

Student Engagement and Wellbeing Policy

Rationale:

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.

Seville Primary School has a commitment to **zero tolerance** of child abuse. We support and respect all students. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability, in line with the Child Safe Standards.

Seville 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.

Contents:

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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5. Student rights and responsibilities
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Policy:

1. School profile

Seville Primary School opened in 1887. The school is situated on the Warburton Highway, on the eastern approach to the Seville Township, in a semi-rural area of the picturesque Yarra Valley region of Victoria. Seville Primary School has a current student population of 96 students in 5 grades.

Seville Primary School is committed to empowering our students to take greater ownership of their learning experiences. In the classroom our teachers work with students to set individual learning goals and facilitate learning choices in how they achieve their goals. Greater student independence and smaller class sizes allows our teachers to focus more on one-to-one conferencing and small group focuses to give greater feedback on student learning and ensure our students are always being challenged to grow.

At Seville Primary School we have a commitment to continual improvement across all areas of the school. This is achieved through ongoing whole-school professional learning opportunities and networks with other

schools in the area. Seville Primary School aims to provide its students with an education which lays the groundwork for success as life-long learners and creates socially responsible citizens for the future who are confident and productive members of society.

We have a part-time wellbeing coordinator as well as a school chaplain who assist with the welfare and pastoral care of all students. Students are empowered through our school values of ICARE – Integrity, Collaboration, Accountability, Respect & Excellence – which influence decision making both in the classroom and the yard.

Our school enjoys a rich sporting background. A wide variety of sporting and outdoor education opportunities are available for our students, such as orienteering, canoeing, skiing, school camps and interschool sport, with a significant number of Seville Primary School students participating in sport at a zone and state level. Students enjoy the freedom to enjoy many games, such as basketball and football, on the vast open spaces our school enjoys.

We are proud of our specialist programs, which includes Auslan, the Australian Sign Language for the Deaf, as our LOTE. This is provided by our qualified Auslan teacher who assists with its integration throughout the school. Other specialist areas include Art, Science and Physical Education.

We are also proud of our strong community connections at Seville Primary School. Parents are actively involved in the school's programs, both at the school and in supporting their children's learning at home. The school clearly benefits from the enthusiasm and experiences of parents and their links with the broader community. Staff are able to communicate effectively between school and home through our use of Compass to keep parents informed on student learning successes and any areas of concern.

2. School values, philosophy and vision

Seville 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 **Integrity, Collaboration, Accountability, Respect and Excellence** provide opportunities for everyone to learn and feel safe in a respectful school environment.

Vision:

We empower and support students to become community-minded life-long learners'.

The 'empower' element is related to our core focus of student agency and voice, and belief in students taking ownership of their learning. 'Support' is in relation to our wish to support the whole-child and ensuring there are necessary people and programs that cater for each individual. 'Community-minded' is related to our key focus on creating classroom/learning communities, strong-ties with our local community and developing global citizens, led by our school values. 'Life-long learners' is our wish to develop a love of learning in our students and a motivation to challenge themselves to keep growing.

Mission:

At Seville Primary School our mission is to:

Teaching and Learning

Deliver curriculum programs that engage, challenge, inspire and allow every student to experience success and grow.

Relationships

Foster positive relationships with all school community members based on honesty and trust.

Communications

Openly communicate with our school and local community about our programs, students, successes and challenges.

Objective:

Seville Primary School develops life-long learners and gives them the skills and knowledge to succeed through:

- Empowering students to take control of their learning experiences
- Having high expectations of every students' individual learning growth
- Making the learning environment engaging, meaningful and inclusive
- Catering for social and emotional needs and empowering with strategies for diversity
- Celebrating success and ensuring our students are heard

Our Statement of Values is available online on our website at www.sevilleps.vic.edu.au

3. Engagement strategies

Seville 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 that fosters student agency whereby students have the opportunity to contribute towards their learning direction to ensure that it caters to their interests, strengths and aspirations
- teachers at Seville Primary School use an instructional framework to include an explicit, common and shared model of instruction is used that ensures evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Seville 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 opinion surveys.
- Students are encouraged to speak to their teachers, Chaplain 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
- create opportunities for cross—age connections amongst students through lunch clubs, Buddies, school production, sporting programs, Junior School Council and special days, such as Harmony Day and Reconciliation Week activities.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Buddy programs
 - Esmart Schools

- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime clubs and activities)

Targeted

- teaching 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
- teacher mentor system with vulnerable students

Individual

Seville 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 Yarra Ranges Council 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 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
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

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

VALUE	As a learner, I:	As a friend, I:	In the schoolyard, I:	Online, I:
Integrity	-Am open to learning new things. -Am reliable. -Express my own ideas.	-Am honest and trustworthy -Show compassion and consideration. -Am loyal.	-Make responsible choices. -Include others. -Help others in need. -Explain rules before I start to play.	-Do not copy someone else's work or ideas. -Communicate in a polite and respectful manner.
Collaboration	-Share ideas and resources. -Learn together. -Offer to help and mentor others.	-Encourage others to get involved. -Look out for others in my group. -Use negotiation and mediation skills. -Make compromises and find solutions together.	-Show sportsmanship. -Work together to keep our school tidy.	-Work together online. -Share devices. -Make positive connections with others online.
Accountability	-Look after my belongings and am organised. -Show initiative. -Know and follow the Tribes agreements.	-Stand up for others. -Remind my friends of appropriate behaviours.	-Follow playground rules. -Tell a yard duty teacher if I am concerned about something.	-Follow my acceptable use agreement. -Report anything that does not feel right to an adult. -Only do things online that I would show everyone.
Respect	-Listen to other people's ideas. -Encourage others. -Use a quiet voice. -Give positive feedback.	-Respect personal space. -Take turns. -Use manners.	-Move safely around the school. -Look after our natural environment. -Look after the belongings of others.	-Use appropriate language. -Be careful with equipment. -Respect the privacy of myself and others.
Excellence	-Strive for continual improvement. -Listen and respond positively to feedback. -Am well organised. -Confident to give task a go.	-Notice and respond when my friends are hurt or sad. -Value what makes my friends different to me.	-Include others. -Use the buddy bench.	-Always make sure what I post is of a high standard, with correct spelling, grammar and punctuation. -Am a critical user of technology -Am open to new thinking and learning.

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 Seville Primary School's Bullying policy.

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

- quietly 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 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.

7. Engaging with families

Seville 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
- providing opportunities for parents to attend parent/teacher interviews
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Seville 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:

- Attitudes to School student survey data
- School level report data
- Parent Opinion Survey data, and other parent feedback
- data from case management work with students
- Staff Survey data and other staff feedback
- CASES 21 and Incidents data

Additional and Relevant Documents:

Resources:

Commission for Children and Young People website developed by the Office of the Child Safety Commissioner, provides schools and parents with effective relationship based classroom and school-wide strategies.

Related policies include:

SPS Statement of Values and School Philosophy

SPS Bullying Prevention Policy

SPS Child Safe Policy

SPS Diversity and Inclusion Policy

Schools Policy and Advisory Guide <https://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

Policy evaluation and review

This policy will be reviewed as part of the School's three-year review cycle

This policy was ratified by School Council in 2018.

This policy will be reviewed by School Council in 2019.