

**STUDENT WELLBEING AND
ENGAGEMENT POLICY 2021-2023**

**Child Safe Standards**

Children have the right to be safe and protected, including at school.

<http://www.vrqa.vic.gov.au/childsafe>

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Kennington 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.

**Contents**

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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**Policy**

1. **School profile**

Kennington Primary School is situated in a suburb of the regional city of Bendigo. The school, which opened in 1912, moved to its current site in 1996.

The school sits on a landscaped site of 12.1 hectares. The grounds are established with play spaces for students, including a stadium, an oval, a number of sealed multi-purpose courts and a large undercover area. The school buildings are a mix of modern brick building on several levels. Spacious classrooms are supplemented by break out and withdrawal areas. A visual arts facility, music room and library are included within the school buildings.

The school population has remained stable at around 650 students. Classes are organised in year levels, with three or four classes in year level team. The school hosts the Bendigo Deaf facility. Deaf students are integrated into the mainstream classrooms with the support of facility staff.

All Grade 4, 5 and 6 students have a laptop, which is provided through a parent co-contribution model, and other grade levels have access to banks of iPads and laptops.

The current school staffing profile is comprised of 54 teachers including a Principal and two Assistant Principals and the equivalent of 14 ongoing/contract Educational Support Staff and additional casual ESS staff.

The school curriculum reflects the Victorian Curriculum framework, with specialist programs Physical Education, Performing and Visual arts. The school supports inclusion by offering Auslan as its Language Other Than English (LOTE).

1. **School values, philosophy and vision**

Kennington 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 of Personal Best, Respect and Resilience at every opportunity.

At Kennington Primary School, we strive for educational excellence, promote lifelong learning and prepare students for their role in the local and global community.

Our Statement of Values is available online at*:* [*https://kenningtonps.vic.edu.au/*](https://kenningtonps.vic.edu.au/)

1. **Engagement strategies**

Kennington 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 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
* 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 Kennington Primary School use an Kennington 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 Kennington 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 DET
* 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 School Council. Students are also encouraged to speak with their teachers, Assistant Principals and Principal whenever they have any questions or concerns.
* students have the opportunity to participate in excursions and incursions from Grades prep-6, and in the camps program from Grades 2-6.
* create opportunities for cross—age connections amongst students through the Buddies program, School Production, Theme days e.g. Multi-Cultural, Footy & Book Week Days, Koorie Club, Kids’ Club, sports events e.g. Athletics days, Instrumental Music Program.
* we engage in School Wide Positive Behaviour Support with our staff and students, which includes programs such as:
	+ Respectful Relationships
	+ Values Education
* programs, incursions and excursions developed to address issue specific behaviours e.g. grade 6 leadership Course and Program
* opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

* each year group has a SWPBS leader who monitors 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, have a Koorie education plan and semesterly SSGs
* all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan, be referred to Student Support Services for an Educational Needs Assessment and have termly Student Support Group Meetings
* all students with English as an Additional Language will be supported by the EAL teacher and Multi Cultural education Aide
* staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

* Student Support Groups meetings (Termly) for students in Out of Home Care and supported through Program for Students with Disabilities
* Student Support Groups meetings (semesterly) for students with ASD, severe language deficits, chronic absenteeism and significant medical conditions, and Koorie students.
* Individual Learning Plan and Behaviour Support Plans for identified students
* Program for Students with Disabilities
* referral to Student Welfare Coordinator and Student Support Services
* referral to Family Services Worker, ChildFirst, Headspace, Orange Door
* Navigator
* Lookout

**The text below is included as a sample only:**

Kennington Primary School implements a range of strategies that support and promote individual engagement. These 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 the Orange Door*
	+ *Re-engagement programs such as Navigator and TeachR*

*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.*
1. **Identifying students in need of support**

**The text below is included as a sample only:**

*Kennington Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership team plays a significant role in developing and implementing strategies to identify students in need of support and enhance student wellbeing. Kennington 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*
* *information from external agencies*
1. **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 their class teacher, a trusted teacher or a member of the school leadership team.

1. **Student behavioural expectations**

**The text below is included as a sample only:**

*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 Kennington Primary School’s anti-Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Kennington 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*
* *referral to the Grade Level Coordinator*
* *referral to the Assistant Principal/Principal*
* *restorative practices*
* *detentions*
* *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 in our school and will not be used in any circumstance.

1. **Engaging with families**

Kennington 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 the Sentral Portal
* frequently communicating with parents and carers, predominantly through sentral, webex, email and in person
* 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 Remote and Flexible Learning, 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.
1. **Evaluation**

Kennington 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
* sentral data
* incidents data
* school reports
* parent survey
* case management
* CASES21
* SOCS

**Further information and resources**

Related policies ;

* Statement of Values and School Philosophy
* Bullying Prevention
* Child Safe Standards

**Review cycle**

This policy was ratified by School Council in March 2021 and will be reviewed in March 2023.