

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.

Carlton North Primary School (CNPS) 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

Carlton North Primary School was established in 1873. The school is located in an inner-city residential area, 3km from the Central Business District. School enrolments have remained relatively stable with figures between 270-290. There is a high demand for Foundation entry each year from the local community of Carlton North.

The school occupies a block surrounded by leafy suburban streets. Most students that attend our school live locally and tend to walk or ride their bike to school. CNPS has developed close ties to the local community, and enjoys support from our local shops and community services. The students, staff and community of CNPS are extremely proud of our school.

The school staff consists of one Principal, one Assistant Principal, fourteen Generalist Teachers, four Specialist Teachers and seven Education Support Staff.

Around 13.5% of families receive the Camps Excursions and Sport Funds and 8.5% of students come from a background where English is not the main language spoken at home. 2% of our students identify as Aboriginal or Torres Strait Islanders. The local community is culturally diverse and the overall socio-economic profile is high. Recognition and acknowledgement of cultural diversity also play a significant role within our school community and within our teaching and learning. We are proud of our diversity and inclusive school community.

The school offers a wide curriculum that is clear with respect to knowledge, skills and attitudes and meets the interest and needs of our students. We have developed a visionary curriculum that reflects a core focus on developing literacy and numeracy skills for our students and supports academic opportunities in Science, Wellbeing, STEM, Italian, The Arts and Health and Physical Education.

Parents/Carers have high expectations for their children and are engaged with the school, participating in classroom programs, working parties, school events and a significant amount of fundraising activities including an annual Fete.

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

2. School values, philosophy and vision

CNPS' 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 **Respect, Trust, Inclusion** and **Resilience** provide opportunities for everyone to learn and feel safe in a respectful school environment.

CNPS' **vision** is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

CNPS' **mission** is to provide high quality, child-centered, personalised learning in a safe, nurturing, engaging and inclusive environment that fosters a love of learning and prepares each student to meet the challenges of the future.

CNPS' **objective** is to leave the school with the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Our Statement of Values is available online using this [link](#).

3. Engagement strategies

CNPS 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
- deliver a broad curriculum that fosters student agency whereby students have the opportunity to contribute towards their learning direction to ensure that it caters to their interests, strengths and aspirations

- teachers at CNPS use an agreed 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 CNPS 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 School Improvement Leaders and opinion surveys
- students are encouraged to speak to their teachers, Learning Specialists, 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
- create opportunities for cross—age connections amongst students through buddy program, athletics, school productions, School Improvement Leaders and Student Representative Council
- we engage in school wide positive behaviour support with our staff and students, which includes programs and services such as:
 - Respectful Relationships
 - Safe Schools
 - Be You (previously known as KidsMatter)
 - Secret Agent's Society
 - Animal Assisted Intervention - Therapy Dogs
 - Cybersafety
 - Zones of Regulation
 - Tuning into Kids/Teens
 - onPsych

Targeted

- each composite year level group has a Team Leader responsible for their students, who monitors the health and wellbeing of students and acts as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- 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
- all 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
- staff 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>
- Team Around the Learner Groups
- Individual Learning Plan, Behaviour Support Plan, Play Plan and Safety Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace

CNPS 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, a Behaviour Support Plan, Safety Plan and/or Play Plan etc.
- 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, Drummond Street Services, Yarra City Services, 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

CNPS 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. CNPS 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

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. All inappropriate student behaviours are responded to according to the CNPS' SWPB Behaviour Consequence Flowchart, Behaviour Matrix, Digital Citizenship Agreement, Mobile Phone Acceptable Use Agreement. Student bullying behaviour will be responded to consistently with CNPS' Bullying policy.

When a student acts in breach of the expected behaviours at CNPS school staff will implement 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 actions 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 Team Leader, Learning Specialist or Principal Team
- restorative practices
- detentions
- 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.

7. Engaging with families

CNPS 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

CNPS 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

Please use this [link](#) to access the following related CNPS policies and documents:

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards
- Inclusion Policy
- Gender Inclusion
- Behaviour Consequence Flow Chart
- Behaviour Matrix
- Digital Citizenship Agreement,
- Mobile Phone Acceptable Use Agreement

REVIEW CYCLE

This policy was last updated and ratified by the School Council on 07/0/2019 and is scheduled for review in 2021.