



## SEAFORD NORTH Primary School

# 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.

Seaford North 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

Seaford North Primary School is uniquely situated on 7 hectares of land bordered by an extensive heritage listed wetlands, and is located within easy walking distance to Seaford Beach, on Port Phillip Bay. The school has a small farm, vegetable patch and its own bushland.

Seaford North primary school was successfully authorized as an International Baccalaureate (IB) World School – Primary Years Program (PYP), in 2019.

The school student enrolment is approximately 480 and is currently zoned and capped at 500 students maximum.

There are 23 classes and five specialist subject areas; Physical Education, Visual Arts, Performing Arts, Chinese (Mandarin) and Science. User pay keyboard and guitar lessons are also being offered using Primary Music Institute as an independent service provider allowing families to access this directly. In addition, support programs are provided for students: Tutoring Program (Literacy and Numeracy) and Little Learners Love Literacy.

There are currently 43 teaching staff (FTE 35.7), 2 Principal class members, 4 Administration staff and 5 Education support staff with varying time fractions employed at the school.

The agreed purpose of our school is to develop socially well adjusted, resilient children who perform to the best of their ability in a purposeful, engaging learning environment with an expectation of excellence in learning and behaviour.

### 2. School Values, Philosophy and Vision

Seaford North Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

Seaford North Primary School's vision statement is 'upward and onward'. We embrace opportunities and rise to challenges. We move forward with confidence, taking responsibility and enacting our personal agency. We place our students in the centre of our learning community.

We are a proud International Baccalaureate World School, thriving in an inquiry-based, concept-driven learning environment.

Our Statement of Values and School Philosophy is integral to the work that we do. It ensures that Seaford North Primary School strives to build a respectful school community by instilling the three values of:

- Collaboration
- Inclusion
- Responsibility

We value the diversity of individuals in our school community and the shared responsibilities we all have in building a safe, inclusive and respectful learning community.

Seaford North Primary School values and promotes international mindedness through the attributes of the IB Learner Profile: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

We acknowledge that parents, carers and school staff are motivated to do their best for all children, and understand that fostering a strong collaborative partnership is essential.

Our School Mission statement demonstrates our commitment to the philosophy of student-centred, inquiry-based learning. Teaching and learning is personalised to ensure student learning is optimised and our students are engaged and challenged.

### School Mission Statement

Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.

We provide engaging learning opportunities that include essential knowledge, concepts, skills and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.

We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.

We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.

Our Statement of Values and School Philosophy is available on our School website.

## 3. Wellbeing and Engagement Strategies

Seaford North Primary School acknowledges that a safe and supportive school environment is essential to student wellbeing and engagement and the school has actively developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. Within the positive school environment, each student is valued and cared for and has opportunities to contribute to the school and engage in their learning. 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

The whole school strategies used at Seaford North Primary School to promote positive behaviour and inclusion are:

- high and consistent expectations of all staff, students and parents and carers
- prioritising 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- incorporating students' needs and student voice into the teaching and learning program
- encouraging student leadership skills through various leadership opportunities
- 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 use the Seaford North Primary School instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high quality teaching practices are incorporated into all lessons
- teachers at Seaford North 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 (VIT) and the International Baccalaureate (IB) Primary Years Programme (PYP)
- our school's Statement of Values and School Philosophy 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
- providing explicitly planned social skills and wellbeing learning opportunities for all students, drawing upon the IB Learner Profile attributes, Approaches to Learning (ATLs), The Resilience Project, Rights, Resilience and Respectful Relationships (RRRR), Circle Time, Restorative Practices and Zones of Regulation
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents/carers
- monitoring student attendance and implementing 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 and focus groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- creating opportunities for cross—age connections amongst students through athletics, learning show cases, buddy programs and the PYP Exhibition
- all students are welcome to approach their Classroom Teacher, First Aid Officer, Team Leader Assistant Principal/Wellbeing Coordinator, Principal and other staff 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:
  - The Resilience Project
  - Rights, Resilience and Respectful Relationships
  - Restorative Practices
  - Circle Time
  - Zones of Regulation
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. teamwork)
- opportunities for student inclusion in lunch time activities/clubs and breakfast club
- providing channels for our school community to report inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### Targeted

- each level cohort has a Team Leader responsible for their year level, who monitors the health and wellbeing of students in their year, and acts as a point of contact for teachers who may have students that 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
- all cultural and linguistically diverse students, including students from refugee backgrounds are supported to feel safe and included in our school including through our Inclusion and Diversity Policy and Language Policy
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and work with external professionals where needed
- 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 (IEPs)

- all staff will undertake health promotion and social skills development in response to student needs
- staff will apply a trauma-informed approach to working with students who have experienced trauma

## Individual

- [Student Support Groups \(SSG\)](#)
- Individual Education Plan (IEP)
- Behaviour Support Plans
- Disability and Inclusion Program (DIP)
- Referral to Assistant Principal/Wellbeing Coordinator and Student Support Services (SSS)
- Referral to The Orange Door, Headspace, Navigator
- Lookout

Seaford North 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 students and their parents/carers to talk about how best to help the student engage with school
- developing an Individual Education 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 external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or The Orange Door, Navigator

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 Plan 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

Seaford North Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School Improvement Team (SIT) plays a significant role in developing and implementing programs and strategies to support students and enhance student wellbeing, teaching and learning processes across the school. Seaford North Primary School will utilise the following information and tools to identify students in need of additional wellbeing and/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
- external specialist reports

## 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.

At Seaford North Primary School, we recognise that we all have shared and specific rights and responsibilities to ensure equality of opportunity for all students, staff, parents and carers in terms of activities, organisational structure, practices, operations and curriculum.

<b>All members of Seaford North Primary School community have a right to:</b>		
<ul style="list-style-type: none"> <li>• participate in an environment free of discriminatory behaviour</li> <li>• be treated fairly with dignity and respect</li> <li>• feel valued, safe and supported in an environment that encourages freedom of thought and expression</li> <li>• work, learn and socially interact in a safe environment</li> <li>• be informed through appropriate communication channels</li> <li>• gain support from the school community</li> <li>• be an individual, expressing ideas, feelings and concerns</li> </ul>		
<b>Students have the right to:</b>	<b>Staff have the right to:</b>	<b>Parents/Carers have the right to:</b>
<ul style="list-style-type: none"> <li>• participate fully in their education</li> <li>• learn in an environment free from bullying, harassment,</li> </ul>	<ul style="list-style-type: none"> <li>• be able to work in an environment of order and cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• be informed about their child/ren's education</li> <li>• have a clear communication</li> </ul>

<p>violence, racism, discrimination or intimidation</p> <ul style="list-style-type: none"> <li>• have input into the teaching and learning program, through activation of student voice and agency</li> </ul>	<ul style="list-style-type: none"> <li>• be treated as knowledgeable professionals</li> <li>• have input into the teaching and learning program through access to the curriculum and supporting resources</li> </ul>	<p>channel with teaching staff</p> <ul style="list-style-type: none"> <li>• feel valued through a constructive partnership with the school</li> </ul>
<p><b>All members of Seaford North Primary School community have a responsibility to:</b></p>		
<ul style="list-style-type: none"> <li>• acknowledge their obligations under the EO Act 1995, the Charter of Human Rights and responsibility Act of 2006, the Disability Discrimination Act 1992, Disability Standards for Education 2005 and Education and Training reform Act 2006</li> <li>• participate and contribute to a positive learning environment that supports the learning of self and others</li> <li>• ensure that their actions and views do not impact on the health and wellbeing of other members of our school community.</li> </ul>		
<p><b>Students have the responsibility to:</b></p>	<p><b>Staff have the responsibility to:</b></p>	<p><b>Parents/Carers have the responsibility to:</b></p>
<ul style="list-style-type: none"> <li>• participate fully in their education</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers, members of the school community, equipment and property</li> <li>• respect the right of others to learn</li> <li>• express their opinions in an honest and socially acceptable manner</li> </ul>	<ul style="list-style-type: none"> <li>• provide a safe and stimulating learning environment</li> <li>• provide programs equally to all students regardless of gender, race, religion, belief or disability</li> <li>• provide programs which will encourage the development of acceptable behaviour in students</li> <li>• bring school values and expectations to the attention of each student</li> <li>• build positive relationships with members of the school community</li> <li>• provide support for other staff when required</li> <li>• inform Casual Relief Teachers of relevant information relating to the students in their care</li> </ul>	<ul style="list-style-type: none"> <li>• support the School's policy and curriculum programs</li> <li>• communicate with staff regarding issues which may affect their child/ren's school performance or welfare</li> <li>• send their child/ren to school in a clean, well fed and rested state</li> <li>• respect the school protocols and procedures relating to discipline</li> <li>• build positive relationships with members of the school community</li> </ul>



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.

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](#).

Each year, teachers develop 'Essential Agreements' in partnership with students; a statement of shared expectations that are stated in the positive and are consistent with the principles and practices of the school's values, wellbeing and discipline program.

### Basic Expectations may include:

- show respect for your own and other people's rights, feelings, work and property
- everyone has the right to be safe
- everyone has the right to learn
- take pride in yourself and your school

When a student acts in breach of the behaviour expectations of our school community, Seaford North 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:

- reminder of the rule and expectation
- restorative conversation with staff
- monitoring and providing feedback to students on their behaviour
- allowing students a cooling off period using a non-judgemental approach
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour

- completing time out in another classroom
- withdrawal of privileges
- walking with teacher
- detentions
- referral to the Principal
- behaviour support and intervention meetings
- referral to support agencies
- suspension
- expulsion

Logical Consequences:

<b>Appropriate Behaviour</b>	<b>Inappropriate Behaviour</b>
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> <li>• Class rewards</li> <li>• Yard awards</li> <li>• Verbal feedback (acknowledgement of positive choices/behaviours)</li> <li>• Reports</li> <li>• IB Learner Profile awards</li> <li>• Recognition of students' efforts in the Newsletter</li> <li>• Leadership opportunities</li> <li>• Messages/phone calls to parents from teachers</li> </ul>	<p>Inappropriate behaviour will be addressed by:</p> <ul style="list-style-type: none"> <li>• Conferring with student(s) and referring them to the school expectations</li> <li>• Discussing expected and unexpected behaviours in the classroom</li> <li>• Contact with parents (written, verbal)</li> <li>• Co-construct Behaviour management and Safety plans, this may also include an IEP</li> <li>• Implement Restorative Practices</li> <li>• Establish rights and responsibilities</li> <li>• Withdrawal of the student from the classroom, to maintain safety</li> <li>• Conduct Student Support Group meeting (SSGs)</li> <li>• As a last resort, suspension or expulsion</li> </ul>

Ongoing Behaviour Issues

Where students display ongoing inappropriate behaviour(s) then a range of strategies may be used. These may include:

- discussing the behaviour problem(s) and then reaching an agreement regarding future behaviour
- explicit teaching regarding expected and unexpected behaviour(s)
- monitoring behaviour
- time out – allowing students a cooling off period
- sending students to another classroom
- co-construct Behaviour Management and Safety Plans, this may include withdrawing a student from an activity, removal from yard during break times, after school detention, in school suspension, external suspension, expulsion
- counselling

- student support group /carers meeting involving parents/carers and/or relevant support staff or outside agencies to assist in modifying behaviour

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 Seaford North 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

Seaford North 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, making policies available on our school website, at the School office by request and via clickable links when referenced in news items
- maintaining an open, respectful line of communication between parents and staff, acknowledging and respecting diversity
- providing parent/carers volunteer opportunities so that families can contribute to school activities, including participation in the 'Human Expert Library'
- involving families with homework and other curriculum-related activities by providing a clear purpose and explanation
- involving families in school decision making through opportunities including, but not limited to, focus groups, surveys, School Council and sub-committees
- coordinating resources and services from the community for families and communicating how to access these
- including families in Student Support Groups, and co-constructing individual plans and goals for students and assessing progress

## 8. Evaluation

Seaford North 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
- Staff opinion survey
- incidents data
- school reports
- Parent Opinion survey
- case management (SOCS)
- CASES21, including attendance and absence data

## 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
- Discussed at staff briefings/meetings as required
- Made available from school administration upon request
- Annually referred to in the school newsletter

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 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 and are available at <http://seaford-northps.vic.edu.au/policies-and-reports/>:

- Child Safe Standards
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	2023
Consultation	Policy Review Committee: July-September 2022 Parents/Carers: August/September 2022 Student focus groups: September 2022 School Council: August 2022 Staff 2023
Approved by	Principal
Next scheduled review date	2025

# Appendix 1

## Restorative Practices

The Restorative Practices approach to issues will be implemented informally in minor indiscretions while serious incidents will require a more formal approach to be implemented. The restorative practices approach to issues is encouraged in the teaching and learning practices in all classrooms.

Restorative Practices are intended to move the focus away from punitive consequences that are based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation. Restorative Practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will address the behaviour using another approach. This may include conducting a Student Support Group (SSG) with parents/carers to co-construct an IEP/Behaviour plan/Safety plan.

<b>Restorative Practices Conversation</b>	
<b>To the person who has done the harm</b>	<b>To the person who has been harmed</b>
<ul style="list-style-type: none"> <li>• Can you tell me what happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you did?</li> <li>• How have they been affected?</li> <li>• Has anyone else been affected? How?</li> <li>• Is what happened fair? <b><i>Could be asked several times during this part of the conversation.</i></b></li> <li>• What do you think you need to do to make things right? or</li> <li>• What would you like to see happen to repair the harm?</li> <li>• Is that fair?</li> <li>• Is that realistic and achievable?</li> </ul>	<ul style="list-style-type: none"> <li>• What was your reaction at the time of the incident?</li> <li>• How did you feel about what happened?</li> <li>• What did you think at the time?</li> <li>• What have you thought about since then?</li> <li>• How have you been affected?</li> <li>• What has been the hardest thing for you?</li> <li>• What would you like to see happen?</li> </ul>