



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.

St Leonards 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, where student participation is encouraged and valued, 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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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

St Leonards Primary School is located on the Bellarine Peninsula, in a small coastal town. Our campus is in the midst of the St Leonards township, just 100 metres from the beach and Port Phillip Bay and only a few minutes from Edwards Point Nature Reserve and Swan Bay. Our students have a rich outdoor classroom, a place where they are immersed in community and the natural, marine and coastal environment.

Our children learn academically, emotionally and socially in a thriving supportive learning community.

Our staff are purposeful in delivering optimal experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting student voice, creativity, resilience and a growth mindset. High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education our students receive. The school has strong and inclusive professional learning culture.

Our positive school culture is built on a belief that we are a community of learners and agents in our own learning. This is underpinned by the teaching of the Learner Strengths of Collaboration, Self-Management, Communication, Thinking and Research. Using this inquiry approach means that we are constantly improving our capacity to learn. The specific teaching of these strengths moves us towards developing 21st century learning capabilities.

Our learning community is symbolised by the St Leonards Pier and the animals that live underneath represent our St Leonards Learner strengths and values.

2. School values, philosophy and vision .

At St Leonards Primary School our mission is to develop future capable learners who will become great adults.

Our values are respect, responsibility and safety.

We will achieve our mission by nurturing students to:

- want to learn, know how to learn and be engaged and have agency in their learning
- know that anything is possible
- be creative, curious and confident inquirers
- be happy, caring and inclusive with a strong sense of community
- have high expectations of themselves and others

Our children learn academically emotionally and socially in a thriving supportive learning community. We nurture them to become St Leonards Learners so that they have skills, knowledge and dispositions for the future.

Our Statement of Values is available on the school website.

3. Wellbeing and engagement strategies

St Leonards Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendship and peer support in helping children and students feel safe and less isolated. 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.

Overlaying our teaching of curriculum is the teaching of School Wide Positive Behaviour and Respectful Relationships. Like academic skills, these social skills must be taught explicitly, regularly practised and acknowledged frequently to ensure mastery.

The explicit teaching of School Wide Positive Behaviours ensures a consistent approach to the teaching of our values of Respect, Responsibility and Safety with clearly defined behaviours and routines as outlined in our matrix. A Restorative Practice approach is used to deal with inappropriate behaviour and then empower students to take responsibility for their behaviour and to repair any harm.

The teaching of Respectful Relationships also promotes and models respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. This learning ties in with the Health and Physical Education, Critical and Creative Thinking and Personal and Social Capability areas of the curriculum.

Opportunities that engage students in their learning at St Leonards Primary School include:

- Pro-social behaviours which are promoted through programs such as STEAM, physical education and sport, environmental education, music and the arts
- Active student leadership, student voice and a buddy system, cross age learning based activity days, celebrations of successes and acknowledgements through assemblies, newsletter and social media
- Pro-actively engaging and supporting families, volunteers and community groups to be involved in this learning community
- Getting out into the community with links to Salvos Bellarine, Probus, St Leonards Beautification Committee, Bellarine Bayside, Bellarine Community Health, Men's Shed
- Early intervention to identify and respond to student needs for academic, social, emotional and behavioural support
- Recognising and responding to the diverse needs of students through the Program for Students with a Disability (PSD) program.
- Intensive literacy and numeracy improvement strategies as part of the school Improvement Plan
- Being part of Professional Learning Communities to ensure best teaching and learning practice

Whole of school strategies to promote positive behaviour and inclusion include:

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 St Leonards Primary School use the St Leonards Learner 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 St Leonards 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 Statement of Values and School Philosophy 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 Leadership Team. Students are also encouraged to speak with their teacher and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students
- all students are welcome to self-refer to the Student Wellbeing Teacher 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 needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted strategies to promote positive behaviour

- each year group has a teacher responsible for their class, 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
- 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information

- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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 all students including those who have experienced trauma, based on the Berry Street Educational Model
- 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](#)

Individual strategies to promote positive behaviour

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- 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 Out of Home Care

St Leonards 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, attendance 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
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

St Leonards Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Teachers play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. St Leonards 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
- 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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

See below



School Wide Positive Behaviour

At St Leonards Primary School we **Accept The Challenge** by being a **Safe, Respectful and Responsible** Learner

OUR LEARNING VALUES	Always	In Class	Out of Class	Digital
We show RESPECT By...	<ul style="list-style-type: none"> - Using good manners - Being kind to others - Sharing and taking turns - Looking after our own and other people's property - Cleaning up after ourselves and putting rubbish in the bin - Keeping our hands to ourselves - Following instructions of teachers - We wear school uniform 	<ul style="list-style-type: none"> - Allowing others to learn - Listening actively when others speak - Moving around quietly in class 	<ul style="list-style-type: none"> - Showing sportsmanship and following the rules - Using appropriate language - Including others 	<ul style="list-style-type: none"> - Getting permission before we post things online - Only creating things that we should share with our teacher - We follow the e:Smart agreement rules
We show Responsibility By...	<ul style="list-style-type: none"> - Bringing back notes and diaries on time. - Asking the teacher for help when we need it or if there is a problem. - Coming to school every day. - Being honest. 	<ul style="list-style-type: none"> - We keep our lockers/bags/tubs/tables clean - We complete our work on time - Getting to class on time - Always trying our best 	<ul style="list-style-type: none"> - Using the toilets properly - Returning sport equipment - Thinking before we act - Making good choices to solve problems 	<ul style="list-style-type: none"> - Carrying devices sensibly - Shutting down devices properly and plugging them in - Using devices for learning - Only using our own login
We show SAFETY By...	<ul style="list-style-type: none"> - Reporting anything that makes us feel uneasy to teachers - Asking for permission to leave the class - Staying within the school boundary 	<ul style="list-style-type: none"> - Walking inside - Sitting on our seats properly - Looking where we are going 	<ul style="list-style-type: none"> - Being sunsmart - Playing where we can be seen - Looking out for one another - Knowing where a teacher is - Crossing the road with an adult - Using play equipment sensibly - Wearing a helmet when riding 	<ul style="list-style-type: none"> - Only talking to people we trust online - Keeping our personal information private.



**Accepting the Challenge by
being *Respectful*, *Responsible*,
and a *Safe* learner**

Show *Respect*, take *Responsibility*, act
with *Safety*

Matrix Reminder

Matrix Reminder/ Move Seats

Relocation to another space

Office Support Learning finished in own time
Student Refusal (Leave class, Principal, Student wellbeing)
Inform Parents

Student sent to office. Extended time out of the Classroom.	Sent home Possible suspension Behaviour plan
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Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, St Leonards Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents 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 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
- restorative practices
- behaviour reviews
- suspension
- expulsion

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 by law and will not be used in any circumstance at our school.

7. Engaging with families

St Leonards 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

- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

St Leonards 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
- Compass Chronicle
- First Aid Register
- SOCS

St Leonards 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 by being made available on our school's website.

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 are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Consultation	This policy is always accessible on the School website and feedback from the community can be directed to the school at any time for School Council to consider School Council 24 July 2023
Approved by	Principal
Next scheduled review date	July 2025 note that the mandatory review cycle for this policy is 2 years