

Student Wellbeing and Engagement Policy

Ratified by School Council November 2018

1. Definitions

- 1.1 Bullying - repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.
- 1.2 Cyber bullying - a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
- 1.3 Essential Agreements - a negotiated set of agreed positive behaviours linked to each school value, which underpin the Positive Behaviours Model.
- 1.4 Harassment - any verbal, physical or sexual conduct (including gestures) which are uninvited, unwelcome or offensive to a person.
- 1.5 IB-PYP - International Baccalaureate – Primary Years Programme.
- 1.6 JumpStart program – delivered in the first 7 days of Term 1 where there an explicit focus on the School Values: Cooperation, Respect, Achievement, Responsibility and Harmony as well as a focus on the IB Learner Profile and Attitudes. Each grade level collaboratively create their grade level Essential Agreements.
- 1.7 LOTE - Language other than English
- 1.8 Positive School Behaviours Model - Guidelines and procedures for the management of student behaviour at Coatesville Primary School
- 1.9 Ready, Set, Learn program -
 - Ready (1st bell - 8:50am): students may enter their class room.
 - Set (2nd bell - 8:57am): students must leave the playground and head straight to their class.
 - Learn (3rd bell - 9:00am): students are seated and ready to engage in learning.
- 1.10 Restorative Practice - A strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim' Department of Education and Training (DET).
- 1.11 School Values - Achievement, Cooperation, Respect, Responsibility and Harmony.

2. Purpose

- 2.1 The purpose of this policy is to ensure that all students and members of our school community understand:
 - 2.1.1 our commitment to providing a safe and supportive learning environment for students;
 - 2.1.2 expectations for positive student behaviour;
 - 2.1.3 that support is available to students and families; and
 - 2.1.4 school's policies and procedures for responding to inappropriate student behaviour.
- 2.2 Coatesville Primary School is committed to providing a safe, secure and inspiring learning environment for all students. We understand that students reach their full

potential only when they are happy, healthy and safe, and where 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.

- 2.3 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.

3. Scope

- 3.1 This policy applies to all school activities, including camps and excursions.

4. Policy

School Profile

- 4.1 Coatesville Primary School was established in 1956 and is located on Mackie Road, East Bentleigh, south-east of Melbourne. We are an authorised International Baccalaureate – Primary Years Programme (IB-PYP) World School. Teaching and learning is centred upon an 'inquiry approach,' in line with IB-PYP principles and we follow the Victorian Department of Education and Training (DET) Victorian Curriculum guidelines. We currently have 770 students enrolled from Prep to Grade 6 and 65 school staff members, including Leading Teachers in Mathematics, Literacy and the IB - Primary Years Program.

The school underwent significant redevelopment in recent years and we now utilise dynamic and flexible 21st century learning environments that support student and staff collaboration. Most students that attend our school live locally and tend to walk or ride their bike to school. The school has developed close ties to the local and broader community by providing access to our state-of-the-art sports stadium and by offering extra-curricular activities which include, Art Smart, Instrumental music, Hebrew studies and sports training.

Our school is culturally diverse with 35% of families having a language background other than English (LOTE), with the largest LOTE groups being Jewish (Hebrew), Greek and Russian. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

- 4.2 Coatesville Primary School's 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, responsibility, cooperation, harmony and achievement at every opportunity.

Our school's vision is

'To nurture the educational journey of all within the school community, so that we "aspire higher," through an engaging and relevant, inquiry-based curriculum, that empowers us to be internationally minded, life-long learners.'

To this end, we support students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Engagement strategies

- 4.3 Coatesville 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 school-wide, targeted and individual engagement strategies used by our school is included below.

School-wide strategies to promote positive behaviour and inclusion

4.4 Strategies include:

- 4.4.1 Incorporating our school's values into our curriculum and promoting these to students, staff and parents so that they are shared and celebrated as the foundation of our school community through Essential Agreements.
- 4.4.2 Setting high and consistent expectations of all staff, students and parents and carers e.g. positive behaviour and achievement is acknowledged in classrooms, student reports, school and year level assemblies and communications to parents, including expectations through school policies, parent information book, grade level Essential Agreements and ICT Acceptable Use Agreement.
- 4.4.3 Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- 4.4.4 Creating a culture that is inclusive, engaging and supportive.
- 4.4.5 Welcoming all parents/carers and being responsive to them as partners in learning.
- 4.4.6 Analysing and being responsive to a range of school-wide data from enrolment information, attendance, student surveys, Attitudes to School survey (parent, staff and student), student management data and assessment data.
- 4.4.7 Using the EPIC (Engage, Provide focus, Investigate and connect, Celebrate and evaluate) instructional framework which provides an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- 4.4.8 Adopting 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.
- 4.4.9 Carefully planning transition programs to support students moving into different stages of their schooling, including a Prep Orientation program, Grade to Grade Step-Up program and Grade 6 to Year 7 transition program.
- 4.4.10 Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- 4.4.11 Monitoring student attendance and continue to implement attendance improvement strategies at a whole-school, cohort and individual level.
- 4.4.12 Giving students 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, grade level leader, Assistant Principals and Principal whenever they have any questions or concerns.
- 4.4.13 Providing student leadership programs, including School Captains and Vice-captains, House captains and Vice Captains and Student Representative Council (SRC), including 4 Action teams which focus on Student Voice, Sustainability, Student Wellbeing and Building Community.
- 4.4.14 Creating opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs.
- 4.4.15 Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - 4.4.15.1 'Jump Start' program;
 - 4.4.15.2 Ready, Set, Learn program;

4.4.15.3 Respectful Relationships;

4.4.15.4 Mindfulness; and

4.4.15.5 Restorative practices.

4.4.16 Providing programs, incursions and excursions developed to address issue specific behaviour (i.e. wellbeing programs and cyber bullying).

4.4.17 Providing opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).

4.4.18 Using buddy programs and peer mediation programs.

4.4.19 Accessing counsellors, school nurse, grade level leaders, Assistant Principal and Principal to discuss a particular issue or seek support. We have an 'open door' policy where students and staff are partners in learning.

Targeted strategies to promote positive behaviour and engagement (cohort level/other groups)

4.5 Strategies include:

4.5.1 Ensuring each cohort has a grade level Leader responsible for their cohort, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.

4.5.2 Ensuring all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.

4.5.3 Ensuring staff undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.

4.5.4 Providing Grade 5 & 6 students an opportunity to participate in a Health and Sexuality program

4.5.5 Ensuring Grade 6 students assist with the Prep Transition program by being allocated a new prep student to mentor as a Prep Buddy.

4.5.6 Ensuring students from Grade 1 – Grade 5 participating in a buddy program to build community.

4.5.7 Providing an ongoing commitment to professional learning of staff in areas of positive education, including positive psychology.

4.5.8 Analysing and being responsive to a range of year level or group data such as attendance, student survey, year level assessment data, Attitude to School Surveys, student management data, detention and suspension data, and enrolment information

Individual Strategies to promote positive behaviour and engagement

4.6 This section identifies strategies that may be considered and applied on a case by case basis and may include, but not limited to:

4.6.1 Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.

4.6.2 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.

4.6.3 Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.

4.6.4 Building constructive relationships with students at risk, including students who are vulnerable due to complex individual circumstances.

- 4.6.5 Meeting with student and their parent/carer to talk about how best to help the student engage with school.
- 4.6.6 Developing an Individual Learning Plan and/or a Behaviour Support Plan.
- 4.6.7 Considering if any environmental changes need to be made, for example changing the classroom set up, peer support.
- 4.6.8 Organising Student Support Groups (SSG) every term/semester for students with funded support and or students with special needs. Refer to the Department of Education and Training (DET) website for more information on student support groups:
<http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx>
- 4.6.9 Referring the student to external organisations, including ChildFirst, Alfred CYMHS, OnPysch

Identifying students in need of support

- 4.7 Staff, students, carers and the Student Wellbeing team (ELT) all have a role in identifying students in need of support. We use the following information and tools to identify students in need of extra emotional, social or educational support by:
 - 4.7.1 gathering personal, health and learning information upon enrolment and while the student is enrolled;
 - 4.7.2 monitoring attendance records;
 - 4.7.3 monitoring academic performance;
 - 4.7.4 staff observations such as changes in engagement, behaviour, self-care, social connectedness and motivation;
 - 4.7.5 engagement with families; and
 - 4.7.6 staff referrals.

Rights and responsibilities

- 4.8 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 values and Essential Agreements highlight the rights and responsibilities of members of our community.
- 4.9 **Students have the right to:**
 - 4.9.1 Participate fully in their education.
 - 4.9.2 Feel safe, secure and happy at school.
 - 4.9.3 Learn and play in an environment free from bullying, harassment, violence, discrimination or intimidation.
 - 4.9.4 Express their ideas, feelings and concerns.
- 4.10 **Students have the responsibility to:**
 - 4.10.1 Participate fully in the school's educational program.
 - 4.10.2 Arrive on time for school and attend regularly.
 - 4.10.3 Display positive behaviours that demonstrate Coatesville Primary School's whole School Values, inclusive of, respect for themselves, their peers, their teachers and all other members of the school community.
 - 4.10.4 Disclose a complaint or concern about something that has happened at school and are encouraged to approach a trusted teacher or a member of the school leadership team.

4.10.5 Staff have the responsibility to abide by the teaching profession Child Safe Code of Conduct which includes:

4.10.5.1 integrity in professional conduct; and

4.10.5.2a responsibility to professional competence

4.11 Staff have the right to:

4.11.1 Be treated with respect.

4.11.2 Teach in an environment conducive to learning.

4.11.3 Be informed about student needs.

4.12 Parents have the right to:

4.12.1 Be treated with respect.

4.12.2 Be included in the education of their child. Refer to the DET website for more information on supporting your child's learning: and parent involvement in schools. Visit:

<http://www.education.vic.gov.au/school/parents/involve/Pages/support.aspx>

4.12.3 Have their child able to fully access quality, equitable and inclusive education.

4.13 Parents have the responsibility to:

4.13.1 Treat all school staff with respect.

4.13.2 Model and reinforce positive behaviours and support their child to learn and to manage their own behaviour.

4.13.3 Ensure their child's regular and punctual attendance. Refer to the DET website more information on attendance. Visit:

<http://www.education.vic.gov.au/school/parents/behaviour/Pages/attendance.aspx>

4.13.4 Maintain regular and constructive communication with the school regarding their child. Refer to the DET website for more information on staying informed: Visit:

<http://www.education.vic.gov.au/school/parents/involve/Pages/inform.aspx>

4.14 Student behavioural expectations

4.14.1 Behavioural expectations of students, are founded on our school's values and can be found in Positive Behaviours Model (Appendix A) and Essential Agreements. When a student breaches the behaviour standards of our school community, we will institute a proportionate and progressive response, consistent with the DET expectations for behaviour. More information can be found at the DET website:

<http://www.education.vic.gov.au/school/parents/behaviour/Pages/behaviour.aspx>

4.14.2 Where appropriate, parents will be informed about the inappropriate behaviour and the consequences and actions taken by teachers and other school staff.

4.14.3 Student bullying behaviour will be responded to consistently in line with Coatesville Primary School's Bullying and Harassment policy.

4.14.4 When a student acts in breach of the School Values and the Positive Behaviours Model Coatesville Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and the school's Positive Behaviours Model (Appendix 1).

- 4.14.5 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.
- 4.14.6 Students will always be provided with an opportunity to be heard through the restorative practice and consequences will be applied fairly and consistently. See the attached Positive Behaviours Model (Appendix1)
- 4.14.7 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>
- 4.14.8 Corporal punishment is prohibited in our school and will not be used in any circumstance.
- 4.14.9 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.
- 4.14.10 Parents and carers who may have a complaint or concern are encouraged to contact the grade level leader or a member of the school Leadership Team.

Engaging with families

- 4.15 Coatesville Primary School values the input of parents and carers. We are committed to supporting and partnering families to engage in their child's learning and build their child's capacity as active learners and global citizens.
- 4.16 We strive to create successful partnerships with parents and carers by:
 - 4.16.1 maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy;
 - 4.16.2 ensuring that all parents have access to our school policies and procedures, available on our school website;
 - 4.16.3 inviting a high level of parent involvement in school decision making e.g. finance, policy, fundraising and building and grounds committee;
 - 4.16.4 providing parent volunteer opportunities so that families can contribute to school activities e.g. Parent Classroom Friends;
 - 4.16.5 involving families with homework and other curriculum-related activities;
 - 4.16.6 coordinating resources and services from the community for families; and
 - 4.16.7 including families in Student Support Groups and developing individual learning and/or behaviour plans for students.

5. Further Information and Resources

- 5.1 Bullying and Harassment Policy
- 5.2 Child Safe Policy
- 5.3 Code of Conduct
- 5.4 Complaints and Grievances Policy
- 5.5 Inclusion and Diversity Policy
- 5.6 Mandatory Reporting Policy
- 5.7 School Attendance Policy
- 5.8 e-Learning Policy

6. Evaluation

- 6.1 Coatesville 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 of our school based strategies and identify emerging trends or needs.
- 6.2 Sources of data that will be assessed on an annual basis include:
 - 6.2.1 student survey data;
 - 6.2.2 incidents data;
 - 6.2.3 school reports;
 - 6.2.4 parent survey;
 - 6.2.5 case management;
 - 6.2.6 CASES21; and
 - 6.2.7 SOCS.
- 6.3 This policy will be reviewed every second year as part of the school's regular policy review cycle.