KEYSBOROUGH PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9798 4764.

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.

Keysborough 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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1. School profile

In early 2012 Keysborough Primary relocated from its old site to a brand-new school facility on land adjacent to the old site. School buildings were constructed through a joint federal and state government project as part of the Greater Dandenong Network Regeneration program.

At Keysborough Primary School we have approx. 410 students enrolled from Foundation to Year 6

Our school grounds have well established play areas and equipment well-spaced out and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or are driven to school.

Keysborough Primary School has developed close ties to the local community and connects to local and community services.

Our school is culturally diverse with many families having a language background other than English (LOTE), with the largest LOTE groups being, Vietnamese, Khmer and Punjabi. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially through a growth mindset.

2. School values, philosophy and vision

Keysborough Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community.

Students, staff and members of our school community are encouraged to live and demonstrate our core values.

Keysborough Primary School upholds a strong values system based on the Virtues Project and Respectful relationships language. Some of our key Virtues include-

Integrity - We act honestly, take responsibility for our actions, show respect for each other, and consistently work towards our agreed goals.

Commitment - We strive to achieve our personal best, show persistence in completing tasks, and be actively involved in our school.

Creativity - We encourage initiative and flexibility in thinking. We are open to new ideas and the enrichment provided by the Arts.

Teamwork - We work together to achieve quality outcomes. We can be counted on to contribute, lead when required, and can be trusted to implement team decisions.

Keysborough Primary School's vision is Learning, Thriving, and Connecting and Contributing.

Every student is strongly literate, numerate, curious and embracing 21st century skills. Every student embraces the importance of learning and creativity as enduring features of their lives.

Every student has a strong moral compass to make sense of and influence their complex world. Every student is optimistic and resilient; possesses a strong sense of identity and worth; has a sure knowledge of who they are and how to live a worthy life.

Every student has a strong sense of connection and purpose in their lives. Every student is connected and contributing to family, friends, communities, and the planet we share. Every student is enabled as a person, committed to improving their world.

Our Statement of Values Policy is available online at the KPS website.

3. Engagement strategies

Keysborough 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 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 and carers
- prioritise positive relationships and interactions between staff and students, recognising the fundamental role these connections play in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- 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, and school level assessment data
- *deliver a broad curriculum based on the Vic an Aus curriculum statements*
- teachers at Keysborough Primary School use the Keysborough Primary School instructional model 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 Keysborough 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 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 can contribute to and provide feedback on decisions about school operations via School council and other forums including class meetings. Students are also encouraged to speak with their teachers, PLC Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through, athletics, music programs and peer support programs

- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, PLC 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 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
    - Virtues Program
    - Zones Of Regulation
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each year group has a PLC Leader,, 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
- all students from can access the School Chaplin
- connect any Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan (IEP) 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, AtoSS , SDQ data, classroom teachers or other school staff each year
- *s*taff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- [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](#)

Keysborough Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building positive and respectful relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer/ kin to talk about how best to help the student engage with school

- developing an Individual Education Plan and/or a Positive Behaviour Support Plan
- considering if any environmental changes need to be made, eg: changing the classroom set up or creating safe play spaces with student and parent consultation, using the Sensory calming space/ room
- 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 a goal in students Individual Education Plan 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

Keysborough 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. Keysborough 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 teaching and education support 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
- transition screeners foundation and Year 6
- speech screen on foundation students by Speech Pathologist
- AtoSS data
- SDQ data

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

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 Keysborough Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Keysborough Primary 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 restorative and non-punitive interventions to support student behaviour including the development of safety plans with students and parents where appropriate.

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 PLC leader
- restorative practices
- Positive behaviour support and intervention meetings to develop plans
- In school suspensions

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 Keysborough 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

Keysborough 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 and at request at administration building
- maintaining an open, respectful line of communication between parents and staff, including language support
- 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 Education Plans for students.

8. Evaluation

Keysborough 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 – AtoSS
- Student Strengths and Difficulties Questionnaire
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Keysborough 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
- 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

Statement of Values and School Philosophy Policy,

Bullying Prevention Policy,

Child Safe Standards Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	28/03/ re-edited 05/04 & 06/04
Consultation	Consultation with School Council – 23rd May, 2022 Kat Rice Wellbeing Leader 6th April, 2022
Approved by	Principal 2022
Next scheduled review date	March 2024