



STUDENT WELLBEING AND ENGAGEMENT POLICY

Due for review: September 2022

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.

Montmorency 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 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

Montmorency Primary School was established in 1921 and is located approximately 18 kilometres north-east of Melbourne. We have 322 students enrolled from Foundation to Grade 6.



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Our school grounds are located close at the top of Were St Shopping Village, and we are surrounded by a supportive community. Montmorency Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

We are proud of our diversity and inclusive school community. We are a Respectful Relationships Lead School and implement The Resilience Program curriculum to embed 'Gratitude, Empathy and Mindfulness' practices. Our school values of Respect, Friendship, Safety and Learning are at the foundation of all that we do at MPS.

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

Montmorency Primary School's *Statement of Values* and *School Philosophy* is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, friendship, learning and safety at every opportunity.

Our school's vision is "Preparation for Life" – where we endeavour to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our *Statement of Values* is available to view on our school website.

3. Engagement strategies

Montmorency 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 at Montmorency Primary School 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 all lessons.



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- Teachers at Montmorency 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. 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 various activities.
- All students are welcome to self-refer to their classroom teacher, Year Level Coordinator, 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 the Respectful Relationships program and The Resilience Project curriculum.
- 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).

Targeted

- Each year group has a Year Level Coordinator, a senior teacher responsible for their year level, who monitor the health and wellbeing of students in their cohort, and act as a point of contact for students who may need additional support.
- Connect all Koorie students with a Koorie Engagement Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.
- Teachers will implement The Resilience Project curriculum into teaching and learning opportunities, with a focus on embedding 'Gratitude, Empathy and Mindfulness' practices.



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Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan and Behaviour Support Plan.
- Program for Students with Disabilities.
- Referral to Student Support Services if needed.
- Referral to ChildFirst, Headspace.
- Support from Lookout.

Montmorency 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 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 ChildFirst.

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.
 - With other complex needs that require ongoing support and monitoring.
- Following the DET Schools' Privacy Policy.



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4. Identifying students in need of support

Montmorency Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Montmorency 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, incident, detention and suspension data.
- Engagement with families.
- Self-referrals.

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.

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	RESPONSIBILITIES
Students <i>Students have the RIGHT to:</i> <ul style="list-style-type: none">• Learn in a purposeful and supportive environment.• Work and play in a safe, secure, friendly and clean environment.• Respect, courtesy and honesty.• Equal treatment regardless of race, gender or physical ability.• Interact with others in an atmosphere free from harassment and bullying.• Express themselves.	<i>Students have the RESPONSIBILITY to:</i> <ul style="list-style-type: none">• Display respectful, courteous and honest behavior.• Ensure that their behaviour is not disruptive to the learning of others.• Ensure that the school environment is kept neat, tidy and secure.• Ensure that they are punctual, polite, prepared and display a positive manner.• Behave in a way that protects the safety and wellbeing of others.• Ensure their behaviour does not intimidate others.



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RIGHTS	RESPONSIBILITIES
Staff <i>Staff have the RIGHT to:</i> <ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents in matters relating to their children's education. • To be the first point of contact if there is an issue or concern with one of their students. 	Staff <i>Staff have the RESPONSIBILITY to:</i> <ul style="list-style-type: none"> • Model respectful, courteous and honest behavior. • Ensure that the school environment is kept neat, tidy and secure. • Establish positive relationships with students . • Ensure good organisation and planning. • Report student progress to parents. • Be vigilant about bullying and ensure all are aware of the school's policy.
Parents/Guardians <i>Parents/Guardians have the RIGHT to:</i> <ul style="list-style-type: none"> • Respect, courtesy and honesty. • Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Expect that bullying will be dealt with. • Cooperation and support from teachers in matters relating to their child's education. 	Parents <i>Parents have the RESPONSIBILITY to:</i> <ul style="list-style-type: none"> • Model respectful, courteous and honest behavior. • Ensure that their child attends school. • Support the school in implementing behavior management strategies, particularly in relation to their own child. • Ensure that the physical and emotional condition of their child is at an optimum for effective learning. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment. • Support the school in providing a meaningful and adequate education for their children. • Inform the school about bullying when appropriate.

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 Montmorency Primary School's *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Montmorency 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.



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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 Year Level Coordinator.
- Restorative Practices.
- Implementing a Student Behaviour Plan.
- Suspension.
- Expulsion.

7. Engaging with families

Montmorency 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

Montmorency 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



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FURTHER INFORMATION AND RESOURCES

For more information, please see our:

- *Statement of Values*
- *School Philosophy*
- *Bullying Prevention Policy*
- *Child Safe Standards*
- *Communicating with School Staff policy*

REVIEW CYCLE AND EVALUATION

This policy was last updated in September 2019 and is due to be reviewed in September 2022.