



# Clifton Springs Primary School

---

## Student Wellbeing and Engagement

---

### 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.

Clifton Springs 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

Clifton Springs Primary School was established in 1991 and is located approximately 20 kilometres from Geelong. We have 463 students enrolled from Years Prep to 6 and we currently have 21 classes. Our school has a supportive community and all students that enrol live within our designated neighbourhood zone. Clifton Springs Primary School has developed close ties to the local community, and enjoys support from our local businesses and community services. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Our school is culturally diverse with families having a language background other than English (LOTE). The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

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

To develop outstanding citizens and life long learners who believe that effort and persistence leads to success.

Through our core values of Respect, Responsibility, Empathy, Innovation and Excellence we strive to make a difference in our community and environment. We demonstrate these values through:

- **Respect**
  - All members of the school community make a commitment to be respectful in their communication with each other
  - Showing respect for people in our school and wider community
- **Responsibility**
  - Social, technological and environmental responsibility
  - Being accountable for our actions
  - Contributing to our school community in a positive way
  - We all have the responsibility to represent our school with pride
- **Kindness**
  - We treat all members of the school community kindly and how we would like to be treated • We are friendly to others and accept differences
  - We help one another

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

To realise our vision, Clifton Springs 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, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and we have implemented many strategies to identify these students and provide them with the support they need. 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 behaviour expectations of all staff, students and parents and carers through our Schoolwide Positive Behaviour approach – please see Schoolwide Positive Behaviour Matrix
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. Restorative Practices, individual conferencing and school camps are examples of this
- welcoming all parents/carers and being responsive to them as partners in learning. We hold Family BBQ early in the year, parent information evenings, 3-way conferences between teacher, student and parent in term 1, and Student Led Conferences in term 3, have a heavily involved Parents and Friends Group, a strong School Council and many sub-committees where we encourage parents to be involved, working bees and open days in Education Week
- 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 Clifton Springs Primary School keep abreast of best current teaching practice to ensure an explicit, common and shared model of instruction to ensure that evidenced based practices are incorporated into all lessons
- 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 wholeschool, cohort and individual level
- a strong emphasis on Student Voice. Students have a variety of leadership positions through the school such as School Captains, House Captains, Student Representative Council, Kids Matter captains, Respectful Relationships captains, environment leaders, digital learning leaders, etc. All students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including class and year level meetings.
- create opportunities for cross—age connections amongst students through House carnivals and events, Kids Matter vertical groupings, school choir and bands, and various sporting activities
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o Respectful Relationship
  - o Kids Matter
  - o Schoolwide Positive Behaviour
  - o Health and Human Relations
- lunchtime activities are offered every day, including art club, choir, rock band, movie club, quiet activities, sport tournaments, among others
- our buddy program, which runs all year with our prep and year 6 students

#### Targeted

- each year group has an Operations and Welfare Leader, who is responsible for ensuring the school's Schoolwide Positive Behaviour approach is being followed.
- our school has a strong connection with our Koorie students and families and works with our Koorie Engagement Support Officer to further strengthen these connections.
- all students in Out of Home Care have a Learning Mentor, have an Individual Learning Plan and have regular Student Support Group meetings.
- CSPA have a strong welfare team, made up of 2 staff and 1 school chaplain, who analyse the needs identified by student wellbeing data, classroom teachers or other school staff each year. This team lead staff through crucial training such as Mandatory Reporting, trauma-based training, and we are Respectful Relationships school.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school through targeted intervention and culturally appropriate support given to students. The EAL curriculum and assessment is used with EAL student when needed.
- we support learning and wellbeing outcomes of students from refugee background through trauma-based training for teachers, targeted intervention and culturally appropriate support given to all students.
- 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 and provide inclusive spaces for all children. Clifton Springs Primary School is also a Respectful Relationships School.
- 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.
- 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.
- 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

CSPS employs a myriad of individual supports for students and families to assist them in being the best they can be. Some of these individual supports include:

- Individual Learning Plans and Student Support Group meetings
  - Behaviour Support Plans
  - Integration aides employed through Program for Students with Disabilities funding
  - Sensory Diet program
  - Just Right Zone (social/emotional framework)
  - Fine Motor Skills program
  - Life Skills program
  - Access to CSPS welfare staff
  - Access to Bellarine Network Support Services (speech, psychology, social work)
  - NDIS therapists have access to school
  - 'Making a Difference' program through our school chaplain
  - Literacy and Numeracy intervention programs
  - Sports Academy
  - Lunchtime activities

## **4. Identifying students in need of support**

Clifton Springs Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Executive team and 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. CSPS will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- background information such as family, medical, behavioural, social and academic information gathered upon enrolment, from both the family and from the previous school
- attendance records
- academic performance, focussing on academic 'growth'
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- behaviour data through chronicles on Compass
- 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. 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. 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, Clifton Springs 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 implement 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.

- Each class will use a classroom Behaviour Wall which will display positive consequences for behaviour choices. These behaviour walls will be created with the students to ensure they have input, however they will all include a 3 step progression for positive behaviours. Negative • behaviour progression will not be displayed publicly, however teachers will maintain a record of these.
- Positive behaviours will lead to a student's name moving up the chart, leading to individual and class rewards (these will vary depending on the year level)
- Negative behaviours will be managed using the 4Rs which is an agreed school process:
  - o Reminder (a verbal reminder of the expected behaviour)
  - o Redirection (a verbal redirection from the teacher to help get the student back on track)
  - o Relocation & Reflection (student relocated to somewhere in the class where they can
- focus without distraction, plus a chance for the student to reflect on their behaviour in order to help make better choices next time)
- Each class also has a Behaviour Tick Chart. Specialist teachers, Education Support staff, principal class, and all yard duty staff can recognise positive behaviour by handing out Values Cards. Students then take these cards to class and receive a tick on the chart, which then leads to individual rewards once 5, 10 and 20 ticks have been reached. These rewards are developed in consultation with teachers and students and will vary between year levels.
- Severe misbehaviour either in the classroom or playground will be dealt with immediately (use of red card to Administration) by the Principal / Assistant Principal, and may result in:
  - o an 'in school' suspension, where the student will continue learning tasks away from other students and have a chance to discuss behaviours with the Principal / Assistant Principal.
  - o external suspension as per Department of Education and Training guidelines
    - o parent contact and Student Support Group meetings
    - o referrals to Student Support Services and/or external agencies
    - o restriction from school activities such as camps, excursions, incursions and sports days

\*Please Note: This policy explicitly prohibits any form of corporal punishment as a form of discipline. Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

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 Clifton Springs 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**

Clifton Springs 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**

Clifton Springs 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

Clifton Springs 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
- Made available in hard copy from school administration 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](#)

## **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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

[Include any other related policies and where possible, links to them.].

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	12/03/2023
Consultation	15/03/2023
Approved by	Principal
Next scheduled review date	14/03/2025