Student Wellbeing and Engagement Policy

Oct 2022
Help for non-English speakers
If you need help to understand this policy, please contact the school office on
seabrook.ps@education.vic.gov.au or phone 9395 1758.

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

Seabrook Primary is committed to providing a safe, secure and stimulating learning environment for all students. For students to reach their full potential they require a happy, healthy and safe environment.
A positive school culture supports student 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

Seabrook Primary School has over 1,000 children and 80 staff (teaching and non-teaching). The school has a multicultural community with children coming from 89 different countries. We value and promote international mindedness throughout our school programs. Our families come from a wide range of socio economic groups with our Student Family Occupation density being 0.44. We have an even distribution of boys and girls.

Seabrook Primary School has a zero tolerance for any form of child abuse.

Our school features a courtyard design of 14 permanent classrooms, a growing number of portable classrooms, an administration wing, art and library and gymnasium. The school is housed on one site; with a multi-purpose room with a stage that leads into the gymnasium, a library, and classroom access to technology, a fully equipped canteen area, an art room, a performing arts room and a new wing of 6 learning spaces.

Seabrook occupies a 10-acre site. It features 16 permanent classrooms surrounding a courtyard. Numerous double portable classrooms are spread throughout the school.
An administration block, art and library and gymnasium.with a multi-purpose room with a stage that leads into the gymnasium, a library, and classroom access to technology, a fully equipped canteen area, an art room, a performing arts room and a new wing of 6 learning spaces.

At present the school grounds offer netball, football and basketball courts, a multipurpose soccer ground and running track part oval and three playgrounds with tiger turf and extensive shade areas throughout the school and over playgrounds and seating areas. Our aim is to develop the school sports oval and improve our grounds.

Our school community promotes a Sun Smart policy and provides large shaded areas for children.   Shade sails and tree planting is an ongoing project to ensure that there is plenty of shade protection for the students.

Seabrook Primary School prides itself on providing a global, relevant, challenging and engaging learning environment for all. It is an authorised PYP school. We have a "forward thinking" approach to curriculum development and delivery so that our students are engaged in a purposeful curriculum that prepares them for their future.
The Primary Years Programme curriculum model is delivered through a concept driven inquiry model and incorporates guidelines on what students should learn, as well as guidelines on teaching methodologies and assessment strategies. The Primary Years Programme is underpinned by the Victorian Curriculum framework and is inclusive of English, Maths, Science, Humanities and Health. Specialist teachers provide programs in the areas of Visual Arts, Performing Arts, Library, Physical Education, and Italian.

2. School Values, philosophy and vision

This student centred curriculum model, places a great emphasis on creating a caring environment for students, staff and parents by:
- Developing an internationally minded community.
- Seeking high expectations.
- Differentiating and personalised learning through goal setting.
- Encouraging open communication, building links between home and school.
- Developing a curriculum that is engaging, relevant, challenging and significant.
- Developing a school culture that promotes equity for all members.
- Fostering mutual respect and promoting self-esteem.
- Promoting personal qualities of the Learner Profile a
- Implementing the Learning to Learn program at the beginning of each year.

To enhance students' learning to their full potential, we plan to further develop literacy and numeracy throughout the school using inquiry learning which incorporates creativity, flexibility of thinking, ingenuity and resilience as preparation for 21st century learning, differentiated curriculum through personalised learning and goal setting. We also aim to further extend our peer support program, out of hours sports clinics and camping and swimming programs to ensure that they are all directly linked to our curriculum.
Mission Statements IB Seabrook .docx

Diversity in the school community
Seabrook Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.
Seabrook Commitment to Child Safety
Seabrook Commitment Seabrook Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Seabrook Primary School has zero tolerance for child abuse. Seabrook Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Seabrook Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Seabrook Primary School has a zero tolerance for any form of child abuse.

Our Statement of Values is available online :
https://www.seabrook.vic.edu.au/uploaded_files/media/statement_of_values_and_school_philosophy_2022___policy.pdf

3. Well Being and Engagement strategies

Seabrook Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated 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

- split timetable so that F-2 and 3-6 have separate breaks, this provides a safe and harmonious play break for all students in the playground
- co constructing and implementing essential agreements for all areas of the school
- build community connections with our families and the wider community
- value parent participation in school activities , support for home learning
- parents are also encouraged to share their expertise, knowledge and talents within students' units of inquiry
- 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
- promoting school attendance counts and regularly following u student absences , class teachers, assistant principals and welfare coordinator
- 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 Seabrook Primary School use an inquiry based, constructivist 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 Seabrook 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
- 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 class discussions,reflections action and agency. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through peer support programs and buddy system
- all students are welcome to self-refer to the,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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- opportunities for student inclusion (i.e. inter school sports clubs, recess and lunchtime activities. music,)
- Y 6 leadership program, Buddy program

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- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a leader , a teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture

- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school

- we support learning and wellbeing outcomes of students from refugee background through the support of an Assistant Principal as well as the Inclusion and Well Being leader

- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support

- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment

- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans

- wellbeing and health 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 will apply a trauma-informed approach to working with students who have experienced trauma

- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program

Individual

- *Student Support Groups*

- *Individual Education Plans*

- *Behaviour - Students*

- *Behaviour Support Plans*

- *Student Support Services*

as well as to other Department programs and services such as:

- Program for Students with Disabilities

- *Mental health toolkit*

- *headspace*

- Navigator

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· LOOKOUT

Seabrook 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:
  o school-based wellbeing supports
  o Student Support Services
  o Appropriate external supports such as allied health professionals, child and adolescent mental health services or Child First

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

- *engaging with our regional Koorie Education Support Officers*

- running regular Student Support Group meetings for all students:
  o with a disability
  o in Out of Home Care
  o and with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Seabrook 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. Seabrook 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

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

Seabrook Primary School has a zero tolerance for any form of child abuse.

- 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of 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, Seabrook 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 implements 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 Assistant Principal

· 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:

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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 Seabrook 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.

7. Engaging with families

Seabrook 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

8. Evaluation

Seabrook 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
- CASES 21, including attendance and absence data
- SOCS

Seabrook 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.

This policy is aligned with the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005.

COMMUNICATION

Seabrook Primary School has a zero tolerance for any form of child abuse.

This policy will be communicated to our school community in the following ways

· Available publicly on our school's website

· Included in staff induction processes

Our school will also ensure it follows the mandatory parent/carer 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 Policy

· Bullying Prevention Policy

· Inclusion and Diversity Policy

· Statement of Values and School Philosophy

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POLICY REVIEW AND APPROVAL

Policy last reviewed	Oct 2022
Consultation	School Council meeting date:Feb 2023
	School newsletter:Feb 2023
Approved by	Principal. Tania Hunt
Next scheduled review date	Oct 2024

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