



RYE PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Rye 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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POLICY

1. School profile

Rye Primary School is nestled between Port Philip Bay and the rugged back beaches of the Mornington Peninsula, approximately 80 kilometres south of Melbourne. The school values a commitment to student learning and wellbeing, high expectations for all, a shared vision, best practice, professional learning and our community. The school has 24.1 equivalent full time staff–2 principal class, 18.1 teachers and 4.0 education support staff.

The school prides itself on having a strong focus on delivering a world class education for our students. By working closely with our local community our students are able to participate in a range of experiences to extend our students knowledge and skills. Such things as environmental and water programs, coding through the use of sphero robots, golf coaching at a high standard golf venue, social inclusion events, such as Harmony Day and Reconciliation Week as well as art projects. We continue our close affiliation with many local service clubs and are supported by local businesses, volunteers and charities. Our students are encouraged to be active participants in the wider community and take part in community events such as ANZAC and Remembrance Day, isea,icare, environment and sustainability days such as Turn the Tide, festivals as well as sporting and cultural events. Through involvement and performance in these events our students learn skills and social behaviours appropriate to the situations. Our exceptional students demonstrate our school values of Respect, Integrity and Resilience in everything they do.

2. School values, philosophy and vision

Rye 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 respect, integrity and resilience at every opportunity.

Rye Primary School's vision is to develop independent learners and creative thinkers whose moral character enables them to be productive citizens within a global community. We aim to provide a relevant, engaging and differentiated teaching and learning program based on high expectations and evidence-based teaching practices in a supportive environment that fosters deep thinking, creativity, collaboration and independence and inspires respect, resilience, responsibility, integrity and lifelong learning.

3. Engagement strategies

Rye 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*
- *deliver a broad curriculum to ensure that students are involved in programs that are tailored to their interests, strengths and aspirations*
- *teachers at Rye Primary School use an instructional model based on current research to ensure an explicit, common and shared model of instruction to ensure that evidenced-based teaching practices are incorporated into all lessons*
- *teachers at Rye 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 Student Representative Council(SRC) and other forums including action research student 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 production, athletics, cross country, music programs and peer support programs such as the Buddy program*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, teachers, 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:*
 - *Respectful Relationships*
 - *Mindfulness*
 - *Bully Stoppers*
 - *Cyber safety*
- *programs, incursions and excursions developed to address issue specific behaviour eg. team building excursions.*

- *opportunities for student inclusion eg. sports teams in SLPs and WLPs, lunchtime programs, buddy programs*

Targeted

- *all Koorie students targeted for improved educational, social and emotional outcomes through the use of Individual Education Plan (IEP)*
- *all students in Out of Home Care will be appointed a Teacher Mentor, have an Individual Education Plan, regular Student and will be referred to Student Support Services for an Educational Needs Assessment*
- *the wellbeing co-ordinator 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*

Individual

- *Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>*
- *Individual Education Plan and Behaviour Management Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to Orange Door, Headspace*
- *Lookout*

Rye 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 Education Plan and/or a Behaviour Management 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 Orange Door

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
 - Koorie students
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

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 Rye Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Rye 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 conjunction with our School Wide Behaviour Management Plan, and 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*
- *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.

7. Engaging with families

Rye 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 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

Rye 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
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

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

REVIEW CYCLE

This policy will be reviewed as part of the school's review cycle.

This policy was last updated in May 2019.

School Council was consulted about this policy on 18th June 2019.

It is scheduled for review in May 2020.