

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.

Kerrimuir 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.

POLICY

1. School profile

At Kerrimuir we have 52 staff: one Principal, Assistant Principal, Leading Teacher 2 Learning Specialists, 29 Teachers and 18 Education Support Staff . Our students develop high level ICT skills through online learning and assessment. Kerrimuir's 'bring your own device' iPad program, broad programs and synthetic phonics approach to literacy, ensures students work to their maximum, reaching their potential.

Our excellent academic results are improved by extensive programs for high ability students and learning support (including individual and small group in class interventions). We aim to present stimulating curriculum programs, taught by our dedicated, hard-working and friendly staff.

2. School values, philosophy and vision

Vision and Values

The following values, agreed to by the whole school community, underpin the vision of Kerrimuir Primary School community. At Kerrimuir Primary School, our values are based around CARE.

- Caring for people and the environment
- Achieve our best
- Respect ourselves and others
- Educating your child for the future

Our values are displayed in all classrooms and teachers regularly provide opportunities for our students to develop their understanding of values within the context of everyday living and learning.

Our Statement of Values is available online at:

<http://www.kerrimuirps.vic.edu.au/OurSchool/files/StatementofValues.pdf>

School Culture

Kerrimuir Primary School's Learning Community is committed to the improvement and enhancement of student learning in order to equip students for the future. All members of the school community, students, staff and parents, are open and committed to the shared vision of ongoing learning and continuous development in the provision of best educational practice.

Kerrimuir Primary School is characterised by:

An exemplary Learning and Teaching program that facilitates:

- Achievement of academic, social, emotional and physical potential;
- A learning environment where students are highly engaged and motivated;
- Inclusive, innovative and challenging curriculum; and
- Curriculum design which caters for individual learning needs.

A learning environment that:

- Equips students with skills and knowledge to cope successfully beyond primary school in an ever-changing world
- Provides equal opportunities and values diversity;
- Develops knowledge and values; and
- Is positive, safe, supportive & cooperative.

3. Wellbeing and Engagement strategies

Kerrimuir 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 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, beginning with the Positive Classroom Culture program in Term 1 of each school year.
- maintaining a strong Student Voice, Agency and Leadership approach, which includes an integrated House System and a clear Student Leadership Profile across Grades 1-6
- 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 wellbeing data and school level assessment data
- teachers at Kerrimuir Primary School use an explicit direct instruction framework, alongside high impact teaching strategies
- teachers at Kerrimuir 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 CARE 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
- 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.
- create opportunities for cross—age connections amongst students through school productions, athletics and house events
- All students are welcome to self-refer to 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 engage in school wide positive behaviour support with our staff and students
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy program for Prep/Grade 5 students
- Learning Pals program for Grade 1/Grade 6 students
- 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.

- connect all Koorie students with a Koorie Engagement Support Officer and appropriate Student Support Services. All Koorie students will have an Individual Education Plan.
- all students in Out of Home Care will be appointed a Learning Mentor, where appropriate, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy. See KPS Gender Diversity and inclusion Policy.
- *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](#)*
- Student Support Groups, see:
<https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-student-support-groups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Orange Door (ChildFIRST)

Kerrimuir Primary School implements a range of strategies that ensure racism is identified, confronted and not tolerated and any instances of racism are addressed appropriately.

- 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.
- connect all Koorie students with a Koorie Engagement Support Officer and appropriate Student Support Services. All Koorie students will have an Individual Education Plan.
- Multicultural Day to celebrate the diversity of nations and cultures in our school community.
- Behaviour Management Policy response chart which outlines procedures for racism and other misbehaviour.

Kerrimuir 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
- 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 (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.

The school will use Department programs and services such as (when required):

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Kerrimuir 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 to help identify students in need of support and enhance student wellbeing. Kerrimuir 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
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

At Kerrimuir Primary School student wellbeing is at all times the shared responsibility of staff, students and parents. It is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment. Staff members, students and parents/carers have a right to be treated with respect and enjoy an environment free from bullying, including cyber bullying, harassment, violence, discrimination or intimidation.

- A right is something that belongs to you and cannot be taken away by anyone. All students, teachers and parents have rights.
- A responsibility is something that you should do without being told. Some of these things you do for others and some you do for yourself.

Teachers have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and student learning.

Students have the responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/Carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly and consistently implement the Student Engagement and Wellbeing Policy.

Kerrimuir Primary School's high quality Student Engagement Policy reflects the school community's aspirations and the local context of the school. The policy is critical to developing a positive school culture and supporting the school council's strategic aims.

The Student Engagement and Wellbeing Policy supports Kerrimuir Primary School to address the legal obligations under relevant legislation including:

- The Equal Opportunity Act 2010 (Vic), which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The Charter of Human Rights and Responsibilities Act 2006 (Vic), which requires public authorities including government schools and their employees to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments

for students with disabilities, preventing and responding to bullying, use of restrictive practise including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

- The Disability standards for Education 2005 which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992 (Commonwealth). The standards cover enrolment, participation, curriculum development student support services and harassment and victimisation.
- The Education and Training Reform Act 2006 (Vic), which states that all Victorians, irrespective of the education and training institution they attend where they live or their social or economic status, should have access to a high quality education that:
 - (i) realises their learning potential and maximises their education and training achievement;
 - (ii) promotes enthusiasm for lifelong learning;
 - (iii) allows parents to take an active part in their child's education and training

6. Student behavioural expectations and management

A high standard of acceptable behaviour is expected from all students at all times. Behavioural expectations should be set in all classes, including specialist classes, at the beginning of every year, and revised at the beginning of each term.

Consistent with our School Strategic Plan all students will be expected to:

- Be considerate and respectful of others;
- Strive for excellence;
- Be honest and courteous to all;
- Respect their own property and the property of others;
- Behave responsibly, safely and be accountable for the consequences of their actions.

Refer to the KPS Behaviour Management Plan and Class Agreements, Acceptable ICT Agreement with expected behaviour inside and outside the classroom, acceptable ICT use and consequences for failing to do so.

A high level of communication is expected between staff, students and parents. It is expected at all times that staff and students will show empathy, be supportive and have fun. Members of the Kerrimuir Primary School community show understanding, care for others as well as show respect through accepting and celebrating difference. All staff, students and parents should maintain the Kerrimuir CARE values at all times.

When a student acts in breach of the behaviour standards of our school community, Example 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 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 Kerrimuir 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

Kerrimuir 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, where appropriate
- coordinating community-based events that are inclusive of all school families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Kerrimuir 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 opinion survey
- KPS wellbeing survey
- case management
- CASES21
- SOCS

COMMUNICATION

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

- Available publicly on our school's website <http://www.kerrimuirps.vic.edu.au/>

- Included in staff induction processes
- Included in transition and enrolment packs, as mentioned in School Prospectus
- Included as annual reference in school newsletter
- 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

- The following Department of Education and Training policies: *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards, etc*].
- Koorie Education Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Consultation	School Council June 2022
Approved by	Principal
Next scheduled review date	May 2024