



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.

Frankston East 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

Frankston East Primary School is located in Ashleigh Avenue, Frankston in a residential area close to a shopping mall. The school was established in 1952 and during its first twenty years of operation grew to hold high numbers of students drawn from a wide area of newly developed housing estates.

The school is set in spacious grounds with plentiful playing areas, sporting facilities and sheltered quiet areas. The school community is proud of its school grounds which are well maintained and regularly improved. The school has eight buildings consisting of permanent classrooms, teacher resource rooms, Art Room, Performing Arts Centre, Science Centre, school hall and a library.

Frankston East's Student Family Occupation and Education (SFOE) index is well above the State Mean and is characterised by a low proportion of families having English as a second language and a high proportion of families from a low socio-economic background. The school population also has relatively high levels of single parent families and unemployment. Frankston East does not have a main feeder pre-school with children being drawn from many sources. Enrolment data reflects a population with a high transient nature which impacts significantly on the structure, delivery and success of individual and class curriculum programs.

Frankston East Primary promotes itself as an "Established School with Modern Ideas, Based on Traditional Values" Its programs are designed to prepare students to respond favourably to opportunities presented to them in a modern society. It is seen within the community to be a friendly, family orientated school providing strong student and family support. This high level of support combined with smaller student numbers has led to it often becoming the school of choice for families seeking a smaller, more personal setting or a placement for children in need of extra educational or emotional support, often on the recommendation of community agencies, the existing parent body or school support staff. It is noted that there is also a significant number of families who have chosen to travel in order to remain at the school following a change of living arrangements.

The characteristics which define the school's student population, including a high level of special needs children, impacts on school achievement, particularly in academic programs. The school administration and small teaching staff work hard to develop and implement programs to meet the needs of all children and empower them to reach their full potential.

Student welfare is an important issue underpinning all school programs. The school community encourages high standards of behaviour based on cooperation, respect, mutual responsibility and self-discipline and actively promotes harmonious student relationships. A very strong welfare program is consistently implemented by all staff and is strongly supported by the parent body.

2. School values, philosophy and vision

School values, philosophy and vision

Refer to School Philosophy Statement

Our school's vision is to provide the Frankston East Community with a friendly and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation.

Frankston East Primary School promotes itself as an "Established School with Modern Ideas, based on Traditional Values." We value:

RESPECT	We respect the rights of each other and our environment.
EDUCATIONAL EXCELLENCE	We believe in the right of every child to excel to their personal best.
CONFIDENCE	We instil in the child the confidence to approach the unknown.
TOLERANCE	We accept individual differences in every way.
FUN	We never lose sight of the fun and enjoyment of learning.
COMMUNITY INTERACTION	We encourage honest and open community interaction and involvement
MUSICAL APPRECIATION	We incorporate musical awareness, appreciation and performance throughout our programs.
SPORTING INVOLVMENT	Sporting involvement at all ages provides a wonderful insight into the development of people skills

Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3. Engagement strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The following programs and strategies are being implemented to promote student engagement, high attendance and positive behaviours:

- The delivery of a student environment in which they feel safe and supported and where their teachers have high expectations for their learning.
- The creation of fair, respectful and consistent behaviour management systems which ultimately deliver tolerance and respect for all individuals.
- A strong and sequential transition program and practices at the different stages throughout the school, which if successful reduces anxiety and develops resilience and readiness.
- The provision of a learning environment that welcomes all parents/carers and is responsive to them as partners in learning, thus ensuring that the unique experiences and skills of their students' families and the community is enriched.
- The deployment of early intervention strategies which will enable the early identification of vulnerable students and those at risk of disengagement from school, with particular focus on school attendance. Access to specialized school personnel like psychologists, speech pathologists and social workers.
- Our senior school connectedness/wellbeing delivered through small group discussions with the designated project officer covering adolescent issues, introduction of role models/mentors, role playing and case study issues.
- Our Primary Learning Experiences program designed to develop the virtues of family values through exposure to family beach days, trips to the movies, picnic sports day and the annual production.
- Ensuring that the parent/carer community assists the school with understanding of the need for wearing of uniforms, punctuality, the Year 6 Special Uniform, consistent attendance and involvement in all school activities

Targeted strategies

- Principal, Student Wellbeing Manager and Classroom Teachers 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 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

Individual strategies

- 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
- LOOKOUT

Frankston East 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 Orange Door
 - Re-engagement programs such as Navigator

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

Frankston East 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. Frankston East 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
- 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 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 Frankston East Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Frankston East Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. 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 implement 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 Year Level Coordinator
- 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:

- <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 Frankston East 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

The school values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' and Friends Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

8. Evaluation

Frankston East 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

Frankston East 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

- Available publicly on our school's website
- Included in staff induction processes
- Staff Meetings and Briefings

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:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>

Further information and resources

- Statement of Values and School Philosophy
- Bullying Prevention,
- Child Safe Standards

POLICY REVIEW AND APPROVAL

Policy last reviewed	13 th May 2021
Consultation	School Council
Approved by	School Council
Next scheduled review date	2023