

Student Wellbeing & Engagement

1.0 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.

Cheltenham East 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.

2.0 Scope

This policy applies to all school activities, including camps and excursions.

3.0 Contents

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

4.0 Policy

1. School profile

Cheltenham East Primary School is ideally located in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. We utilise our open learning environment and flexible teaching spaces which encourages team planning and collaboration. The teachers and parents at Cheltenham East Primary School (CEPS) have an excellent rapport and work together in all areas. We offer a



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comprehensive education with emphasis placed on the development of sound Literacy and Numeracy skills. The school also fosters happy and safe experiences through our ‘CEPS Kids Are Friendly Kids’ wellbeing program, Italian, Physical Education, Library, Visual and Performing Arts, Science, Inquiry Learning and the embedding of ICT throughout the entire curriculum. Cheltenham East offers an outstanding Performing Arts program which includes a whole school concert, grade performances, choirs and participation in Wakakirri, a competition involving creative movement through music and dance. Sessional instrumental programs and private music tuition are also available. Our Visual Art program is renowned for being exceptional, providing students with an extensive range of media to improve skills relating to aesthetics, problem-solving, critical thinking and creativity. Through the Visual and Performing Arts, students are critically engaged in experiences involving empathy, social justice, indigenous perspectives, cultural understanding, ethics, equity and sustainability. We aim to provide opportunities for students to develop their understanding of the world and to nurture their whole being and identity as a child to best prepare them for the stages beyond their primary years. In addition to the school facilities and programs, Outside School Hours Care is provided in a purpose built facility and run by an external provider.

2. School values, philosophy and vision

Cheltenham East 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 courtesy, respect, co-operation and responsibility at every opportunity. We stand by our vision proudly at Cheltenham East Primary School: *‘Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.’*

3. Engagement strategies

Cheltenham East 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

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- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey data, student management data and school level assessment data
- teachers at Cheltenham East Primary School use the CEPS 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 Cheltenham East 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 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 Junior School Council and other forums. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator (Assistant Principal), Year Group Leaders 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:
 - CEPS Kids are Friendly Kids
 - Peaceful Kids
 - The Resilience Project
 - Mindfulness practice
- programs, incursions and excursions developed to address issue specific behaviours (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

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Targeted

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan
- health staff will be sought to deliver health promotion
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supp ortgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator (Assistant Principal) and Student Support Services Officers
- referral to ChildFIRST, Headspace, Alfred CYHMS
- LOOKOUT Education Support Centre for students in out of home care

Cheltenham East 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
- 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

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- monitoring individual student attendance and developing an Attendance Improvement 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
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Cheltenham East Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Cheltenham East 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

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

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- 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 Cheltenham East Primary School's Bullying Prevention and Management policy.

When a student acts in breach of the behaviour standards of our school community, Cheltenham East 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 Student Welfare Coordinator (Assistant Principal)
- restorative practices
- time off the yard
- 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.ent.aspx>

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

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7. Engaging with families

Cheltenham East 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
- 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

Cheltenham East 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
- SOCS

5.0 Further information and resources

- Child Safety Policy:
https://cheltenhameast.vic.edu.au/wp-content/uploads/2020/03/Child-Safety-Policy_V2.pdf
- Bullying Prevention and Management Policy:



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https://cheltenhameast.vic.edu.au/wp-content/uploads/2017/03/Bullying-Prevention-Management_V11.pdf

- Supervision & Duty of Care Policy:
https://cheltenhameast.vic.edu.au/wp-content/uploads/2017/03/Supervision-Duty-of-Care_V2.pdf
- School Vision: *‘Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.’*

6.0 Review Cycle

This policy was last updated on 27 May 2020 and is scheduled for review in May 2022.

7.0 End of Document