



# STUDENT SAFETY, 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.

Waverley Meadows 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

### 1. School profile

Waverley Meadows Primary School was opened in 1975 and is located in Columbia Drive, in Wheelers Hill within the City of Monash. It is a community minded school with a current enrolment of 212. Waverley Meadows Primary School is committed to providing a caring, supportive environment that challenges individual students to reach their learning potential. Our comprehensive programs provide students with a balanced development of the intellectual, emotional, physical, social and cultural elements of life in order to enable them to reach their potential both as a student and as a member

of the community. Waverley Meadows has a school population reflecting a multicultural mix of students where, in 2018, 23% come from homes where English is not the primary language.

We maintain a strong focus on literacy, numeracy and science supported by a comprehensive and sequential integrated curriculum.

Three specialists deliver engaging Visual and Performing Arts, Japanese and Physical Education programs.

We continue our commitment to extending learning beyond the classroom by offering co-curricular opportunities such as coding, electronics, dance, sustainability, music, fitness and the Stephanie Alexander Kitchen Garden program.

## 2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are mutually linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our values: *Resilience, Excellence, Acceptance, Co-operation and Honesty.*

## 3. Engagement strategies

To realise our vision, Waverley Meadows Primary 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.

Waverley Meadows Primary 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Universal

- Our school will deliver a broad curriculum using the Victorian Curriculum as the basis

- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
- Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally at assembly presentations
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- All students will have the opportunity to participate in a social and emotional learning curriculum program which will include a combination of the following: Circle Time, Better Buddies, Ripple Kindness, MPower Girls, Peacemaker Leaders and other Leadership Programs
- All students will have the opportunity to participate in cyber safety curriculum programs which will include a combination of the programs from the eSmart Scope and Sequence document
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other student leadership roles

#### Targeted

- All students working below the expected level, all disability funded students and all Koorie students, will be on an Individual Education Plan
- All students in Out of Home Care will be referred to Student Support Services for an Educational Needs Assessment and have termly meetings with carers, Principal, teacher and Student Support Service professionals
- School staff will undertake student wellbeing training and professional learning in response to needs identified by classroom teachers or other school staff during the school year.
- Relevant teaching staff will apply a trauma-informed approach (using [Calmer Classrooms: A Guide to Working with Traumatised Children](#), *Berry Street Educational Model* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.

#### Individual

- Strategies to support attendance and engagement of individual students include:
  - Meet with student and their parent/carer to talk about how best to help the student engage with school
  - Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
  - Establish a Student Support Group
  - Seek extra resources under the Program for Students with Disabilities for eligible students
  - Develop a Behaviour Support Plan and/or Individual Education Plan.
  - Consider if any environmental changes need to be made, for example changing the classroom set up.

- Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services
- Refer to external support services including Child First, Berry Street, Local Government Youth Services, Community 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
- 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

Waverley Meadows Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing and Leadership teams plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Waverley Meadows 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, particularly literacy and numeracy assessments
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

#### 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

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 Waverley Meadows Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Waverley Meadows 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 Assistant Principal or 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

Waverley Meadows Primary 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 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 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.
  
- Inviting parents/carers to school based events such as assemblies, athletics, etc
- Providing parents with information evenings to give them information on assisting students at home

## 8. Evaluation

Waverley Meadows 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 School Survey
- incidents data
- school reports
- parent survey
- case management
- data extracted from software such as CASES21, SPA or SOCS

## REVIEW CYCLE

This policy was last updated on October 2018 and is scheduled for review in October 2020