



CAULFIELD PRIMARY
コーフィールド小学校

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 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

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, both those from the local area, and those who travel in order to be able to attend our school. 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 more than 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 Learning Plans which are prepared in consultation with parents. This assists children needing additional support or those requiring extension. In addition, Literacy Support is provided in the early years as required. 1.5 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 direction in which the school is moving. 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, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

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

3. 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 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
- teachers at Caulfield Primary School use an EGANAG 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 PLT Leader, Assistant Principal or 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, Area Leaders, 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
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, friendship club

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
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan, and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities

- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace, Student Support Services, The Orange Door, Assessment Australia, GP for Mental Health Plan, Caulfield Community Health
- Referral to Gateways (Gifted and Talented Program)

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 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 school based and external supports such as the services listed above

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:
 - in Out of Home Care
 - and 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 Student 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
- self-referrals or referrals from peers

Caulfield Primary School is committed to the safety and wellbeing of all students, including international students irrespective of their cultural background, native language, or diversities. The safety and wellbeing of international students is a key focus of our care and decision-making.

Caulfield Primary School is committed to providing an environment where students, including international students are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the safety of international students from culturally or linguistically diverse backgrounds’.

All school staff have an individual responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all students (including international students) is at the forefront of all they do and every decision they make.

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 a trusted teacher or a member of the school leadership team and to their parents or carers.

6. Student behavioural expectations

Caulfield Primary School is committed to following the DET guidance (PAL) on suspensions and expulsions in compliance with Ministerial Order No.1125. Caulfield Primary School uses CASES21 to maintain a register of suspensions and expulsions.

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 Caulfield Primary School's 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 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 Area Level Leader
- restorative practices
- reflections
- 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

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
- SOCS (Student Online Cases System)

FURTHER INFORMATION AND RESOURCES

- student survey data
- SOCS (Student Online Cases System)
- CPS Student Code of Conduct
- Child Safe Standards - refer to whole of DET
- CPS Statement of Values and School Philosophy Policy No.5.7

- CPS Bullying Prevention Policy No.3.3
- CPS Duty of Care Policy No.1.19
- CPS Child Safety Responding and Reporting Policy and Procedures (including Mandatory Reporting) No.1.24
- Equal Opportunity (includes discrimination and harassment) - refer to whole of DET
- CPS Health Care Needs Policy No. 1.5
- CPS Inclusion and Diversity Policy No.1.21
- CPS Inclusive Education Policy No.1.2
- CPS Gender Equality Policy No.2.2
- CPS International Students Policy No.1.14
- DET Privacy Policy – refer to DET website

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2021
Approved by	Caulfield Primary School School Council
Next scheduled review date	August 2022