

RED HILL CONSOLIDATED 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.

Red Hill Consolidated 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

Red Hill Consolidated School (RHCS) is located near Arthur's Seat on the Mornington Peninsula. The school has an increasing enrolment of approximately 600+ students with a team of 41 dedicated and talented staff employed, including 2 assistant principals, 6 educational support staff, a first aid

officer, a learning specialist and a learning support teacher. The school was built in 1951 and was the result of several small rural schools being consolidated in the Red Hill District.

Our school location could best be described as rural, with large grounds, generous outdoor playing spaces, heated swimming pool and beautiful surrounds. Currently we are in a transition period as many of our buildings and areas of the school are undergoing reconstruction or refurbishment. We are proud of the strong environmental focus we exhibit within the community and how this translates in the classroom with our students. We have a magnificent school garden, aviary and garden centre that are utilised as teaching centres for students to access and care for.

At present, there are 25 students with a Language Background other than English 85, students receive support from the Camp, Sports and Excursion Fund and our community includes many families moving from Melbourne for a 'sea change'.

Red Hill Consolidated School sees itself as a progressive, dynamic, enthusiastic and effective school, which generates positive support within the community for its programs and its total shared development of the child. Red Hill Consolidated School, above all, is a Learning Community.

RHCS provides a safe, happy and healthy environment in which children can achieve their maximum potential, and develop high self-esteem and a love of learning. The lead pedagogy at RHCS is constructed around an inquiry approach to teaching and learning. The following key features will underpin a Contemporary Learning Experience at RHCS: **Contextually Relevant, Technology Enriched, Student Centred, Skills Based, Question Driven**

In addition to the comprehensive curriculum offered to students by their class teachers, students from Foundation to Year 6 also attend five specialist classes, Art, Music, Science, LOTE Japanese and Physical Education. Specialist subjects provide extensive diversity to the curriculum allowing students to experience different learning environments and to explore subjects that broaden their understandings.

The school's vision is aligned with its motto: "**To strive for and hold to the best.**"

2. School values, philosophy and vision

Red Hill Consolidated School is committed to providing safe, secure and stimulating learning environments for all students. Students can reach their full educational potential only when they are happy, healthy and confident, and when there is a positive school culture to engage and support them in their learning.

Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. At RHCS we build and continue to grow and sustain a supportive school culture that fosters relationships and connectedness for students, staff, parents and the community.

Our Philosophy: Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Our Vision: All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Our Values: Respect, Responsibility, Resilience, Empathy

3. Engagement strategies

Student engagement encompasses behavioural, emotional and cognitive development. Student engagement is influenced by staff, school setting, other students, family and community factors, curriculum and resources and student's own sense of safety and connectedness. 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.

To realise our vision, Red Hill Consolidated School has in place a range of strategies to promote engagement, wellbeing, positive behaviour and respectful relationships for all students in the school. 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 RHCS deliver broad curriculum supported by the Contemporary Learning Experience Documents 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 RHCS adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and follow the standards set by the Victorian Institute of Teaching and utilize the strategies outlined in the High Impact Teaching Strategies and Practice Principles for Excellence in Teaching and Learning Documents.
- 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
- all students will have the opportunity to participate in a social and emotional learning curriculum based on the RHCS Wellbeing Scope and Sequence linked to our Learning Explorations
- students will have the opportunity to reflect and communicate their learning through 3-way and student led conferences.
- carefully planned transition programs to support students moving into different stages of their schooling
- RHCS regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students will have the opportunity to contribute to and provide feedback on decisions about school operations through their Student Voice Team Representatives, school captains and classroom forums. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns

- create opportunities for cross—age connections amongst students through lunchtime clubs, sport and music programs and peer support programs, whole school special events e.g. Olympics and Book Week,
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Bully Stoppers
 - Safe Schools
 - Rights, responsibilities and respectful relationships.
 - Smiling Minds (Mindfulness)
- programs, incursions and excursions developed to address issue specific behaviour (e.g. Anxiety with guest speaker Dr Michael Carr-Gregg)
- opportunities for student inclusion (i.e. sports teams, school choir and lunchtime clubs), buddy programs, peers support programs
- mindfulness practices and brain breaks used throughout the school
- whole school celebration of Safer Internet Day and the National Day of Action against Bullying and Violence, with a focus on positive behaviours and upstander action
- community wellbeing challenges and focuses each term; 100 Acts of Kindness, Gratitude and the Mental Health Challenge
- use of Zones of Regulation in all classrooms
- Wellbeing news published in fortnightly newsletters

Targeted

- each class has a classroom teacher who monitors the health and wellbeing of students in their class, 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
- 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
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace, OzChild, Peninsula Health Services
- Navigator
- Lookout

Red Hill Consolidated 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
- Consider 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*
 - *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
- regular meetings with students and their parents/carers to talk about how best to help the student engage with the school and support their wellbeing.
- running regular Student Support Group meetings for all students:
 - *with a disability*
 - *additional support through the Program for Students with Disabilities and/or VT Program*
 - *in Out of Home Care*
 - *and with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Red Hill Consolidated 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. RHCS will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal information gather upon enrolment (personal, health and learning)
- attendance records and detention and suspension data
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Student Mapping Tool (Sentral)
- engagement with families/carers
- self-referrals or referrals from peers

- information received from external support professionals such as speech pathologists, occupational therapists, psychologist, paediatricians

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:

- Learn (participate fully in their education)
- Feel safe and supported
- Be respected (participate in an environment free from bullying, harassment, violence, discrimination or intimidation)
- Have a voice (express their ideas, feelings and concerns)

Students have the responsibility to:

- participate fully in their educational program to the best of their ability
- uphold our school values and 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
- follow the school rules

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.

6. Student behavioural expectations

We believe that a successful behaviour management approach is far more than a single program or product. It is an ongoing process involving every member of the school community. Red Hill Consolidated School highlights the values of the school community and the behaviours it expects. It links very closely to our preventative approach through empowering children to recognise and accept responsibility for how they choose to behave. We believe that student management is most effective when parents, students and teachers work together to establish the values and expectations of the school community and appropriate behaviour in the classroom and playground.

When a student acts in breach of the behaviour standards of our school community, RHCS 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 challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. 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 and use of the 'Four R Approach': Remind, Redirect, Relocate, Reflect,
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal from privileges
- Parent communication
- TAMB form: Thinking About My Behaviour: student, teacher and parent communication reflection tool.
- referral to the Assistant Principal or Principal
- restorative practices
- repair strategies
- yard withdrawal or restricted play areas
- Positive Behaviour Development Plan
- Suspension (in-school and out of school)
- expulsion

Suspension and expulsion 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 all Victorian schools. Corporal punishment must NOT be used at Red Hill Consolidated School under any circumstances.

7. Engaging with families

Red Hill Consolidated School values parent/carer input into its operations and curriculum and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council and the RHCS Community Links work collaboratively towards improving school infrastructure and learning opportunities to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

Red Hill Consolidated School will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers have access to our school policies and procedures, available on our school website
- conducting effective and respectful school-to-home and home-to-school communications.
- providing volunteer opportunities to enable parents/carers and students to contribute.
- involving families with homework and other curriculum-related activities.
- involving families as participants in school decision-making.
- coordinating resources and services from the community for families, students and the school.
- involving families in Student Support Groups and developing individual plans for students. (SSG meetings are held regularly).

8. Evaluation

Red Hill Consolidated 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:

- school level report data
- student survey data including the Attitude to Schools Survey data
- parent survey data
- incidents data
- data from case management work with students
- data extracted from software such as CASES21 SOCS and Sentral

FURTHER INFORMATION AND RESOURCES

Related policies including *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards*.

REVIEW CYCLE

This policy was last updated on 13/05/2019 and is scheduled for review in May, 2023.