

Cranbourne West 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 Cranbourne West Primary School on 59962878

Rationale

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.

Cranbourne West 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.

Contents

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Policy Implementation

1. School profile

Cranbourne West Primary School services an established, middle-income residential district in the south eastern growth corridor of Melbourne.

The current enrolment at the school is 670 students with twenty nine students on the Program for Students with Disabilities (PSD) and 204 ESL students, with approximately 41 different native languages being spoken among the school's population.

The school provides a balanced and varied educational program emphasising the development of Literacy and Numeracy. We believe successful students need to be global learners that display effective executive functioning skills through their daily organisation, readiness to engage in their learning and ability to transition from one type of learning to another. They are able to work individually and collaboratively to solve problems and can articulate their learning through various media. They are motivated to do their best and want to learn. They display positive behaviours towards others and live the school's values of Learning, Trust, Respect and Sense of Humour.

The school is divided into four learning areas, Prep, Junior, Middle and Senior home groups with cooperative planning, learning and activities being the primary focus.

Cranbourne West is proud to have a dedicated volunteer group of parents and the school community is encouraged to take an active part in the educational process through involvement in all school activities.

The school has developed strong associations with community-based organisations. Development of these relationships enables increased opportunities for students to engage with the wider community and provides enhanced learning opportunities that would otherwise not be available.

2. School values, philosophy and vision

The school has focused on the development of an environment where students are encouraged to strive for excellence in an atmosphere of confidence and enjoyment. To achieve this, an emphasis has been placed on student connectedness to the school and the development of positive relationships between students, staff and the broader community as it is believed this is fundamental to students achieving their full potential academically, socially and emotionally.

Cranbourne West Primary School Learning Vision

The school is pro-active in promoting its values of Learn, Trust, Respect and a Sense of Humour and this strategy is fundamental in promoting a healthy, supportive and secure environment for all students.

To achieve this the school will

- value and respect the individuality of each student and their learning styles.
- design and implement innovative and relevant learning experiences that will promote deep-seated learning.
- structure student learning groups that promote academic and social learning.
- promote a sense of community and inclusion of cultural diversity.

3. Wellbeing and Engagement strategies

Cranbourne West 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 friendships 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.

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 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 Cranbourne West Primary School use the CAFÉ, Numeracy and Talk 4 Writing instructional frameworks 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 Cranbourne West 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 student.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Restorative Justice. Students are also encouraged to speak with their teachers, Area Leader, the Well Being Officer, Assistant Principal[s] and/or Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school wide activities such as school concerts, athletics and music programs.

- All students are welcome to self-refer to the Student Wellbeing Officer, Area Leaders, Parent and Community Liaison Officer, Assistant Principal[s] 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
 - Child Safe
- Programs and strategies are developed to address issue specific behaviour [Behavioural Therapist]
- 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

- Each Learning Area has an Area Leader, a senior teacher responsible for the students in their Area, who monitors the health and wellbeing of students and also 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 Inclusion Policy for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through the employment of a multi cultural aide.
- we support learning and wellbeing outcomes of students from refugee background through the employment of a multi cultural aide and the Parent Liaison Officer
- 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 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](#)

Individual

- 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 Mentors or the School Chaplain
- Referral to ChildFirst, Connections and Student Services
- Lookout
- Additional information on the Department's Policy and Advisory Library Site

Cranbourne West 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.
- Berry Street connections
- considering if any environmental changes need to be made, for example changing the classroom set up or student relocation.
- 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 Plan 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.
 - Inclusion of relevant support agencies in Student Support Meetings where appropriate

4. Identifying students in need of support

Cranbourne West 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. Cranbourne West 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, incident and suspension data
- engagement with families
- self-referrals or referrals from peers
- Information received from other external agencies [DHHS, Connections]

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 Value Statements support the rights and responsibilities of members of our community.

At Cranbourne West Primary School, we believe that all people have the right to expect to be treated in a fair and unbiased way irrespective of their ethnicity, gender, religious beliefs, appearance, disability, sexuality, social or economic status. We further believe that consideration of religious and culturally sensitive issues are intrinsic to the rights and subsequent treatment of the individual.

At Cranbourne West Primary School we believe that we have a responsibility to provide teaching and learning environments that are free from discrimination in all forms. The curriculum will be free of discriminatory content while analysing and exploring the effects of discrimination with the view of assisting students to develop attitudes and skills that discourage and challenge discriminatory practices.

The school supports the rights of students with a disability attending a mainstream government school and will provide support and reasonable adjustments to accommodate those students as outlined in the document; Disability Standards for Education (2005).

The school's beliefs are encapsulated in The Charter of Human Rights and Responsibilities Act (2006).

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. Further information about raising a complaint or concern is available in our Complaints Policy.

[Complaints Resolution Policy \[Parents\].docx](#)

6. Student behavioural expectations and management

Cranbourne West Primary School has developed a School Wide Expectations Framework with the aim to provide students, staff and the school community with a secure and orderly environment. 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.

The School Wide Expectations Framework aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment. It will promote high standards of behaviour based on each of our school values across a variety of school settings.

The School Wide Expectations provide a framework in order to foster positive behaviours, relationships, learning in all school settings with the intent of retaining the dignity of the student.

When a student behaves inappropriately a staged response is implemented. The process used would depend on whether the incident occurred on the schoolyard or in the classroom. If the incident occurred on the school grounds then the duty staff member would speak with the student and investigate the detail to determine what had occurred. Depending on the severity of the incident the investigating teacher has the option to impose a number of sanctions. These consequences follow a staged response and will be determined by the type of incident and the attitude and response of the offending student, while taking into account the damage or harm that may have occurred. In some instances, the consequence may also involve limited access to the school grounds for a period of time.

Classroom misbehaviour is also managed with a staged response process. This process starts with informal correction of the student's behaviour by the teacher, if there is continued misbehaviour then a progressively more formalised process is implemented. This procedure is known at the school as the 'Steps Process'. [Please refer to the summary below.]

Parents of students who repeatedly offend at a Step 4 and Extended Time-Out level will be requested to meet with the Student Wellbeing Officer to formulate a Student Support Group. This SSG group may also include the services of Student Services personnel (Psychologist, etc).

Restrictive and seclusion interventions are measures of last resort and are used in situations consistent with the Departments Restraint and Seclusion Policy

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

Suspension and expulsion are also measures of last resort and may only be used in particular situations consistent with Department policy. See links below.

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

In line with Ministerial Order 1125, no students aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Cranbourne West Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21

Summary of Student Management Processes

Classroom (Steps Process)	School Grounds (Time-Out)
<p>Informal Warnings – (discretion of teacher)</p> <ul style="list-style-type: none"> •Step 1: Teacher provides a reminder about our school's expectations using Play Is the Way Language (alongside our School Wide Expectations and Learning Vision). •Step 2: Teacher reminds student of appropriate choices (as above) and student is removed to pre-determined part of the room for 5 minutes in which time the student should consider 	<p>Minor Incident – Student will walk with the yard duty teacher for the duration of playtime.</p> <p>CWPS has developed a set of SCHOOL WIDE EXPECTATIONS. These include a set of clearly defined expectations for 'outside' behaviour. If a student's behaviour breaks these SCHOOL WIDE EXPECTATIONS including use of physical aggression, verbal or emotional abuse, threats, racial vilification, vandalism or anti-social behaviours, a Time out will be issued. Note: where two or more students are involved in an incident, each involved student who made</p>

<p>their choices (a sand or other time is used to keep track of the time).</p> <ul style="list-style-type: none"> •Step 3: Student reminded of appropriate choices (as above) and student is removed to another room until the end of the current learning session to further consider choices and earn the right to re-join regular classroom by demonstrating appropriate and expected behaviours. •Step 4: Student removed from the classroom to the office area or another designated area. The Student Wellbeing Co-ordinator, Principal or Assistant Principal considers whether the student's behaviour warrants being sent home or removed from their classroom for the remainder of the day. <p>Parents of students who repeatedly reach Step 4 will be requested to meet with the Student Welfare Coordinator and Class teacher to discuss future action.</p> <p>Parents of students who are reaching Step 4 will be requested to participate in the development of a support group (SSG).</p> <p>Referral may be made to Student Services (Psychologist etc).</p> <p>Note: If there has been an act of significant violence toward another child then the parent may be requested to come to the school and remove their child for the balance of the day. If a student uses inappropriate language at school, they will be brought to the welfare or PCO office and will call their parents and tell them what they said and why they said it.</p>	<p>inappropriate behavioural choices (regardless of whether they instigated the situation or chose to respond in an inappropriate manner)</p> <p>When a student receives a Timeout, they will be required to complete the Timeout the day after the incident occurred. Time out length will depend on the severity of the incident.</p> <p>During Timeout, the student will be off the yard for half of recess and lunchtime unless the incident warrants a stronger response. In this case, the parent/carer will be notified.</p> <p>The parent/carer will receive a Timeout Parent Notification in the mail or via Seesaw. This notice is to be signed by the parent and returned. The parent is expected to discuss appropriate behaviours with their child.</p> <p>If a student receives three Timeouts in one term:</p> <ul style="list-style-type: none"> •Their parent/carer will receive a phone call to attend an interview to discuss the implementation of a behaviour/safety plan, extended time off the yard, 'guided play' and possible suspension from school. •If the student continues to engage in inappropriate behaviours after they have completed their suspension, then a notification to the Department of Education will be made to advise us on further action to take for the student. <p>Note: If there has been an act of significant violence toward another child then the parent may be requested to come to the school and remove their child for the balance of the day. If a student uses inappropriate language at school, they will be brought to the welfare or PCO office and will call their parents and tell them what they said and why they said it.</p>
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7. Engaging with families

Cranbourne West 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 continually strive 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. These include Student and Parent Codes of Conduct, Child Safe Policies, Anti Bullying and Harassment as well as Anti-Discrimination Policies.
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communication Protocol Policy and 'Contacting Staff' Guidelines.
- Providing parent volunteer opportunities so that families can contribute to school activities.
- Involving families with home learning 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

Cranbourne West 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 [absences]

Cranbourne West Primary School will also regularly monitor available data to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

Further Information and Resources:

School Wide Expectations Document

School Values Document

Selected School Policies are located on the school's website: www.cranbournewestps.vic.edu.au

This policy is also included in:

- The staff induction process
- Enrolment packs
- Staff handbook
- Available as a hard copy on request
- Sentral Parent's page

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 – Decisions](#)

Evaluation:

This policy is reviewed on a cyclic basis

POLICY REVIEW AND APPROVAL

<u>Policy last reviewed</u>	December 2022
<u>Consultation</u>	School Council: December 2022 Staff via Consultative Committee: September 2022 Parents and Friends Club: November 2022
<u>Approved by</u>	Principal
<u>Next scheduled review date</u>	December 2025