



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Mrs Lauren Walton Principal Sandringham East Primary School.

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.

Sandringham East 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, where student participation is encouraged and valued, 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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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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POLICY

1. School profile

Sandringham East Primary School Values, Philosophy and Vision

Sandringham East Primary School (SEPS) is a coeducational primary school located in beachside Sandringham, approximately 15kms south east of Melbourne CBD. We are a progressive school preparing students for a dynamic and challenging future where problem solving of global issues is paramount. We pride ourselves on a holistic approach, providing diverse learning programs that personalise and differentiate learning to target student interests and goals. Students enjoy our engaging flexible learning environments with a focus on collaboration between students and staff.

Finances are budgeted to cater for 21st century learning with a high priority on staff professional learning. The biggest impact on student learning is the quality of the teacher and their relationships. Professional Learning Communities (PLCs) are dedicated to unpacking data, setting high expectations and personalising learning to improve student outcomes in the three priority areas as defined by the school strategic plan – Literacy, Numeracy, and Engagement and Wellbeing.

The school employs a Welfare Officer/Counsellor who supports our families for educational, wellbeing and family needs. Social and Emotional Learning is a focus with the school nominated as a Lead school in the RRRR (Resilience, Rights and Respectful Relationships) program. Play is the Way teaches students resilience and essential social and emotional skills through weekly lessons. The school works with external staff to improve teaching and learning including Adam Voigt from Real Schools, Tracey Ezard provides leadership training and Misty Adoniou supports literacy teaching. The Walker Learning Approach connects learning with student interests in Investigations and Inquiry Learning culminates in Educational Research Projects. The school employs support teachers to enhance and challenge student learning in Literacy and Numeracy.

For further details refer to the school's Curriculum Framework, school website and annual report.

Our vision is: "To build an inclusive community where our children are active learners, critical thinkers and creative explorers who Think... Imagine... Become".

Our values are Care, Aspiration and Respect, and "Always our best" is the school motto.

For more information refer to the school's Statement of Vision and Values.

1. Wellbeing and engagement strategies

Sandringham East 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 are included below, along with a copy of our Student Engagement Plan developed in consultation with Adam Voigt of Real Schools.

Our school utilises Restorative Practices. Restorative Practice seeks to repair relationships. Restorative Practice is 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.

(<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>)

Sandringham East Primary School Student Engagement Plan

OUR SCHOOL VALUES CARE ASPIRATION RESPECT

WE FOLLOW RESTORATIVE PRINCIPLES TO ENHANCE STUDENT BEHAVIOUR, EMPATHY & RESPECT.

INFORMAL

- AFFECTIVE STATEMENTS** – We include feelings words in language to address low level yet high frequency behaviours.
Time Investment – 1-3 seconds
- AFFECTIVE INTERACTIONS** – We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.
Time Investment – 1-3 minutes
- SMALL IMPROMPTU CONFERENCES** – we use Restorative Questions to solve problems amongst and between groups.
Time Investment – 9-10 minutes

FORMAL

- LARGE GROUP** – We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.
Time Investment – less than 15 minutes.
- FORMAL CONFERENCING** – For the most serious, high impact behaviours and ongoing problems.
Time Investment – 60 minute Conference and up to 2 days of preparation

WE SUPPORT EACH OTHER TO ENHANCE STUDENT BEHAVIOUR RESTORATIVELY

- We solve all problems Restoratively, through the lens of high expectation & high support.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to withdraw Students from the room (TO) with a view to later repairing the harm (WITH).
- We are consistent about the Restorative process and outcomes are personalised according to student needs.
- When withdrawn, all Students will participate in Affective Interactions facilitated by School Leaders.
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any withdrawal that might be required.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

RESTORATIVE QUESTIONS

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- What has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

FIRM TO WITH NOT FOR FAIR

OUR VISION - To build an inclusive community where our children are active learners, critical thinkers and creative explorers.

This document outlines the Sandringham East PS approach. It connects and complies with the Victorian and Federal frameworks.

UNIVERSAL (Whole school strategies)

At Sandringham East Primary School we:

- have 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
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and are responsive to them as partners in learning
- analyse and respond to a range of school data such as attendance, Attitudes to School Survey, parent survey data, Bayside Youth Resilience Survey, student management data and school level assessment data
- use the school's Instructional Framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- 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 (VIT)
- incorporate our vision and values into our curriculum and promote these to students, staff and parents so that they are shared and celebrated as the foundation of our school community.

- carefully plan transition programs to support students moving into different stages of their schooling, including children entering Foundation and exiting to Year 7
- positively reinforce positive behaviour and student achievement 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, such as the “Tendy” Attendance Award
- give students the opportunity to contribute to and provide feedback on decisions about school operations through the Student Council, and discussion/focus groups on topics requiring consultation
- refer students to the school counsellor or psychologist, and external providers, through processes involving the school leadership team in consultation with parents/families
- engage in school wide positive behaviour support with our staff and students, which includes consistent language, approaches and teaching programs such as:
 - Restorative Practices and Real Schools partnership
 - Resilience, Rights and Respectful Relationships (RRRR)
 - Upstanders
 - Play Is The Way
- promote opportunities for student inclusion such as through sports teams and extra-curricula activities including lunch clubs. Note that in line with School Sport Victoria’s competition pathways, sports teams will be either ‘girls-only’ or ‘open’.

TARGETED (Cohort, group and/or year-level strategies)

At Sandringham East Primary School we:

- have a Learning Leader (year level leader/coordinator) for each of Foundation, 1, 2, 3, 4, 5, 6 and specialists, who is a teacher responsible for their area which includes monitoring the health and wellbeing of students in their area, and act as a point of contact for students who may need additional support. This role may involve liaising with students, teachers, parents/families, school leadership and other providers.
- run transition programs for Kindergarten students entering Foundation and Level 6 students entering secondary school
- connect Koorie students and/or their parents/families with a Koorie Engagement Support Officer (KESO), including CUST (Cultural Understanding and Safety Training) for all staff
- ensure all students in Out of Home Care are appointed a Learning Mentor, have an Individual Education Plan (IEP) and are referred to Student Support Services for an Educational Needs Assessment. SSG meetings are held between key stakeholders once per term.
- run buddy programs and Peer Mediators

INDIVIDUAL (Student-specific strategies)

At Sandringham East Primary School we:

- build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meet with student and their parent/carer to talk about how best to help the student engage with school
- develop an Individual Education Plan (IEP) and/or a Behaviour Support Plan

- consider if any environmental changes need to be made, for example, changing the classroom set up
- refer 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
 - Program for Students with Disabilities (PSD) or Disability Inclusion Program
 - Out Of Home Services
- are responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborate with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitor individual student attendance and develop an Attendance Improvement Plans in collaboration with the student and their family
- run regular Student Support Group (SSG) meetings for all students:
 - with Disability or PSD funding
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.
 - who identify as Indigenous

2. Identifying students in need of support

Sandringham East 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. Example 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 and school reports
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families and communication with parents
- self-referrals or referrals from peers
- referrals by teachers, leadership and/ or School Counsellor
- student survey data which identifies cohort-trends including Attitudes to School Survey and Bayside Youth Resilience Survey
- incidents data
- case management notes including SSG minutes
- CASES21
- SOCS (Students Online Case System)

3. 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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

4. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Vision and Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Sandringham East 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
- 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 Sandringham East Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

5. Engaging with families

Sandringham East 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.

6. Evaluation

Sandringham East 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 (Attitudes to School Survey, Bayside Youth Resilience Survey)
- incidents data
- school reports
- parent survey
- case management notes including SSG minutes
- CASES21, including attendance and absence data
- SOCS (Student Online Case System)

Sandringham East 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 and/ or Compass updates.
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

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| Created date | July 2022 |
| Consultation | Sandringham East Primary School community was consulted on the following dates: Staff: 05 October 2022 School Council: 13 September 2022 Parents and carers via Compass Newsletter: 13 October 2022 Student representatives: 07 September 2022 |
| Endorsed by | Principal, Sandringham East Primary School |
| Endorsed on | 13 September 2022 |
| Next review date | July 2023 or when revised policies are released. |