PARK ORCHARDS PRIMARY SCHOOL
Policy and Procedures:
Student Wellbeing and Engagement

RATIONALE:

Park Orchards Primary School (P.O.P.S.) 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.

1. PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student attitudes and behaviours to enhance relationships
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour

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 (Excellence, Integrity, Respect, Responsibility).

SCOPE: This policy and procedures applies to all school activities, including camps and excursions.

SCHOOL PROFILE: please visit **www.pops.vic.gov.au**

OUR VISION:

At Park Orchards Primary School, we develop highly motivated, inspired and engaged students who are excited about learning and optimistic about their future. We are proud of our high academic achievements and the way we focus on identifying and meeting the educational and interpersonal needs of all our students. We work in close partnership with our parent* community and ensure that everyone can contribute to and benefit from a vibrant, stimulating learning environment.

OUR VALUES: Excellence, Respect, Responsibility, Integrity

All students, staff and parents strive to uphold the school values and reflect them through the five Poppy Tribes Agreements:

- Strive for your personal best (Excellence)

- Demonstrate mutual respect for yourself and others (Respect)

- Attentively listen (Respect)

- Actively participate and you have the right to pass (Responsibility)

- Express appreciation and do not put down others (Integrity)

* The term parent/s in the policy refers also to carers and guardians

2. IMPLEMENTATION

Engagement strategies

P.O.P.S. 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
- 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 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 including Visual Arts, Performing Arts, L.O.T.E., Physical Education, Science and Digital Technology to ensure that students are able to engage in subjects and programs that cater for their interests, strengths and aspirations
- teachers at P.O.P.S. 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 P.O.P.S. 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 Poppy Tribe 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 (Pathways to P.O.P.S., Foundation transition, Year level transition and Year 6 to 7 transition) 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 (Student of the Week Award, Aussie of the Month, Principal Award)
- 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 level meetings, class circle time meetings and Poppy Tribe Group meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school productions, athletics, buddy programs, lunchtime games clubs and Poppy Tribe groups
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Tribes Learning Communities
    - Restorative Practices
    - Life Education
    - Family Life
    - Cybersafety

Targeted:

- each year group has a year level coordinator 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
- students' multicultural background are considered and accommodated in the classroom and during wider school events or activities

- 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
- all staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual:

P.O.P.S. 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 to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- consideration if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  o school-based wellbeing support
  o student Support Services
  o appropriate external supports such as council-based youth and family services, other allied health professionals

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:
  o with a disability
  o in Out of Home Care
  o and with other complex needs that require ongoing support and monitoring

Identifying students in need of support

P.O.P.S 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 which help identify students in need of support and enhance student wellbeing. P.O.P.S 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

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 and parents 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 and approach a trusted teacher or a member of the school leadership team.

<u>Student behavioural expectations</u>

At P.O.P.S. we recognise the need for student management issues to be transparent, informed and consistent across the school. Implementing preventative and early intervention strategies to support student engagement and address individual barriers to learning are integral to our whole-school approach. Classroom and playground management here at P.O.P.S. is based on the irrefutable premise that all students have a right to learn without interference and that all teachers have a right to teach without interference.

Implementation strategies by staff include:

- working as a whole school team
- developing student understanding of established school values and behaviours
- expecting students to adhere to documented values and behaviours
- acknowledging student achievements through positive reinforcement and celebration
- expecting students to take responsibility for their actions
- modeling positive behaviours and the school values
- promptly dealing with student behaviour which is not compliant with the school values
- consistently documenting and monitoring incidents and consequences
- working with parents, the Assistant Principal and Student Support personnel
- providing students personal support to maximise their potential as cooperative learners.

Classroom procedure (includes all incidents whether physical, verbal or online):

- **establish and discuss (use restorative question card)** with the student, the behaviour which is inappropriate, which school value has been breached and the appropriate behaviour which should have been displayed
- ensure staff members **follow through** and have a discussion with all those involved in the incident in order for harm to be repaired, reconciliation achieved and consequences, if any, put into place
- **document** all incidents that result in unsafe environment, injuries and abusive behaviour and **inform** Assistant Principal. Document the summary of your discussions; include your questions/comments, responses from students and any consequences
- if inappropriate behaviour continues still, then the Principal or Assistant Principal will set up a **Student Support Group (SSG)** meeting with the parents and teacher
- the Principal or Assistant Principal will continue to **liaise** with teacher, student and keep communicating with the parents after the incident
- all student welfare issues that may impact behaviour in the yard or learning in classes should be discussed and reflected on at the beginning of each **Unit and Staff meeting** with all staff.

Yard-Duty procedure (includes all incidents physical and/or verbal):

- **establish and discuss (use restorative practice strategies)** with the student, the behaviour which is inappropriate, which school value has been breached and the appropriate behaviour which should have been displayed
- ensure staff members **follow through** and have a discussion with all those involved in the incident in order for harm to be repaired, reconciliation achieved and consequences, if any, put into place
- **document** all incidents that result in unsafe environment, injuries and abusive behaviour and **inform** Assistant Principal. Document the summary of your discussions; include your questions/comments, responses from students and any consequences
- if inappropriate behaviour continues still then the student should be sent inside to report to either the **Principal or Assistant Principal** who will supervise and give consequences as appropriate. In their absence the **Level/Specialist Co-ordinators** can supervise and give consequences as appropriate.

Detention:

- after school detention will be given if warranted by the seriousness of the behaviour or as a result of **repeated serious** behaviour. The student will be supervised by the Principal or Assistant Principal and during this time discussions will focus on helping the student set goals for the future and reviewing the Individual Learning Plan
- a detention will be preceded by a conversation with and letter to the child's parents
- after the detention the parents will be informed about the new goals and the revision of the Individual Learning Plan.

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.

Engaging with families

P.O.P.S values the input of parents 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 in our school community.

We work hard to create successful partnerships with parents by:

- ensuring that all parents have access to our school policies and procedures, some are available on our school website and all available paper copies are in a folder in the Assistant Principal's office
- 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.

Evaluation

P.O.P.S 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

This policy and procedures are underpinned by the:

- Behaviour Management policy and procedures
- Bullying, and Harassment policy and procedures
- Emergency Management policy and procedures
- Occupational Health and Safety policy and procedures
- Onsite Supervision policy and procedures
- Student Welfare policy and procedures

4. EVALUATION

- This policy will be reviewed every four years and following significant incidents if they occur

This policy was last ratified by School Council on…	**May 2018**