

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact 03 5996 1744.

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.

Cranbourne 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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POLICY

1. School profile

Cranbourne Primary School is an established school in the heart of Cranbourne, in Melbourne's South-East. We have 250 students enrolled from Prep to Grade 6 and around 20 staff members including a full-time wellbeing coordinator and EAL teacher.

We have expansive school grounds close to the centre of Cranbourne, and attract enrolments from a wide geographical area. We support our parents and students in a range of ways, including our Breakfast Club that runs 5 days a week from 8:30 in the morning. Cranbourne Primary School has developed close ties to the local community and enjoys support from our local shops and community services. Cranbourne Primary School also operates a community hub that offers a range of services to our broader community including networking sessions, adult English classes, a playgroup and adult ICT education.

Our school is diverse with almost 50% of our students coming from a language background other than English. Our largest LOTE groups are Dari, Hindi and Hazaragi. Other cultural groups including Koorie and Pacifica students are also represented and valued.

We strive to support every students to reach their potential and be prepared for an amazing future. We provide high levels of wellbeing support to students so we can achieve strong academic and social outcomes.

2. School values, philosophy and vision

Our school values are represented by the Power of PRIDE – Persistence, Responsibility, Independence, Discipline and Excellence. These values are embedded in everything we do at Cranbourne and are visible in every classroom and around the school. Power of PRIDE is visually represented by our superheroes who are likewise visible across the school. These values are recognised at the classroom and whole school level with rewards and prizes. Classes also work together to develop classroom expectations based on our school values.

3. Engagement strategies

Cranbourne Primary School recognises that students need to be explicitly taught appropriate behaviours, and that these behaviours need to be reinforced to prepare students for the future. We follow a Response to Intervention model (RTI) that recognises that difference students will need differing levels of support.

Tier 1 – Universal Support for all students

- high and consistent expectations of all staff, students and parents and carers
- positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- a culture that is inclusive, engaging and supportive
- analysing a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data and responding as required
- teaching using an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- 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 the Student Representative Council. Students are also encouraged to speak with their teachers whenever they have any questions or concerns.
- All students are welcome to self-refer to the Student Wellbeing Coordinator 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
 - 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, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Tier 2 – Targeted supports for groups of students

- regular monitoring from PLT leaders and Wellbeing coordinator
- connect all Koorie students with a Koorie Engagement Support Officer. A Koorie student's ability to express their culture and enjoy their cultural rights is encouraged and actively supported and staff, students, volunteers are equipped to acknowledge and appreciate the strengths of Aboriginal culture and its importance to the wellbeing and safety of Aboriginal students
- all students in Out of Home Care will have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Tier 3 - Individual support

Cranbourne 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 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.

4. Identifying students in need of support

Cranbourne 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. Cranbourne 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.

These rights and responsibilities are of great importance, and can be located in our Community Conduct Policy

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 and management

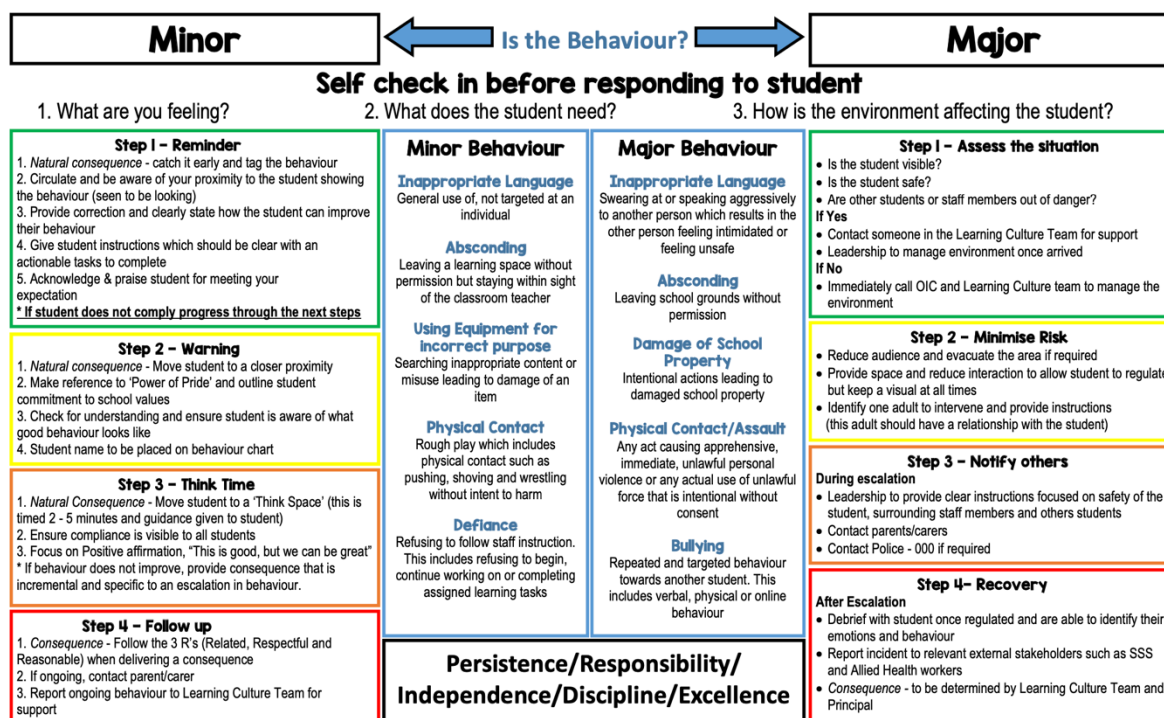
Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Cranbourne Primary School's Bullying policy.

Cranbourne Primary School is proud of our diverse and inclusive school. Actions that contradict this (such as racism) will be identified, confronted and not tolerated, and any instances of racism are addressed with appropriate consequences.

Cranbourne Primary School ensures that we explicitly teach appropriate behaviours in line with our school values. Students are regularly referred to our values as required. While teachers and Cranbourne Primary School are required to primarily identify and reward positive behaviours, when students breach classroom and school expectations, the teacher will implement a staged response, consistent with the Department's policies on behaviour, discipline and student engagement. Where appropriate, parents will be informed about the inappropriate behaviour. Our approach to addressing undesirable behaviours and our stages of consequence are below:

Cranbourne Primary School's Response to Student Behaviour

Prevent - Explicitly teach, model and state the expected behaviour prior to any activity



Cranbourne Primary School's
stages of consequence



In extreme situations involving major behaviours, additional disciplinary approaches may be used. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- 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 Cranbourne Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Cranbourne 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 curriculum-related activities and information

- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students
- actively support for the participation and inclusion of Aboriginal children and students and their families

8. Evaluation

Cranbourne 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
- CASES21, including attendance and absence data
- SOCS

Cranbourne 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
- Available on Sentral
- Included in staff induction processes
- Made available in hard copy from school administration upon request

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

This policy should be read in conjunction with policies such as:

- Bully prevention
- Yard duty supervision
- CPS Vision and Values

POLICY REVIEW AND APPROVAL

Policy last reviewed	16 Nov 2021
Consultation	School council:
Approved by	Principal

Next scheduled review date	Nov 2022
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