



GUTHRIDGE 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) our expectations for positive student behaviour
- (c) the support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Guthridge 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

School profile

Guthridge Primary School was established in 1961 and has a current enrolment in excess of 430 students. Our location adjacent to Sale College maximises the school's opportunities to share resources and to engage in cross-age tutoring and transition programs.

The school has high expectations of all its students and aims to provide an opportunity for each of them to develop as learners, now and in the future. Both Parents' Club and School Council provide strong support to the school.

School vision, philosophy and values

Guthridge Primary School's Vision, Core Values and Expectations are integral to the work that we do and are the foundation of our school community.

Guthridge Primary School Vision for Learning

All children are empowered to learn and achieve, experiencing high quality teacher practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

Guthridge Primary School Core Values

Through community consultation we have established our Guthridge Core Values of:

- Show respect
- Have a go
- Keep trying
- Bounce back
- Work as a team

Be Your Best!

Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

In conjunction with these values, we have established three all-encompassing student expectations:

Be Responsible Be Safe Be Respectful

These values and expectations are embedded in the language and culture of our school.

Engagement strategies

Guthridge 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
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and be responsive to them as partners in learning
- analyse and be 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 subjects and programs that are tailored to students' interests, strengths and aspirations
- teachers at Guthridge Primary School are guided by the Victorian Teaching and Learning Model and incorporate the Practice Principles, e5 Pedagogical Model, High Impact Teaching Strategies (HITS) and a Challenging Learning framework to ensure an explicit, common and shared model of instruction, and that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Guthridge 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 and Expectations 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 Student Leadership forums including Student Council, the Environment Team, Office Assistants, and House Sports Captains, year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Student Welfare staff, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics and sporting events, music programs and peer support programs
- 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
 - 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, peers support programs

Targeted

- Wellbeing staff monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff 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

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Guthridge 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
- 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.

Identifying students in need of support

Guthridge 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. Guthridge 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
- records of playground behaviour
- engagement with families
- self-referrals or referrals from peers/teachers

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.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and Expectations. Student bullying behaviour will be responded to consistently with Guthridge Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Guthridge 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 Wellbeing team
- 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.

Classroom Expectations

We have high expectations in student behaviour in our school and have a consistent whole school approach of classroom expectations and consequences. All teachers develop an Assertive Discipline Plan with their students and these are sent home to parents for their signature. Assertive Discipline is about choices and consequences. If a student chooses to disregard a class (or school) rule, then there is a set of clear consequences. Usually this involves a warning, time out, time out in another classroom and ultimately referral to the Principal or Assistant Principal and parents notified. Our rules are designed to maximise children’s learning. Children learn best in an environment which is safe and nurturing. Assertive Discipline also involves plentiful acknowledgement and praise for positive behaviour.

Playground Expectations

Our aim is to make the playground at Guthridge Primary School a safe and happy place for all members of the school community.

Yard Duty Rules

<p>Red Card Offences (20-minute supervised detention) The child to begin detention with Principal/Assistant Principal immediately, if appropriate, or at the next available recess/lunch time:</p>	<ul style="list-style-type: none"> • Fighting • Bullying • Swearing • Dangerous Play • Leaving school grounds without permission • Damaging school property • Refusing to follow staff instructions • Displaying disrespect towards a staff member
<p>Blue Card Offences (10-minute supervision with yard duty teacher) The child to walk with teacher on duty for ten minutes and if incomplete before teacher changeover, to continue with the second teacher.</p>	<ul style="list-style-type: none"> • Unacceptable behaviour. • Running around corners. • Playing in gardens or out of bound areas. • Littering • Being inside buildings without permission. • Taking hats off/off other students • Rough play • Throwing bark/sand/playing with sticks • Walking when eating • Not including others in play

Warning	<ul style="list-style-type: none"> • Name recorded in yard duty folder for a warning for a minor infringement. • All playground incidents are to be record in Sentral for whole school monitoring of playground behaviour.
Green Cards are awarded for:	<ul style="list-style-type: none"> • Playing fairly. • Encouraging others to join in. • Assisting others. • Using Conflict Resolution to solve problems. • Playing safely. • Following school rules.

Engaging with families

Guthridge 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 or upon request at the Front Office.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- 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.

Evaluation

Guthridge 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
- Sentral

REVIEW CYCLE

This policy was last updated August 2019 and is scheduled for review in 1-2 years.