



# STUDENT WELLBEING AND ENGAGEMENT POLICY

JULY 2022



Help for non-English speakers  
If you need help to understand the information in this policy please contact  
Clifton Hill Primary School on 9489 8333.

## 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 Hill Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The purpose of the Student Engagement and Wellbeing Policy is to articulate the school community's expectations in the areas of student engagement, attendance, inclusion and behaviour. The policy outlines the rights and responsibilities of every member of the school community in regard to engaging in and promoting a safe and inclusive educational environment where student outcomes are optimal.

## WHAT IS STUDENT ENGAGEMENT

Student engagement is challenging to define as it is a complex construct influenced by multiple factors.

Fredericks, Blumenfeld and Paris (2004) identify three dimensions of engagement:

- behavioural engagement: students' participation in education, including the academic, social and extracurricular activities of the school
- emotional engagement: students' emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)
- cognitive engagement: students' investment in their learning (motivation and self-regulation).



## SCOPE

This policy applies to all school activities, including camps and excursions.

## IMPLEMENTATION

The Student Engagement and Wellbeing Policy is a shared responsibility between school, home and the school community. This policy is divided into the following sections that outline the way in which Clifton Hill Primary School (CHPS) community seeks to achieve the purpose of this policy:

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. 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

### 1. SCHOOL PROFILE

CHPS has a 147-year history of service to its community and we believe we offer an appropriate balance of core subjects (literacy, numeracy, science) with creative areas (music, art, drama, dance). We are also in the privileged position to offer our students a choice to study Mandarin or French during their time at Clifton Hill Primary School.

We believe the quality of a school is determined by the quality of its teaching staff and CHPS has an outstanding group of professional educators. Our educators aim to achieve Excellence in Education through:

- Fostering Strong Relationships
- Creating Genuine Learning Opportunities
- Focusing on Student Engagement.

We are a straight-grade school (no composites and no multi-aging) with a significantly high proportion of high-achieving students. Having said that, we have students with wide-ranging abilities and backgrounds and strive to create a culture of inclusiveness.



Clifton Hill Primary School believes in and recognises the importance of collaborating with our families to ensure that all of our children reach their potential.

## 2. SCHOOL VALUES, PHILOSOPHY AND VISION

Within the Clifton Hill Primary School community, we foster resilience through teaching and modelling the following values:

- Kindness and Empathy
  - We speak and act with consideration, friendliness and respect.
  - We try our best to understand the feelings and experiences of others.
- Gratitude
  - We show appreciation for what we have and what others do for us, and we give back in return.
- Inclusiveness
  - We embrace difference, treat people fairly and create opportunities so that everyone feels like they belong.
- Critical and Creative Thinking
  - We question and analyse the world, and we look for new and innovative ideas and solutions.

Staff at Clifton Hill Primary School aim to achieve Excellence in Education through:

- Fostering Strong Relationships
- Creating Genuine Learning Opportunities
- Focusing on Student Engagement

We provide an open and safe environment where everyone uses kindness and empathy to foster and breed positive and healthy relationships. Supportive and respectful relationships are the foundation of a connected community where all members belong.

We use a variety of evidence-based teaching approaches that are purposeful, authentic and innovative and encourage student voice and collaboration.

Creativity, curiosity, connection and fun underpin the school experience for our community. Authentic opportunities exist for students to participate in making decisions.

Our Statement of Values is available online at:

<https://www.cliftonhillps.vic.edu.au/page/5/Vision-and-Values>

## 3. ENGAGEMENT STRATEGIES

Clifton Hill Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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



### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into lessons
- teachers 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
- Students are 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 class buddy programs
- All students are welcome to self-refer to their teacher, Year Level 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:
  - o Respectful Relationships
  - o Consent Education
- opportunities for student inclusion. These activities may include but are not limited to: GATEWAYS programs, International Competitions and Assessment for Schools (ICAS), Chess club, Code club, Lego club, Drama club, musical groups, aerobics, A specialised curriculum for particular area of learning i.e. Math, Involvement in organising items and initiatives and performing in assemblies, Peer support activities (PAL).

### Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who work with teachers within their team to monitor the health and



wellbeing of students at that level, and act as a point of contact for students who may need additional support

- connect all Koorie students with a Koorie Engagement Support Officer
- *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*
- *our English as a second language students are supported through our individualised learning programs/plans, and all cultural and linguistically diverse students are supported to feel safe and included in our school*
- *we support learning and wellbeing outcomes of students from refugee background through inclusive practises*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ+*
- *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*
- 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

Clifton Hill 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 family services, other allied health professionals, [headspace](#), child mental health services, ChildFirst or [LOOKOUT](#).



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
- engaging with our regional Koorie Engagement Support Officers
- running regular **Student Support Groups** meetings for all students:
  - o with a disability
  - o in Out of Home Care
  - o and with other complex needs
  - o that require ongoing support and monitoring

#### 4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Clifton Hill Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership together with the Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Clifton Hill Primary will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Referrals from external specialists and/or parents.

#### PROMOTING SCHOOL ATTENDANCE

Whilst student attendance at school is a legal obligation of parents/carers, staff members at CHPS community are committed to providing active support for full student attendance.

School approach

CHPS utilises the following whole-school strategies to promote school attendance:

- Setting and communicating high expectations for attendance to all members of the school community
- Adopting consistent, rigorous procedures to monitor and record student absences.
- Following up student absences promptly and consistently
- Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- Providing early identification of and immediate supportive intervention for students at risk of non-attendance





#### Expectations for attendance – Parents

Parents/carers are required to:

- Ensure that their child is on time for school each day
- Promote and provide organisational support to their child for full attendance and participation at school on all designated school days
- Notify the school of their child's absence as soon as possible on the first day of the child's absence
- Notify the school in advance if an absence of any period is planned
- Support their child's learning during continued or prolonged absences through the implementation of a Student Absence Learning Plan
- Work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- Work cooperatively with the school in supporting the child to return to school after prolonged absence
- Ensure that all contact details are correct and up to date

#### Expectations for attendance – Students

Students are expected to:

- Attend school at all times when the school is open for instruction
- Arrive on time to school and to every class
- Provide a written explanation from their parents/carers to their teachers when they have been absent from school
- Remain on the school premises during school time unless they have permission to leave from both the school and their parents/carers
- Work cooperatively with the school to develop personal attendance improvement goals and strategies when their attendance has been inconsistent

## 5. 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.

This policy recognises student, staff and parent/carer rights and responsibilities.

#### Student Rights and Responsibilities

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, racism, 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, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently as outlined in Clifton Hill Primary School's [Student Wellbeing Handbook](#). Clifton Hill Primary School staff follow the steps developed, outlined and communicated through the Teacher and Student Discipline and Behaviour Guidelines Flowchart as displayed in all classrooms. When a student acts in breach of the behaviour standards of our school community, Clifton Hill Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy.

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.

### UNACCEPTABLE BEHAVIOUR

THE FOLLOWING BEHAVIOUR IS CONSIDERED TO BE UNACCEPTABLE:

- Any behaviour deemed as bullying (see Student Wellbeing Handbook)
- Verbal put-downs and teasing
- Fighting, or any other form of aggressive behaviour
- Throwing sand, stones or other dangerous objects
- Using or carrying weapons (sticks, knives, etc)
- Harassment (based on culture, religion, race, sexual preference, gender or disability)
- Stealing
- Leaving the school ground or classrooms without permission
- Climbing trees, roofs or structures other than designated playground equipment
- Violence-based games

Unacceptable use of technology (as outlined in the following policies : [Cybersafety Student Contract for use at home \(Social Media\)](#) and [Acceptable Use of Digital Technologies or Acceptable Use of Digital Technologies 2020: Grade 1 & 2 Remote Learning](#)).

### Prevention

CHPS staff implement a range of early intervention strategies to support student engagement and to address individual barriers to learning. These prevention strategies:





- Provide appropriate feedback and motivation for the displaying of positive behaviours
- Define and teach school-wide and classroom expectations
- Establish school-wide and classroom consequences for inappropriate behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulties
- Empower students by providing multiple opportunities for them to take responsibility and become involved in decision-making
- Provide a physical environment conducive to positive behaviours and effective engagement in learning

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 Year Level Coordinator
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

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 Hill Primary is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 7. ENGAGING WITH FAMILIES

Clifton Hill Primary 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
- providing parent volunteer opportunities so that families can contribute to school activities such as school working bee, community engagement activities and through the school fair
- involving families with a window into learning in the classroom through See-saw and other curriculum-related activities
- involving families in school decision making



- including families in Student Support Groups and developing individual plans for students.

## 8. EVALUATION

Clifton Hill 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 Hill 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
- Included in transition and enrolment packs
- Made available in hard copy from school administration 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 REALTED RESOURCES / POLICIES

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 Policy](#)

[Update Child Safety Code of Conduct](#)

[Raising Concerns and Complaints Policy](#)

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Consultation	School Community via newsletter - July 2022 School staff - Child Safe Meeting - July 2022
Approved by	Principal – Megan Smith
Next scheduled review date	July 2024