STUDENT WELLBEING, ENGAGEMENT & INCLUSION 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.

Truganina South 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.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

SCOPE

This policy applies to all school activities, including camps and excursions.

POLICY

1. School values, philosophy and vision

Our values:

- *Diversity, achievement, responsibility and endeavour.*

Our philosophy:

- *Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

Our vision:

- *All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

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.

2. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

- The school will promote active student participation and provide students with a sense of ownership of their environment.

- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

3.   Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies are used in our school.

4.   Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Student Mapping Tool

- Engagement with student families

5.   Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in the Child Safe Standards Policy

School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)

- Withdrawal of privileges

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals

- Detention

- Suspension (in-school and out of school)

- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found on the school website.

The school's child safety policy/statement of commitment can be found on the school website.

The school's policies and procedures to manage child abuse can be found on the school website.

6.   Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy

- conducting effective school-to-home and home-to-school communications

- providing volunteer opportunities to enable parents/carers and students to contribute

- involving families with homework and other curriculum-related activities

- involving families as participants in school decision-making

- coordinating resources and services from the community for families, students and the school

- involving families in Student Support Groups.

7.   Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data

- school level report data

- parent survey data

- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

REVIEW CYCLE

This policy was last updated in January 2021 and is scheduled for review in 2024.

This policy was last ratified by School Council in:	February, 2021