



## CAULFIELD PRIMARY SCHOOL

### STUDENT WELLBEING AND ENGAGEMENT POLICY

Policy No. 1.9



#### Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

#### 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.

Caulfield 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 and management
7. Engaging with families
8. Evaluation

#### POLICY

1. School profile

As the first school established in the local area, Caulfield Primary School, located in Caulfield South, has a rich and lengthy history. One of only eleven bilingual schools in Victoria, we provide a rich, immersive English - Japanese bilingual education for all our students. We reflect both State and Federal Government emphasis on the development of languages other than English, providing genuine opportunities for our children to become Asia Literate. Research shows that becoming bilingual or multilingual from an early age, not only leads to proficiency in a language other than the child's first language, but also assists literacy development in children's first language. Our students develop a multilingual mindset, contributing to an enhanced aptitude for global and multicultural citizenship.

Our school is relatively small compared with other primary schools in the area, but enrolments have steadily increased, reflecting the growing desirability of attending the school. Our school Index of Socio-Educational Advantage (ICSEA) is above the national average, while around half of our students are from a Language other than English background. We have an excellent student attendance rate of above 90%.

Caulfield is an inclusive school community and welcomes families from a range of backgrounds. The learning needs of many children are catered for through the implementation of Individual Education Plans which are prepared in consultation with parents. This assists children needing additional support or those requiring extension. In addition, Literacy Support is provided as required. Around 1 percent of students are supported by the Program for Students with Disabilities.

The sense of community at our school is a real feature, and is best demonstrated by the high level of parent involvement. Parents play a big part in our school life, and are genuinely committed to the school's bilingual education and the positive culture. Parents are heavily involved in our very active and welcoming Parents and Friends Club, as classroom volunteers, at working bees, in the library and through the School Council, the subcommittees of which help drive the operations and future directions of the school.

## **2. School values, philosophy and vision**

Caulfield 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 respect, kindness, honesty, excellence, responsibility and diversity at every opportunity.

Our Vision: Caulfield Primary School provides an excellent bilingual education in a safe, supportive and inclusive environment. We create exciting opportunities which foster a love of learning. Students are active and engaged learners who participate positively in school and community life.

The CPS school values of respect, kindness, honesty, excellence, responsibility and diversity are embedded and practiced across the whole school.

### **3. Wellbeing and engagement strategies**

Caulfield Primary School has developed a range of strategies to promote engagement, 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
- 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, student management data and school level assessment data
- deliver a broad curriculum including Performing Arts, Visual Arts and Physical Education
- teachers at Caulfield Primary School use an 'EGANAG' (Engage, Goal, Access prior knowledge, New information, Apply, Goal) 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 Caulfield 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 year group meetings. Students are also encouraged to speak with their teachers, area leader, assistant principal or principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, sporting events, Foundation/Y5.6 buddies, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Officer, Area Leader, Assistant Principal or 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
  - Zones of Regulation
  - Smiling Mind
- programs, incursions and excursions developed to address issue specific behaviour (i.e. Courage To Care Upstander Training, cyber safety)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, friendship group
- 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.
- strong relationship with Caulfield Community Health

### **Targeted**

- each Area has an Area Leader, a senior teacher responsible for their year, who monitor 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 Caulfield Primary School Reconciliation Action Plan and the Child Safety Code of Conduct for further information
- 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 designated teacher and Learning Mentor, having an Individual Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- our English as a second language students are supported through our differentiated learning program within classrooms, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through our school values and bilingual education.
- We support learning and wellbeing outcomes of students from refugee backgrounds through our differentiated learning program in the classroom, along with our wellbeing curriculum including Respectful Relationships and Zones of Regulation.
- 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](#) [\[insert any specific measures at your school to support LGBTIQ+ students\]](#)

- wellbeing and health 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, where necessary. School will seek further support from the Student Support Service when appropriate and discuss the involvement of appropriate expert support with parents.
- Caulfield Primary School 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

### **Individual**

Caulfield 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 [Individual Education Plans](#) and [Behaviour Support Plans](#)
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - [Student Support Groups](#)
  - [Program for Students with Disabilities](#)
  - [Student Support Services](#)
- referral to ChildFirst/Orange Door, Assessment Australia, GP for Mental Health Plan
- maintaining a strong relationship with Caulfield Community Health
- Nomination for [Gateways](#) (Gifted and Talented Program)

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

- [Mental health toolkit](#)
- [Navigator](#) (*Re-engagement Program*)
- [LOOKOUT](#)

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
- 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**

Caulfield Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Caulfield 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*
- *school nurse program for Prep students*

#### **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, 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
- uphold the Caulfield Primary School Values and follow the Student Code of Conduct
- 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. Further information about raising a complaint or concern is available in our Complaints Policy.

## **6. Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Caulfield Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

*Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.*

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 Year Level Coordinator*
- *restorative practices*
- *detentions*
- *lunchtime reflections*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

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 Caulfield 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.

## **7. Engaging with families**

Caulfield 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.

## **8. Evaluation**

Caulfield 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 (Student Online Cases System)

Caulfield 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
- Available to staff in the Policies Google Drive
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from the school office upon request

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



- [Suspension process](#)
- [Expulsions - Decision](#)

### **Related Policies and Procedures**

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](#)

### **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](#)

### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	July 2024
Consultation	In July 2024 with; -School council -School community via the school newsletter and school website
Approved by	Principal
Next scheduled review date	July 2026