPS Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Standards

REVIEW CYCLE

This policy was last updated in August, 2018 and is scheduled for review in August, 2020.

Appendix i: Restorative Practice

Our school places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. In order to achieve this we use restorative practises wherever possible.

[Department Restorative Practice information sheet](#)

Principles of restorative practice in our school are:

- Fosters awareness in the student of how others were affected
- Avoiding scolding or lecturing. This often distracts them from noticing other people's feelings.
- Involves the student actively. They need to face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this.
- Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments whilst disapproving of their wrongdoing.
- See every instance of wrongdoing and conflict as an opportunity for learning. These can be used to build empathy and a sense of community in the hope that there will be a reduction of negative incidents in the future.

Restorative Conferences aim to achieve:

- A sense of fairness and justice from all those who participate.
- The student gains a greater insight into the impact of behaviours on others.
- A healing of hurt and a repairing of damaged relationships.

The student remains a member of the school community which can continue to offer support and a sense of belonging.

Restorative Language

- What were you thinking at the time?
- How did you feel?
- Who do you think was affected?
- How do you think they were affected?
- How can you repair the harm?