



Heidelberg 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.

Heidelberg Primary School is committed to providing a respectful environment that is inclusive, positive, safe and caring, promotes empowerment and strives for equity. We welcome diversity within our community and embrace every background, experience, gender, sexuality, ability, age, culture and religion. 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

Heidelberg Primary School is in a developed area in Melbourne's northern suburbs and located in the City of Banyule. In 2019, the current enrolment is 574 with 26 classrooms. The school is a multicultural community with a diverse range of cultures, including ATSI (Aboriginal and Torres Strait Islander) students. We have students funded under the Program for Students with Disabilities (PSD) and Integration Aides are employed to support these students. We provide a safe, inclusive school community for students with special needs.

The school is student and curriculum focused, encouraging high standards of achievement. Specialist programs include: Science, Physical Education and The Arts. A variety of extra-curricular programs are offered including: swimming, athletics and interschool sports, a sequential camping program from Year F to 6, a student leadership program, lunchtime clubs programs, music (keyboard, drums, guitar and recorder).

Our school aims for its students to develop resilience and emotional wellbeing. It pursues this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. Major components of our student wellbeing program are the Start Up Learning Program, our Teaching and Learning Protocols and a comprehensive delivery of the Rights, Resilience and Respectful Relationships program.

2. School values, philosophy and vision

Heidelberg Primary School's Mission, Vision and Values form the essence of its philosophy. These underpin all our school's processes, policies and practices.

SCHOOL MISSION

To inspire and educate all students to achieve their potential

SCHOOL VISION

Students are highly engaged learners in a safe, stimulating environment. Our school community lives the school values while working together for continuous improvement.

SCHOOL VALUES

Care, Cooperation, Respect, Integrity

SCHOOL MOTTO

'We care what we do!'

3. Engagement strategies

Heidelberg Primary School is focused on setting high expectations for all students, providing a supportive environment that enhances learning, personal growth and wellbeing. We aim to provide an engaging environment that promotes equity and excellence with learners who are confident, flexible, creative thinkers with a sense of agency in their learning. We encourage a sense of self-worth and self-awareness to enable our students to function as informed, responsible local and global citizens.

Whole school engagement strategies at Heidelberg Primary School

- Ensuring high and consistent expectations of all staff, students, parents and carers through the use of Teaching and Learning Protocols and adhering to the Respectful Relationships ethos at HPS.
- prioritising positive, respectful relationships between staff and students through the consistent delivery of wellbeing programs (Rights, Resilience and Respectful Relationships), 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 Opinion survey data, student management data and school level assessment data
- implementing the FISO model to ensure an explicit, common and shared model of instruction
- adopting 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
- incorporating our school values into the curriculum and promote them to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- implement carefully planned transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and in communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council, Student Voice Teams and other forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bounce Back
 - Restorative Practices
- implementing the student leadership program and engaging young leaders in student leadership conferences.

- creating student leadership opportunities through student led assemblies, student ambassadors, as well as fostering leadership through student interests including choir and recorder captains.
- encouraging student voice and agency through student inquiry, self-assessment and goal setting
- creating opportunities for cross-age connections amongst students through buddy programs, school productions, sporting and whole school special events, music programs and lunch time clubs
- creating opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).

Individual student engagement strategies at Heidelberg Primary School

- 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
- connecting all Aboriginal and Torres Strait Islander students with an Aboriginal and Torres Strait Islander Engagement Support Officer
- connecting Aboriginal and Torres Strait Islander students and their families with appropriate Aboriginal and Torres Strait Islander agencies, for example the Victorian Aboriginal Health Services or the Victorian Aboriginal Child Care Agency.
- applying a trauma-informed approach to working with students who have experienced trauma
- ensuring students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and be referred to Student Support Services for an Educational Needs Assessment
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - appropriate external agencies

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 – including but not limited to; council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services, or Child First
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- organising regular Student Support Group meetings for all students:
 - with a disability

- in Out of Home Care (Lookout)
- and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Heidelberg Primary School is committed to providing the necessary care to ensure our students are supported intellectually, emotionally and socially. Students can feel safe to talk to a teacher or staff member if they are seeking confidential advice and support regarding any issues relating to family violence, sexual harassment or sexual assault. Students can feel confident their issue will be taken seriously and the right support given.

The school plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Heidelberg 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

At Heidelberg Primary School we expect high standards of student behaviour based on our School Values and Respectful Relationships philosophy. We promote positive relationships among students, parents, staff and the wider community. Positive relationships will be promoted through the expectation that students, staff and the wider community will:

- treat everyone with respect, regardless of their gender, sexuality, cultural background, disability or family circumstance
- never use sexist insults or jokes

We do not tolerate sexism, sexual harassment or sexual discrimination.

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 and engage with their learning to the best of their ability
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- Observe classroom and playground rules
- Observe school values and Learning Protocols
- respect the right of others to learn.

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, as does our commitment to the Respectful Relationships initiative.

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

All students are expected to;

- respect, value and learn from the differences of others;
- model acceptance of diversity
- have high expectations that they can learn;
- reflect on and learn from their own differences;

ATTENDANCE

All students are expected to come to school every school day throughout the year. (If students cannot attend their parents/carer must provide a suitable explanation to the school).

BEHAVIOUR

All students will;

- support each other's learning by behaving in a way that is curious, respectful and embodies the Heidelberg Primary School Learning Protocols
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence of any kind, property damage, inappropriate language and disrupting the learning of other students is unacceptable

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and in our commitment to the Rights, Resilience and Respectful Relationships program and Restorative Practices. Student bullying behaviour will be responded to consistently with Heidelberg Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Heidelberg Primary School will follow the HPS discipline procedures, 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 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

- *Classroom Behaviour Consequences:*

THE SEVEN STEPS:

| | |
|---|--|
| 1 | The "look" |
| 2 | Warning |
| 3 | Move to a different spot in the group |
| 4 | Move to the classroom "time-out" spot |
| 5 | Go to another room for time out for at least 10 minutes, and then talk with the teacher about your behaviour before re-joining the class |
| 6 | Principal informed |
| 7 | Parents contacted |

- *Playground Behaviour Consequences:*

| | |
|---|--|
| 1 | Warning |
| 2 | Walk with teacher for 5 minutes |
| 3 | Sit out for 10 minutes on "time-out" seat |
| 4 | Severe Clause: Sit out for rest of play break and receive detention for the next day |

DETENTION

At Heidelberg Primary School, detention is a consequence of a serious poor behaviour choice in the playground. This includes before and after school. It is not used for misdemeanours that occur during class time. Detention lasts for half the lunch recess. In detention sessions, students reflect on their actions and choices in writing using the Think Sheet (a proforma for students to record their behaviour choices). After 5 detentions, the next detention is taken after school.

SUSPENSION AND EXPULSION

These 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

Heidelberg 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,
- maintaining an open, respectful line of communication between parents and staff by adhering to our Communication With School Staff Policy and protocols.
- 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 Learning Plans for students.

8. Evaluation

Heidelberg 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, including the Attitudes to Schooling Survey (years 4-6 students)
- incidents data
- school reports
- Parent Opinion Survey
- case management
- reports from School Support Services Officers
- CASES21
- Student Online Cases System

REVIEW CYCLE

This policy was last updated in September 2019 and is scheduled for review in September 2020.