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.

Oberon South 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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1. School profile

Oberon South Primary School was established in 1971 and is located in Belmont, Geelong.

Oberon South Primary School is a friendly community minded school where learning is tailored to the social, emotional, developmental, and academic needs of each student.

The school employs an Inclusion Team to work with children and families and class sizes are kept as small as possible to allow students to receive the attention they need.

Our school is culturally diverse including families having a language background other than English (LOTE) and representation from the Koorie community. We are proud of our diversity and inclusive school community.

2. School values, philosophy and vision

Oberon South Primary School's 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 caring, respectful, community minded and future focused at every opportunity.

Our school's vision is to tailor learning to the social, emotional, developmental, and academic needs of each student. We are committed to developing in each child an ability to maximise their potential, function independently and co-operatively, and develop a genuine respect for themselves and others. We are developing these attributes through a growth mindset approach with individual learning goals and school wide positive behaviour support. We aim to nurture a love of learning and encourage student leadership, voice and agency. Our students are provided opportunities to grow as sustainable citizens.

Our values for Learning are that all students, staff and community members act Respectfully, Responsibly, and Safely. Our school values and expectations are upheld by all through the implementation of our School Wide Positive Behaviour Supports (SWPBS).

We encourage and model the values of mutual respect where safe, positive relationships between all members of the school community form the basis of our school culture.

Our SWPBS is available online at:

http://oberonsouthps.vic.edu.au/?page_id=586

3. Engagement strategies

Oberon South 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:

<u>Universal - Whole of school strategies to promote positive behaviour and inclusion</u>

- 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 to engage students
- teachers at Oberon South Primary School use an 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 Oberon South 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 and expectations for learning 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with staff whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students
- All students are welcome to self-refer to the Inclusion team members 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
- we engage in school wide positive behaviour support with our staff and students
- opportunities for student inclusion (i.e. sports teams, lunchtime activities)
- buddy programs

<u>Targeted - more specific strategies, designed to address particular concerns in certain age groups or friendship circles</u>

- each class has a teacher who monitors the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- connect Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be have an Individual Learning Plan
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual - student specific strategies that may be considered and applied on a case by case basis.

- 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 Support Services
- referral to ChildFirst, Headspace
- Lookout

Oberon South 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 Plan 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

Oberon South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Inclusion team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Oberon South 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

- referrals to Student Support Services

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 and School Wide Positive Behaviour Supports 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.
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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 the principal.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and our School Wide Positive Behaviour Supports. Student bullying behaviour will be responded to consistently with Oberon South Primary School Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Oberon South 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:

Following the Staying on track SWPBS Chart.

This includes:

- reminding 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 Principal
- 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.

7. Engaging with families

Oberon South 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 home reading 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.

Resources

- Oberon South Primary School Wide Positive Behaviour Supports.
- Staying on track flowchart.

Evaluation

Oberon South 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
- absence data
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Review Cycle

This policy will be evaluated every year and updated as required.
This policy was last updated on June 21st 2019 and is scheduled for review in June 2020.

This policy was ratified by School Council

June 2019