STUDENT WELL BEING AND ENGAGEMENT POLICY

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Kent Park 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**

Kent Park Primary School is situated in a residential area located in Ferntree Gully, approximately 30 kilometres from Melbourne. Kent Park Primary school was established in 1975 within the boundaries of Burwood Hwy, Scoresby Road and Ferntree Gully Road. While traditionally serving the community within these boundaries for many years, families from beyond this immediate area also seek enrolment to Kent Park Primary School. We currently have 213 students enrolled from Foundation (Prep) to Grade 6 and 23 Staff members including a Social Worker and a school dog.

Many students that attend our school live locally and tend to walk or ride their bike to school. Kent Park Primary School has developed close ties to the local community and enjoys support from our local shops and community services.

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

1. **School values, philosophy and vision**

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyber bullying. Please see our Bullying Prevention Policy for more information.

**Our philosophy:**

Kent Park strives to***develop the potential of each child***by providing high quality and diverse learning opportunities.

A significant emphasis is placed on the development of the ***whole child*** through the provision of a differentiated curriculum with a focus on the core learning areas of Literacy and Numeracy. Teachers display enthusiasm and passion for what they teach and work together as a ***professional learning community,*** intent on improving students’ achievements through focused planning and assessment.

***There is a strong emphasis on building positive relationships through knowing and valuing each student as they grow to become confident, resilient, resourceful and reflective lifelong learners.***

There is an increasing focus on promoting a global learning environment that encourages students to ask questions, solve problems and work collaboratively and independently.

**Our vision:**

At Kent Park Primary School, we have a strong commitment to ***Student Engagement and Wellbeing***, with a significant emphasis on providing a **caring and supportive learning environment** for all students, staff and parents by:

* Encouraging students and staff to reach their individual; **social, emotional and academic potential** by recognising and rewarding **achievement, effort** and **excellence** and ***sharing our good learning practice.***
* Promoting Student Wellbeing, through a proactive focus on ***relationship development*** to include the utilisation of a whole school approach to children’s mental health and wellbeing. Good mental health is integral to academic learning and vital for social and emotional learning and life. We continue to play a crucial role in building children’s self-esteem and sense of social, emotional and academic competence and confidence.

Kent Park Primary School will continue to ‘*move forward as a Victorian School Community’* with a whole school approach to continuous improvement in student learning, with high expectations for **all** students. By ensuring that students are given the optimumopportunity to thrive and succeed in a globalised society, the whole school improvement plan will be to continue to:-

* **empowe**r and **engage** students in their learning to prepare them for life in the 21st Century
* further establish a collaborative learning environment, whereby a **School Wide Positive Behaviour approach** is understood and maintained
* focus on teachers ‘**knowing their students’** (effective assessment) and **‘how’** (pedagogy – e5 Instructional Model) and **what** (Victorian Curriculum) **they need to learn.**
* use consistent **data collection and analysis strategies** (to include SPA, On Demand and Online Testing, PAT R, PAT Maths) to inform planning and facilitation of effective programs
* target and engage in specific and explicit teacher **professional learning**, to enhance the teaching of **English and Mathematics P to 6**
* utilise the **Learning Intentions and Success Criteria** approach, individually and collectively **reflecting** on daily classroom practice (**how we teach – based on e5**)
* Strengthen **Year Level** and **Curriculum Team Planning (Professional Learning Team)** strategies **P to 6**

*All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

Our values: *Kindness, Respect and Responsibility.*

1. **Engagement strategies**

Kent Park 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, 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 Kent Park Primary School use a Workshop 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 Kent Park 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
* students have 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, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
* All students are welcome to self-refer to the School Social Worker, Year Group Leaders, 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
* Kent Park Primary School actively participates in School Wide Positive Behaviour framework to support our staff and students
* opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
* buddy programs, peers support programs

*Targeted*

* 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 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 professional development sessions built around a strong focus on student engagement and developing PLTs.
* Policy for Zero tolerance for absence will be clearly communicated to whole school community.
* Parent awareness and understanding of the impact on student learning outcomes due to absenteeism.
* 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
* Lookout

Kent Park 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.

1. **Identifying students in need of support**

Kent Park 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. Kent Park 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

1. **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:

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Child Safe Policy, Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

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.

1. **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 Kent Park Primary School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Kent Park Primary School will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines and the School Wide Positive Behaviour framework. 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
* referral to the Year Level Coordinator
* restorative practices
* behaviour reviews
* suspension
* 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.**

1. **Engaging with families**

Kent Park 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.

1. **Evaluation**

Kent Park 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

**Further information and resources**

*Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards, School Wide Positive Behaviour*

**Review cycle and evaluation**

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