



Student 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.

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.

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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.

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 Relationships
 - 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 a lead school in the Respectful Relationships program.

Individual

CSPA 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 CSPA 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
- Targeted furniture (wobble stools, stand up desks, slant boards, etc)

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.

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6. Student behavioural expectations

- 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:

- <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.

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
- Pivot survey data
- School reports
- NAPLAN data
- Parent Opinion Survey
- Chronicle data
- Attendance data
- case management

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:

- Included in staff induction processes
- Made available upon request

Our school will also ensure it follows the mandatory parent/carer 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 school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Cyber Safety Policy
- Bullying Prevention and Response Policy
- Mandatory Reporting Policy
- Student Attendance Policy
- Student Welfare Policy
- Yard Supervision Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2023
Consultation	
Approved by	Principal