



# ***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.

Ivanhoe 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.

## **CONTENTS**

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
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## **POLICY**

### **1. School profile**

Ivanhoe Primary School, located in a residential area in Melbourne's North Eastern suburbs, can trace its roots of providing education to the local community back to 1853. The current site contains the original building. Built in 1923, it houses an administration block and 10 classrooms.

This wing is complemented by a 16 relocatable classrooms. In 2010, a Building Education Revolution school hall was added and has provided enhanced facilities for performing arts and physical education. Existing facilities are currently being upgraded as a Capital Works Grant has been provided to replace a number of relocatable buildings by 2019.

This current enrolment ceiling has increased to 650. The February 2019 enrolment of 606 students had a Student Family Occupation (SFO) Index of 0.1820, below the state median of 0.5166. The 2017 index figure places the school in the high socio-economic group of schools. Enrolment patterns are reflected in the growing number of classes across the school, which increased to 28 for 2018.

The school teaching team currently comprises 28 classroom teachers, a principal and assistant principal, four specialist teachers. Nine full time effective (FTE) education support staff cover areas such as administration, library, integration and learning support. The Principal and Assistant Principal with two learning Specialists and a leading teacher form the Leadership Team. Specialist classes are offered in Music, Art, Physical Education and Italian Language.

The school has maintained a focus on differentiation and feedback to maximise teacher capacity to address the needs of all learners across the different levels. Differentiated learning, along with Reading Recovery for Year 1 students and a variety of effective support programs cater for students at either end of the learning spectrum. We are a “Curiosity and Powerful Learning” network school and work with other network schools to maximize system outcomes.

The school has a firm commitment to providing opportunities for students to develop their artistic, physical and technological talents. The Curriculum incorporated the teaching of thinking skills and the innovative use of Digital Learning Technologies.

## 2. School values, philosophy and vision

### Mission Statement

Ivanhoe Primary School provides a positive, vibrant and inspiring environment where students are valued and encouraged to succeed in becoming life-long learners.

### Vision Statement

Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective and critical in their thinking as global citizens.

### Values

-  Confidence
-  Independence
-  Persistence
-  Resilience
-  Respect

### Objectives

- To provide an educational program that develops students’ curiosity and creativity.
- To develop responsible and engaged learners.
- To foster tolerance, respect and acceptance of others.
- To build each student’s resilience and self-esteem.

- To provide a curriculum that is rich and relevant and allows all students to succeed.
- To promote a strong, supportive partnership between home and the school and the wider community.
- To have high expectations of ourselves and others.

The school accepts that universal values apply:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

*Everyone deserves to be treated with respect and dignity.*

### **3. Engagement strategies**

Ivanhoe 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

- prioritising 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
- using an instructional framework to ensure an explicit, common and shared model of instruction ensuring evidenced-based, high yield teaching practices are incorporated into all lessons
- adopting 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
- incorporating our values into our curriculum and promoted to students, staff and parent/carers 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 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.
- creating opportunities for cross—age connections amongst students through school concerts, athletics, music programs and peer support programs

- encouraging students to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Assistant Principal and Principal (as applicable) 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, lunchtime activities)
- buddy programs, peer support programs

#### Targeted

- each year group has a Team Leader, a senior 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
- 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 apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

- Student Support Groups
- 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
- Navigator
- Lookout

Ivanhoe 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

- Re-engagement programs such as Navigator

Where necessary the school supports 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.

In addition, the 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 whole of school engagement strategies used by our school is included below:

- 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 follow the whole-school instructional model 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 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)
- our 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 the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

- All students are welcome to seek the support of the Student Wellbeing Coordinator, 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - You Can Do It
  - Respectful Relationships
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- adhering to Child Protection and Child Safe Standards
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out-of-Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment

#### **4. Identifying students in need of support**

The 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. We 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 data
- suspension data (if applicable)
- engagement with families
- self-referrals or referrals from peers
- SSSO, Assessments Australia, Austin CYMHS and SafeMinds system of care services referrals

#### **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

### Whole School Positive Behaviour Support

#### Vision

Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective and critical in their thinking as global citizens.

#### Values

Confidence, Independence, Persistence, Resilience, Respect

#### Student Code of Conduct

Consequences for inappropriate behaviour will be dealt in accordance with the Student Management Plan as follows:

#### School Rules

- Care for and respect ourselves and others.
- Follow the teacher's instructions immediately.
- Keep hands, feet and objects to ourselves.
- Look after our property.

#### Consequences

Teachers need to use their own discretion and use professional decisions as to whether steps need to be skipped.

#### In the classroom

Steps to be followed for students **breaking the school rules**.

1. Name recorded on board and student is made aware of warning.
2. Dot next to name.
3. Two dots next to name which is visual and verbal will result in reflection with the teacher.
4. Classroom teacher to notify parents if appropriate.
5. **Breaking of school rules** will result in a '**reflection time**'. Teacher giving the '**reflection time**' to record behaviour on compass chronicle and notify the Principal / Assist. Principal.
6. Parents will be notified with a 'reflection time' slip, completed by the teacher giving the reflection time. **Slips for parent notification available at the office.**
7. Individual '**Behaviour Plans**' may be introduced for children who consistently **break school rules**. This will be done in consultation with the Principal / Assistant Principal, class teacher and parent/s.

8. Behaviour which has resulted in **'reflection'** must be recorded in Chronicle on Compass.

Yard duty and 'reflection time' sessions are not to be used to discipline students who don't complete homework. This is the responsibility of the teacher concerned. Teachers who assign students to yard duty or work inside at recess must supervise it themselves. **All students must be given time to have a recess and lunch break.**

**Where possible, consequences should be enforced on the day inappropriate behaviour occurs.**

Exceptions to this will be:

- Reflection
- Individual behaviour contract
- Exclusion from specific events
- Suspension

### **In the school yard**

Steps to be followed for students breaking the school rules in the yard.

1. Verbal warning.
2. Name of the student recorded on Compass at the teacher's earliest convenience.
3. Teachers to phone through to the office if assistance for behaviour is required in the yard.
4. Yard Duty teachers to follow through on behaviour and be accountable. Communication with the classroom teacher should follow regarding the incident.

### **Procedure**

All teachers need to follow **Whole School Positive Behaviour Support** procedures so there is consistency throughout the school.

- Positive behaviour, rather than inappropriate behaviour is to be promoted.
- It is important that children are aware and regularly reminded of the school's values and discipline procedure. Refer to **Disruptive Behaviour Flow Chart**.
- Classroom rules must be linked to the school's values and behaviour consequences are to be exactly the same as the **Disruptive Behaviour Flow Chart**.
- Reinforce the message that inappropriate behaviour is not acceptable and that clear, consistent consequences will be enforced **if school rules are broken**.
- Teacher to record inappropriate behaviour on Compass.
- **'Reflection Time'** will be supervised by the Principal / Assist. Principal where the student will be asked to reflect on their behaviour.

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 the school's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers 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 may include suspension.

Please note: Suspension is a measure 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.**

### **Bullying Prevention**

Ivanhoe Primary School strives to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect. We have zero tolerance of bullying including cyberbullying.

Bullying prevention is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence or other relevant events.

Bullying complaints are taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their class teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, the school social worker etc.].

## **Attendance**

The school believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Both the school and parents/carers have an important role to play in supporting students to attend school every day.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents/carers to improve their attendance through a range of interventions and supports.

Parents/carers are expected to communicate with the relevant staff at the school about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents/carers must provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

## **7. Engaging with families**

Ivanhoe Primary School values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents/carers 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 two Communication Policies.
- providing parent/carer 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**

Ivanhoe 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
- school reports
- case management
- incidents data
- parent survey
- CASES21

- SOCS

## FURTHER INFORMATION AND RESOURCES

Persons reading this Student Wellbeing & Engagement Policy should also refer to the school's:

- *Statement of Values & School Philosophy*
- *Enrolment Policy*
- *Attendance Policy*
- *Bullying Prevention Policy,*
- *Duty of Care Policy*
- *Digital Technologies (Internet Use/Social Media/Devices) Policy*
- *Inclusion & Diversity Policy*
- *Koorie Education Policy*
- *Child Safety Responding & Reporting Obligations (Mandatory Reporting) Policy*
- *Personal Mobile Devices Policy*
- *Children at Risk Policy*
- (and the) Child Safe Standards

References:

[www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/policydev.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/policydev.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx)  
[www.education.vic.gov.au/school/principals/spag/participation/pages/expulsion.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsion.aspx)

Child Safe References:

Creating a Child Safe Organisation Guide p.16

An Overview of the Victorian Child Safe Standards State of Victoria, DHHS November 2015  
and

Protect – Identifying All Forms of Child Abuse in Victorian Schools 2019

## REVIEW CYCLE

This policy, first developed in this format in March 2020, will be reviewed as part of the school's three-year review cycle or if guidelines change. The latest DET Student Engagement policy update was late November 2018. Student Discipline guidelines were updated November 2018 & the Child Safe Standards variously.

This previous Student Wellbeing & Engagement Policy was ratified by School Council

on 13 May, 2019

**A mandatory policy**

**School Council No Longer Approval Required**

**Regulation 23 requires that the Principal develops the school's Wellbeing and Engagement in consultation with the wider community. School Council therefore should be consulted.**