



**Sandringham East
Primary School**

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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.

Sandringham 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.

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

Sandringham East is a coeducational primary school located in the leafy beachside Sandringham, 15 kilometres south east of Melbourne. Our vision is: "To build a community that empowers, challenges and inspires learners to foster their creativity and talents developing the skills to fulfil their dreams in an ever-changing world to: 'THINK...IMAGINE...BECOME.'

Our school values include: care, compassion, doing your best, fair go, freedom, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion. The school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for students.

Sandringham East is a progressive school preparing students for a dynamic future. We have a proud history since 1931 with over 85 years serving the Sandringham community. Our community hub values relationships and a sense of community – a diverse community with 7 % EAL students (English as an Additional Language) representing 19 countries. **Our current total of 549 students were enrolled in 2018, 249 female and 300 male.**

The school employs a Welfare Officer/ Counsellor who supports many families for educational, wellbeing and family issues. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Restorative Practice processes empowers students to solve relationship concerns.

Students focus on the school's mantra; "Is it Safe? Is it Fair? Does it show you care?"

The FISO priority for our school is Building Practice Excellence; encompassing teaching and learning, with a focus for students to: Think...Imagine...Become...

Please see the school website for further information about our wonderful school.
www.sandringhameast.vic.edu.au

2. School values, philosophy and vision

Sandringham East 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 care, compassion, doing your best, fair go, freedom, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

Our vision is: "To build a community that empowers, challenges and inspires learners to foster their creativity and talents developing the skills to fulfil their dreams in an ever-changing world to: 'THINK...IMAGINE...BECOME.'

SEPS School Purpose – Vision

STUDENTS:

- To provide an educational environment that develops socially well-adjusted children who perform academically to the best of their ability for '21st Century Learning' in a vibrant and engaging learning environment
- To ensure student learning takes place in a safe, orderly, challenging and supportive environment.
- To create an environment that is preparing our students for the future by fostering positive and respectful attitudes towards life-long learning, high expectations, risk-taking, collaboration and the development of the whole child.

STAFF:

- To develop highly skilled educators, supported by strong leadership and a dedicated team of non-teaching staff, who are committed to implementing a forward thinking, student focussed curriculum which is engaging, challenging and sustainable in order to equip students for the demands and opportunities of a changing society
- To model lifelong learning, staff reflect, refine, collaborate and build individual and team capacity to positively impact upon student learning
- Staff members to establish high expectations for all students and provide a safe, supportive environment where students have the opportunity to become productive, knowledgeable, respectful, responsible and resilient citizens in cooperation with parents and the community.

COMMUNITY:

- To further enhance a culture that respects the strengths, efforts and contributions of all members of the school community
- To build school pride in a partnership with all stakeholders
- To value and promote community partnerships that sustain the direction of the school
- To value the importance of the home/school partnership and actively contribute in parent participation using expertise in a variety of ways within and outside the classroom

3. Engagement strategies

Sandringham East Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Restorative Practice processes are used to restore relationships. 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 whole school, targeted and individual engagement strategies used by our school is included below.

Whole School strategy includes:

- high and consistent expectations of all staff, students and parents and carers
- positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- teachers seek to identify and act upon opportunities to empower students ownership of their learning. To support engagement of all students across all areas of the curriculum, student voice and agency are central to unit/ lesson planning.
- 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 use of the SEPS Instructional Framework to ensure an explicit, common and shared model of instruction ensuring evidenced-based, high yield teaching practices are incorporated into all lessons
- 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 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 which is acknowledged in the classroom, school expos and communication to parents
- monitoring student attendance and implementing strategies at a whole-school, cohort and individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through Junior School Council and other forums including year group meetings
- creating opportunities for cross—age connections amongst students through for example STEAM activity days
- an 'open door' policy where students and staff are partners in learning
- engaging in programs such as:
 - Play Is The Way – building resilience
 - Respectful Relationships with SEPS being a lead school supporting partner schools
 - Bully Stoppers network cluster who focus on an annual project
- opportunities for student inclusion in extra curricula activities (lunch clubs, chess, lego, choir, Sandy Stars)
- buddy program for levels 6 with Foundation students
- peer mediation and Play programs
- Play shed program led by students

Targeted strategy includes:

- level leaders responsible to monitor the health and wellbeing of students in their year
- All teachers to present Play Is The Way regular lessons as well as Respectful Relationships lessons
- ensuring students in Out of Home Care have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff applying a trauma-informed approach to working with students when required

Individual strategy includes;

- Development of Student Support Groups
<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 Child First, Headspace

Sandringham East Primary School implements a range of strategies that support and promote individual engagement which includes:

- 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 needs to be made to cater for individual needs
- 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 Child First

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 Attendance Improvement Plans in collaboration with the student and their family
- ensuring 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

Sandringham East Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The school employs a welfare officer for 2 days a week as well as a counsellor psychologist who will offer parents services through a health Plan after referral from a doctor.

Our School will utilise the following information and tools to identify students in need of extra emotional, social or educational support through:

- personal, health and learning information gathered during enrolment
- 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

- ensure a safe, fair and caring school environment

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

When a student acts in breach of the behaviour standards of our school community, Sandringham 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 Year Level Coordinator
- 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

Sandringham 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:

- providing a welcoming face though the first point of call – the school office
- providing opportunities to work with the welfare officer and the counsellor psychologist
- 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, supported by our Communication policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- involving families in school decision making

- coordinating resources and services from the community for families
- inclusion of families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Sandringham 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

FURTHER INFORMATION AND RESOURCES

REVIEW CYCLE

This policy was last updated at February school council meeting 2019 and is scheduled for review in 2021