



Policy Location	Policies / Student Wellbeing		
Policy Title	Student Wellbeing and Engagement		
Date Approved	31/10/2018	Review Date:	2020

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.

Reservoir Views Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential 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. We strive to be an inclusive school catering for all children in its community. We respect and celebrate diversity in students' cultural, ethnic, religious and social backgrounds, and gender identity.

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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POLICY

1. School profile

Reservoir Views developed from the merger between the Burbank and Keon Park Primary School communities in 2009. The school is located in the northern suburb of Reservoir on the original Keon Park PS site. The new school facilities were opened in 2011 and are designed to foster collaborative learning and teaching. We have approximately 210 students enrolled from Prep to Year 6, and 18 staff members including Education Support staff and a specialist English as An Additional Language teacher.

The school is culturally diverse with 35% of families having a language background other than English (LOTE), with the largest LOTE groups being Arabic, Persian and Vietnamese. The school has on average 4% students who identify as Torres Strait Islander or Aboriginal. 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.

2. School values, philosophy and vision

Reservoir Views' 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 respect, resilience and love of learning at every opportunity.

Our school's vision is to provide excellent educational opportunities in a stimulating, safe, nurturing environment and to instill a love of learning, celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives.

At Reservoir Views Primary School we believe in putting the students at the centre of all our work. All our staff work to ensure that each child receives the educational experiences that will allow them to flourish in whatever path they choose to follow.

We are committed to providing our students with the skills and attitudes that will be needed in their future. We have a strong focus on developing their literacy and numeracy skills as well as deepening their curiosity, knowledge and understanding of the world around them.

Our Statement of Values

Respect (*esteem, consideration, dignity, kindness, fairness*)

We accept people for whom they are and treat them in a kind and fair way.

We rely on everyone to do the right thing.

We show consideration and care towards each other.

Resilience (*guts, grit, determination, vitality, flexibility, heart, tolerance*)

We build self-esteem and social skills which enable children to be able to work and play happily within the school community.

Love of Learning (*curiosity, study, information, culture*)

We are curious about learning new things, and our learning and teaching environment creates lifelong independent learners.

These values support our students in becoming positive young people within our immediate and broader community.

Principles for health and wellbeing

Reservoir Views Primary School endeavours to follow the Department of Education and Training principles for health and wellbeing. The principles are a reminder of good practice when working with children and young people and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

Principle 1 – Maximise access and inclusion

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-informed and reflective practice

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 – Holistic approach

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children and young people and families.

Principle 5 – Person-centred and family sensitive practice

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

Principle 7 – Cultural competence

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to excellence

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

3. Engagement strategies

Reservoir Views 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. Targeted professional learning for school staff is provided to ensure that school staff have the skills to identify, address and de-escalate behaviours of concern leading to harm to self or others and respond appropriately to a reportable incident.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal Engagement Strategies

- 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 of all students
- 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 Reservoir Views Primary School use instructional frameworks for Maths (Launch, Explore, Summarise) and English (Diamond), to ensure an explicit, common and shared model of instruction so that that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers 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
- teachers provide scheduled time to teach students strategies about managing stress and de-escalation
- 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 Junior School Council and other forums including year group meetings. 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 Better Buddies, sports, clubs and Junior School Council
- All students are welcome to self-refer to the 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:
 - The Berry Street Education Model
 - Respectful Relationships

- Bully Stoppers
- E-Smart
- programs, incursions and excursions developed to address issue specific behaviour (eg. anti-bullying)

Targeted Engagement Strategies

- the school has appointed a Student Wellbeing Coordinator to act as the staff and parents point of contact for students for may need additional support
- each professional learning team has a Team Leader, a teacher responsible to liaise with the Wellbeing Coordinator regarding the health and wellbeing of students in their team's cohort
- the school has a Student Wellbeing team to provide guidance and support for school staff
- the Principal ensures the Koorie Engagement Support Officer is aware of Aboriginal students enrolled at the school
- all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and are referred to Student Support Services for an Educational Needs Assessment
- staff with particular health and wellbeing roles undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year. This includes Education Support staff who monitor and provide support for students with diabetes, autism and ADHD.
- staff apply a trauma-informed approach (Berry Street Education Model) to working with students who have experienced trauma

Individual Engagement Strategies

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Supported referral to Student Wellbeing Coordinator and Student Support Services
- Supported referral to agencies such as, ChildFirst, VACCA, Yarra Me, Autism Connect, Lookout (for children and young people living in out-of-home care)

Reservoir Views 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 the 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

- Re-engagement programs such as Yarra Me

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
- 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

Reservoir Views 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. Reservoir Views 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
- information gathered during transition to school, eg pre-school/kinder, and from previously attended school
- 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
- other risk factors arising from changes in family circumstances, homelessness, and family violence.

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 Reservoir Views Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Reservoir Views Primary School will institute a staged response, consistent with the Department of Education and Training'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 Team Leader
- 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.

Responding to inappropriate behaviours

Reservoir Views Primary School responds to inappropriate behaviour in a timely and considered manner. Actions and consequences are incremental and are applied fairly and consistently, taking into consideration a student's age and developmental level. Inappropriate behaviours, including frequent absences, can be responded to through a staged response that has a prevention and early intervention, data-based focus, including:

- understanding the student
- ensuring a clear understanding of expectations by students, staff and parents
- providing consistent school and classroom environments
- scaffolding the student's learning and /or behavioural program

Promoting and reinforcing appropriate and wanted behaviours is very important and essential to re-engage a student.

The school ensures a consistent approach is applied by all staff through regular wellbeing updates at staff meetings, and referencing the ***RVPS Behaviour Process 2018, and Whole School Behaviour Support Strategies***.

7. Engaging with families

Reservoir Views 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

Reservoir Views 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
- attendance data
- Chronicle reports
- parent survey
- case management

- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Related policies and procedures that support this policy on the school website
www.reservoirviewsps.vic.edu.au

- Child Safe Standards
- Student Care and Supervision
- Attendance
- Bullying
- Inclusion