**STUDENT WELLBEING AND
ENGAGEMENT POLICY**

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**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.

Bolinda 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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2. School values, philosophy and vision
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**POLICY**

1. **School profile**

Bolinda Primary School was established in 1870 and is located approximately 10 minutes drive south of Romsey. We have 50 students and 7 staff members.

Our school grounds are quite large and sits next to a community oval which is used for school purposes. Most students that attend our school live in the surrounding communities and are driven to Bolinda to attend school.

Our school is a very close knit community with families choosing Bolinda due to our emphasis on the development of the individual and it being a small, country school.

Bolinda strives to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

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

*Nurturing each student’s academic, social and emotional needs.*

We aim to help students develop:

* the skills to communicate effectively using verbal, written or interpersonal skills
* a common understanding of the school values of respect, learning, responsibility and resilience
* the skills and knowledge to interpret information in the world around them
* the use of imagination and creative self-expression
* the ability to explore and learn through play based experiences
* a set of personal and social values
* decision making, analysis and problem solving skills
* their capacity to become life-long learners
* an understanding of themselves and their world
* the ability to think reflectively, critically and creatively
* the interpersonal skills to care for, get along with and respect others
* the ability to use their voice and have an impact on their community.

To achieve this, we will give priority to:

* the delivery of high quality literacy and numeracy programs based on the high impact teaching strategies. We will achieve this by timetabling a daily literacy and numeracy block, providing up to date resources, developing skills in staff to gather, analyse and use relevant data to guide teaching, ensuring regular PD and support for teachers and support staff
* delivering high quality, interesting inquiry subjects which immerse and engage students in their learning. These allow students to expand their general knowledge and develop the skills to enable them to become productive and caring members of society.

* developing a social emotional learning program where values are discussed, analysed, modelled and recognised to support students to become respectful, inclusive learners. We value the individual differences of each student and will strive to provide for them through differentiating the curriculum and explicitly providing instructions for their social and emotional needs.

* providing opportunities for play based learning, placing an emphasis on student voice. Students will have the freedom to explore their learning based on the Gradual Release of Responsibility model.

* building home-school partnerships to develop meaningful and relevant goals for individual students. Our school will function as a team, with parents and staff, to ensure that each student works toward his/her potential as a life-long learner. We will encourage students to have a positive approach to life, and live by the school’s values of respect, resilience, responsibility and learning.

Bolinda Primary School aims to provide a supportive, stimulating and challenging learning environment. Children are encouraged as individuals to become self-motivated and responsible students able to achieve their best so they can make positive contributions to the community.

1. **Engagement strategies**

Bolinda 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 Bolinda Primary School use an instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
* teachers at Bolinda 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 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 and Peer Support Groups. Students are also encouraged to speak with their teachers 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
* we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
	+ Respectful Relationships
	+ Kimochis Program
	+ Bully Stoppers
	+ Safe Schools
* programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
* opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
* buddy programs, peer support programs
* 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/supportgroups.aspx
* Individual Learning Plan and Behaviour Support Plan
* Program for Students with Disabilities
* referral to ChildFirst, Headspace
* Navigator
* Lookout

Bolinda 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
* regular meetings 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 as required
* considering if any environmental changes need to be made in liaison with families and support professionals
* 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 Navigator

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 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**

Bolinda Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The whole staff team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Bolinda 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
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 a trusted teacher or a member of the school leadership team.

1. **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 consistent with Bolinda Primary School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Bolinda 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:

* talking to a student and reminding them 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 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**

Bolinda 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.
1. **Evaluation**

Bolinda 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

**FURTHER INFORMATION AND RESOURCES**

* Statement of Values and School Philosophy Policy
* Bullying (including Cyber-Bullying) and Harassment Policy and Procedures
* Child Safe Standards Policy

**REVIEW CYCLE**

This policy was last updated on 16th August 2021 and is scheduled for review in October 2022.