Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9772 1393

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.

Edithvale 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, where student participation is encouraged and valued, 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. Wellbeing and engagement strategies
  4. Identifying students in need of support
  5. Student rights and responsibilities
  6. Student behavioural expectations
  7. Engaging with families
  8. Evaluation

POLICY

School profile

Edithvale Primary School is situated in the City of Kingston, 26 kilometres from the CBD. It is well positioned between Port Phillip Bay and Edithvale Wetlands giving our school community a wonderful opportunity to develop a sound and responsive environmental awareness. The school has a rich history and well established links with the local kindergartens, primary schools, secondary colleges and community support agencies. We are actively involved with a variety of local organisations in the wider community.

Extra curricula programs include camps, swimming, performing arts, interschool sports, instrumental music, choir, excursions and special events.

Our educational priority has been to enhance and promote quality teaching and learning practices with a strong commitment to expert professional development and Performance & Development Culture. The classroom and learning environments are student-focused and we encourage our students to have agency in their learning and parents to have a voice. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

We provide a supportive, engaging, active, and enjoyable environment that encourages all students to achieve their personal best. We prepare our students for lifelong learning in a climate that embraces fairness, trust and mutual respect. We are committed to working closely with all families and the wider community to provide opportunities for every child to reach their full potential.

Our vision is to foster a love of learning in our school community. We work together to know our students and understand their learning needs. Our aim is to ensure that learning is fun, active and meaningful in an environment where individuality, creativity and curiosity are valued.

We endeavour to prepare our students for tomorrow's world, developing their skills and knowledge, enabling them to live and work in a global community as effective, responsible and caring citizens.

We strive to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

In order to achieve success in realising our purpose we have established a core set of values. At Edithvale Primary School the community is committed to working together to ensure a learning environment where the following qualities are valued and expected:

At Edithvale Primary School the community is committed to working together to ensure a learning environment where the following qualities are valued and developed:

We are Edithvale Primary and we are Respectful, Kind and Determined.

We believe these to be the cornerstones of a strong culture of learning and development.

Respect includes -

- displaying good manners to all members of our community
- caring for ourselves and others
- caring for our shared environment
- displaying understanding for the diversity in our community/world.

Kindness includes –

- having thoughtful and positive interactions with all students, staff and community members
- demonstrating empathy toward others
- appreciating and understanding diversity

Determination includes –

- working hard each day and to the best of your ability

- displaying personal and academic grit to do your best, always.
- displaying a growth mindset: positive actions, behaviours, words and choices

We encourage each of our students to recognise their unique significance to our school community and support and guide them as they explore their interests and abilities.

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate kindness, and take every opportunity to help others that may be in need.

We strive for excellence, which means trying our hardest and doing our best.

Our Statement of Values is available online at [Statement-of-School-Values-Philosophy.pdf (edithvaleps.vic.edu.au)](Statement-of-School-Values-Philosophy.pdf)

1. Wellbeing and engagement strategies

Edithvale Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *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 at Edithvale Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Edithvale 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 School Philosophy 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 and other forums including year group meetings and Peer Support*

Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, 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*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

Targeted

- *each year group has a Year Group Leader/ PLC Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support*
- *all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

As well as to other Department programs and services such as:

- Program for Students with Disabilities
- *Mental health toolkit*
- *headspace*
- LOOKOUT

Edithvale 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 at Edithvale Primary for changing the classroom set up, instigating regular breaks*
- *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 Plans in collaboration with the student and their family*
- *engaging with our regional Koorie Education Support Officers (KESO)*
- *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.*

2. Identifying students in need of support

Edithvale 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 help identify students in need of support and enhance student wellbeing. Edithvale 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*

3. 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 Child Safety Code of Conduct 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, racism, 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.

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. Further information about raising a complaint or concern is available in our Complaints Policy.

4. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Child Safety Code of Conduct.

Edithvale Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

The Principal and school leaders of Edithvale Primary School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments.

School leadership and staff promote a culture of respect, fairness and equality, and foster respectful relationships. The school environment is inclusive and empowering, valuing the positive contributions of students and creating a sense of belonging and connectedness that are conducive to positive behaviors and effective engagement in learning. There are multiple opportunities for students to take responsibility and be involved in decision-making.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Edithvale Primary School provides a safe and friendly environment for students and staff and encourages care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The Equal Opportunity Act 2010 (Vic) prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

This Statement of Values sets out our behavioural expectations of all members in this school community, including

the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

- Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school

When a student acts in breach of the rights and responsibilities of our students and staff, Edithvale 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- which is including, but limited to (Restorative White Forms, phone calls, emails.)

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*
- *restorative practices*
- *recess and/or lunchtime detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Broader support strategies will include

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator and external support agencies when indicated
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts
- involving student support services by referring students who may appear to be educationally at risk

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Edithvale Primary school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

5. Engaging with families

Edithvale 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, 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

Edithvale 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, including attendance and absence data
- SOCS

Edithvale Primary school will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)

- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 22
Consultation	Consultation on this policy is mandatory. School Council meeting- July 2022 Communication through COMPASS Newsletter, July 15
Approved by	Principal
Next scheduled review date	July 2024 note that the recommended minimum review cycle for this policy is 1 to 2 years