

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.

OUR COMMITMENT TO CHILD SAFETY

Hastings Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Hastings Primary School has zero tolerance for child abuse.

Hastings Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Hastings Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Hastings Primary School will

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;

9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and

10. Value the input of and communicate regularly with families and carers.

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

Hastings Primary School No. 1098 is situated in the township of Hastings on the Westernport side of the Mornington Peninsula. The school was established in 1872 and has provided continuous education for the community throughout that time. Located on Hodgins Rd., and bounded by Kings Creek and natural bushland, the school offers spacious grounds and buildings and is within walking distance of the business and recreation centres, the Hastings Marina, the foreshore and its reserves. The present enrolment at the school is 221 students. In the next 5 years we are expecting a small but steady growth in student enrolments as Hastings Township and Western Port area become more populated.

2. School values, philosophy and vision

Mission Statement

HASTINGS PRIMARY SCHOOL - building the future

Hastings Primary School will support our students to be the best they can be as active, creative and responsible global citizens.

Our endeavour, as a community, is for students to leave with the personal capabilities and aspirations to confidently and successfully strive for and achieve their personal best.

CARING RESPECTING LEARNING

CARING means to display kindness, empathy, sensitivity and understanding to those within our community and beyond.

CARING is

COMPASSION - Feeling and showing empathy and understanding to others.

CONNECTEDNESS - Taking action to care for our community and environment with thoughtfulness and consideration.

CONSIDERATION - Being a welcoming, friendly and reliable member of our community.

RESPONSIBILITY - Seeking to make amends when we do harm.

LEARNING means a step by step process in which an individual experiences permanent, lasting changes in knowledge, behaviours or ways of processing the world.

RESPECTING means - appreciating and valuing ourselves and others, and demonstrating this in our behaviours and attitudes.

RESPECTING is

SELF RESPECT - Accepting and valuing who we are, and doing the very best we can.

INCLUSION - Valuing diversity and understanding everyone has a voice.

BELONGING - Actively supporting others to feel included and accepted members of our school community.

INTEGRITY - Being honest, trustworthy and loyal.

LEARNING is

ENGAGEMENT - Being curious, motivated and engaged in learning.

ENDEAVOUR - Having a growth mindset and believing you can learn more with effort.

RESILIENCE - Taking risks in our learning and accepting mistakes as opportunities to learn and grow.

UNDERSTANDING - Making sense of the world through the use of critical and creative inquiry skills.

DETERMINATION - Being optimistic and confident about finding solutions and positive outcomes.

3. Engagement strategies

Hastings 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 whole school approach is detailed in our Hastings Primary School Student Code of Conduct (see below). The Student Code of Conduct underpins the schools approach to universal, targeted and individual engagement strategies. Staff are vigilant in supporting all students in their personal and social learning. Student Wellbeing meetings are conducted weekly and include attendance, case management and conduct.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

- *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 Hastings Primary School use an FISO Inquiry cycle 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 Hastings 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 Student Representative Council and other forums including year group meetings and Social Circle Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and 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, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and 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:*
 - *Resilience Programs such as Bounce back, Revved Up, Drumbeat*
 - *Kimochi*
 - *Program Achieve/RRRR*
 - *Mentoring*
- *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, peers support programs, Wellbeing camps*

Targeted

- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will 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*
- *Within the school - referral to Student Welfare Coordinator, HPS Paediatric clinic, Private Psychologists, Private Speech Pathologist, Biala Occupational Therapist, Chaplain and Student Support Services*
- *Referral to Orange door- Anglicare, Child First, Good Shepherd, OzChild. , DHHS, Headspace*
- *Navigator*
- *Lookout*

Hastings 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 external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First*
 - *Re-engagement programs such as 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 Plans in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*

- *in Out of Home Care*
- *and with other complex needs that require ongoing support and monitoring.*
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4. Identifying students in need of support

Hastings 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 help identify students in need of support and enhance student wellbeing. Hastings 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 (Time-In) and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

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

RIGHTS

- I have the right to be treated with respect, understanding and tolerance.
- I have the right to be treated with respect and politeness.
- I have the right to personal safety in a safe environment.
- I have the right not to have my physical or mental health interfered with by others.
- I have the right to expect my property to be safe.
- I have the right to achieve my personal best in all school activities.
- I have the right to have my achievements and effort recognised by the community.
- I have the right to an organised and clean school.
- I have the right to have my rights respected.
- I have the right to be supported to learn self-discipline.

With every right, there comes a responsibility.

RESPONSIBILITIES

- I have the responsibility to treat others with respect, understanding and tolerance.
- I have the responsibility to respect the authority of supervising adults.
- I have the responsibility to protect the safety of others and their environment.
- I have the responsibility to respect the property of others.
- I have the responsibility to work to the best of my ability and respect the rights of others to do the same.
- I have the responsibility to act in ways that allow the community to recognise and respect school achievements and effort.
- I have the responsibility to help maintain an organised and clean school.
- I have the responsibility to respect the rights of others.
- I have the responsibility to learn self-discipline.

6. Student behavioural expectations

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 Hastings Primary School's Student Code of Conduct (see below), and Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Hastings 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 Student Counsellor, Assistant Principal or Principal*
- *restorative practices*
- *Reflection time for playground behaviour support and Buddy class for classroom behaviour support*
- *behaviour reviews as documented Code of conduct*
- *suspension*
- *supported transition*

Suspension and supported transition 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.

At Hastings Primary school we are able to demonstrate our commitment to

Hastings Primary School - Student Code of Conduct.

The Student Well Being program has an integrated Student Code of Conduct and associated policies. This involves a system of levels which allow your child to:

- Develop as a citizen, recognising their own rights and responsibilities
- Have their wellbeing protected.
- Be recognised and rewarded for personal success and positive achievements in the school.
- Participate in a management program that provides a structured framework of actions and consequences that encourages self-development and protects the rights of students to learn and teachers to teach.

LEVELS

There are 5 levels.

Levels	Outcomes	Types of behaviours	Consequences
1	Reward or personal success	<ul style="list-style-type: none"> • Excellent role model • Citizenship • Initiative • Enthusiasm • Commitment 	<ul style="list-style-type: none"> • School rewards and privileges • Positions of responsibility and trust
2	Start	Good all rounder	Class rewards and privileges
3	Seek advice	<ul style="list-style-type: none"> • Room for improvement • Not always remembering to "follow the rules" • Ignoring good advice 	<ul style="list-style-type: none"> • Parent contact • Behaviour support plan • Referral to Welfare Officer/Chaplain/ Student Wellbeing Team • If safety for self or others is a consideration for an activity, excursion or camp, an alternative learning activity provided for the day
4	Must improve	<ul style="list-style-type: none"> • Frequently making poor choices in behaviour and attitude • Making no effort towards improvement 	<ul style="list-style-type: none"> • Referral to Assistant Principal and Student Wellbeing team • Student Support group meeting • If safety for self or others is a consideration for an activity, excursion or camp, an alternative learning activity provided for the day
5	Significant Support required	<ul style="list-style-type: none"> • Consistently displaying inappropriate and unacceptable behaviours 	<ul style="list-style-type: none"> • As for level 4 and including; • Referral to outside agencies • School Student Support Officer at regional level

How does the Code of Conduct work?

LEVEL 2 – STARTING

All students will be placed on **Level 2** of the Code of Conduct at the beginning of each school year.

All new students to Hastings Primary School will be placed on Level 2.

Level 2 is a good place to be. Students are encouraged to aim for Level 1 but it is not an expectation.

LEVEL 1 - MOVING UP.

Students are moved to **Level 1** (the highest level) in recognition of their citizenship, commitment, enthusiasm and outstanding contributions to school life over a sustained period.

Each student will be presented with a certificate and acknowledged in the school newsletter.

LEVELS 3, 4, 5. - MAKING POOR CHOICES

Placement on **Level 3, 4 and 5** is an indication that behaviour must improve.

A set of progressively more serious consequences will result.

Levels 3, 4 and 5 are for students experiencing problems.

- Students are moved to **Levels 3, 4 and 5** in response to referrals from school staff.
- They will be given support and advice.
- Students will be expected to take responsibility for actions that affect the rights of others.
- Students who reject support and advice, and continue to ignore the rights of others in the school, will be placed on **Level 5**.
- A decision as to that student's suitability to attend Hastings Primary School will be discussed with the student and parents.

Communication to home.

- Parents will be informed by letter of any decision to move their child from one behaviour level to another. They will be asked to assist in solving any problems resulting from their child's behaviour.
- A parental response to a Code of Conduct letter is expected at all times.
- Students will move back towards **level 2** from **Levels 3, 4 and 5** when they are able to show they are becoming responsible and positive school members.

Suspension.

Serious misdemeanours may be dealt with by suspension, irrespective of a student's current behaviour level.

- Parents **MUST** attend a post suspension meeting organised by the school before the student returns to school.

Definition of violence: Violence, including bullying, is any action that jeopardises the safe and positive environment of the Hastings Primary School community by causing physical or emotional stress to others.

A copy of the Hastings Primary School Bullying Policy is included in this document.

Pupils may return to a higher level through:

- Commendations by staff.
- Successfully meeting a set of requirements including consistent, co-operative behaviour using the tools and strategies outlined in their individual behaviour management plan.

Support Mechanisms for Good Behaviour:

Merit certificates

- ☞ Stickers
- ☞ Excursions
- ☞ Visits to classroom by principal
- ☞ School reports
- ☞ Visits to principal or other staff members
- ☞ Verbal/written encouragement
- ☞ School assemblies
- ☞ School newsletter
- ☞ Parent/teacher interviews
- ☞ Verbal recognition in class/assembly & special privileges and activities

Level 1

Reasons for being placed on this Level

You have been recognised as being a person who makes a very positive contribution to our school.

You have consistently been an excellent role model.

You display:

- Continued excellent behaviour
- A sense of personal pride
- Self-reliance and initiative
- A caring attitude towards others
- An ability to form satisfying and stable relationships
- A commitment to live by a set of universally accepted values
- A sense of personal and social responsibility for your own actions and decisions
- You have received several commendations from a number of staff
- Care for the environment

- A commitment to your community

What Happens on this Level?

- ❖ You will be acknowledged in the school newsletter.
- ❖ You will be presented with a certificate at assembly.
- ❖ Hastings Primary School will be proud of yourself and know that you are making the most of every opportunity.
- ❖ You may have a choice of some extra activities at school:
- ❖ You may be offered opportunities to represent our school at special functions.
- ❖ You may be given privileges in the classroom or around the school.

Level 2

Reasons for being placed on this level

Everyone is placed on this level at the beginning of the school year.

- You are co-operative, courteous, polite and respectful.
- You follow all school rules by adhering to the Code of Conduct.
- You do your best and strive to achieve in work and play.
- You understand and practice “You Can Do It” Habits of the Mind.
- You play by the rules.
- You are fully organised and prepared for each day.
- You make good choices about your homework commitments.
- You are inclusive and understanding of others;
- You display acceptance towards others
- You display a positive attitude to learning.
- You attend school every day (unless ill or have an important commitment).

What happens on this level?

- ❖ You choose to co-operate with others.
- ❖ You are helpful and try to work with teachers and other students.
- ❖ You respect the rights of others.
- ❖ You will be appreciated by other students and be proud of yourself.
- ❖ You complete your work tasks.
- ❖ You make good choices about your behaviour and attitude.
- ❖ You set and reach personal goals.
- ❖ You may be awarded with Student of the Week.
- ❖ You display pride in your work.
- ❖ You consistently display a positive attitude

Level 3

Reasons for being placed on this level.

You are demonstrating poor choices in your attitude and behaviour.

You are not co-operating.

You have not responded to good advice.

Staff have concerns regarding your wellbeing and attitude for learning.

You may be...

- Uncooperative in class, not displaying consideration for the learning of others
- Disrespectful or unco-operative to staff, parent /volunteer or Casual Relief teacher in class or in the playground.
- Behaving unsafely.
- Not completing expected tasks.
- Hurting other students.

What happens on this level?

Your parents will be notified by:

- Phone call or personal chat.
- A Code of Conduct level letter in the mail.
- You will be placed on an Individual Behaviour Support Plan/ contract, which is monitored daily
- You may request, through your teacher, the opportunity to return to Level 2 after two weeks of co-operation and showing effort to improve your behaviour.
- After school consultation, you may only be permitted to participate in special activities with supervision.

If you are a student leader and it is your first time on this level you will be suspended from your leadership position until you return to Level 2. If it is your second time on this level, your position will be relinquished.

Level 4

Reasons for being placed on this level

You have continued to ignore the rights of others in the school. You have not taken advantage of the support offered.

You have not followed the advice of your parents and teachers.

You may be placed directly on to this level if you:

- Steal
- Wilfully destroy school or property belonging to others
- Behave in a manner that interferes with the wellbeing of other students
- Behave in a manner that interferes with the safety of other students
- Leave the school ground during school hours without permission.
- Refuse to comply with any reasonable instruction from a staff member.
- Behave in a manner that interferes with the learning opportunities of other students

- Engage in unacceptable discriminatory behaviour.

What happens on this level?

Your parents will be asked to attend a meeting with the Principal, and/or Assistant Principal, class teacher and yourself to develop an Individual Behaviour Management Plan which is signed daily by parent and teacher.

- You may be required to participate in learning activities beyond the classroom; buddy class or Office
- You may have alternative play times
- You may have alternative arrangements for sporting/ excursion/ incursion/ camp learning experiences
- You may be referred to the school Guidance Officer or other support staff for advice and/or assistance.
- You may request a return to a higher level after two weeks of co-operation and improved behaviour and consultation with your teacher.

If you are a student leader on level 4 there will be an immediate review of your position by the school

Level 5

Reasons for being placed on this level

Your behaviour, attitude and effort have been very poor. You are constantly affecting the safety and learning of others.

- You have ignored ALL attempts to help you. You have not tried to help yourself.
- You take no responsibility for your actions.
- You have not learnt to control your behaviour.
- You do not recognise the rights of others.
- You have committed a violent act.

Definition of Violence: Violence is any action that jeopardises the safe and secure learning environment of the Hastings Primary School community by causing physical or emotional distress to others.

What happens on this level?

After talking to you, your parents and school staff, the Principal may decide that:

- You may be excluded from extra-curricular school functions.



- You may be required to have alternative arrangement from class and required to complete school work in a negotiated area for a negotiated period of time.
- You may be required to have different recess times from the other students for a negotiated period of time.
- You may be suspended from school for a period of time.

To move from this level, you and your parents will be required to support your Individual Behaviour Support Plan

7. Engaging with families

Hastings 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

Hastings 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
- Sentral Platform

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards.

REVIEW CYCLE

This policy was last updated on 04/2019 and is scheduled for review in 04/ 2021.