

STUDENT ENGAGEMENT AND WELLBEING POLICY



PURPOSE

Seaholme 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.

The purpose of this policy is to ensure that all students and members of the Seaholme Primary 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.

SCOPE

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

DEFINITIONS

Student engagement can be defined as three interrelated components: Behavioural, Emotional and Cognitive.

Behavioural engagement refers to students' participation in education, including the academic, social and extra-curricular activities of the school.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.

Cognitive engagement relates to a student's investment in their learning and their intrinsic motivation and self-regulation.

POLICY IMPLEMENTATION

The Department of Education and Training (DET) is committed to providing safe, secure and stimulating environments for all students. Student wellbeing and student learning outcomes are inextricably linked. The Student Engagement and Wellbeing Policy articulates our school community's shared expectations in the areas of student engagement, attendance and behaviour.

The policy supports the rights and articulates the expectations of every member of the Seaholme Primary School community to engage in and promote a safe and inclusive educational environment where the diverse learning and wellbeing needs of students are recognised.

The Student Engagement and Wellbeing Policy has a focus on the prevention and early intervention for students who are experiencing behavioural or attendance related issues as this is the most effective means of enhancing the resilience of young people.

At Seaholme Primary School, the emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of

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behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

School Values

Our values; **Respect, Responsibility and Resilience** are clearly communicated with students through learning opportunities in our start up programs held at the beginning of the year and re-visited periodically throughout the remainder of the year as part of School Wide Positive Behaviours. We teach our values through having staff and community members model best practice. Learning our values is based on acquiring the knowledge, developing the skills and adopting the attitude to allow each value to flourish in the person. It is important for students to be familiar with the classroom expectations and consequences. Students are more likely to respect a classroom plan if they have been involved in its creation.

The implementation of Seaholme Primary School Behaviour Support framework across the school supports the provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication.

Rights and Responsibilities

Equal Opportunity

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age. Under the act it is unlawful to discriminate against a person on the basis of this. Seaholme Primary School adheres to the Equal Opportunity Act (**See Diversity and Inclusion Policy**).

Staff, Student and Parent Expectations

Seaholme Primary School Principal, and the Leadership team, are expected to:

- Act as role models and promote the school values
- Promote inclusive teaching practices and resources to engage students in effective learning
- Create and maintain safe and challenging learning environments
- Acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- Fairly, reasonably, consistently and positively implement the engagement and wellbeing policy

Teachers and Education Support Staff (where applicable) are expected to:

Engage in quality teaching and learning

- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage cooperative learning.

Provide opportunities for students to make decisions about their own learning

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- Clearly communicate fair and reasonable expectations;
- Revisit the expectations on a regular basis throughout the year;
- Encourage students to set goals and persist in problem solving situations;
- Assist students to develop time management and study skills;
- Develop supportive interpersonal relationships;
- Acknowledge students using positive behaviour;
- Communicate a genuine interest in and care for the students;
- Establish rapport with and welcome the involvement of parents;
- Develop a sense of responsibility for students' own progress and personal behaviour goals.

Establish ways to develop self-esteem

- Plan for success by breaking tasks into manageable steps which ensure individual success;
- Acknowledge success;
- Minimise criticism and accept mistakes as part of the learning process;
- Communicate regularly with all students;
- Create a sense of belonging to the classroom group;
- Give students responsibility.

Seaholme Primary School Parents/Carers are expected to:

- Promote positive educational outcomes for their child by taking an active interest in their child's educational progress;
- Support the school in maintaining a safe and respectful learning environment for all students;
- Support their child by maintaining regular attendance, modelling positive behaviours and assisting their child with their schoolwork;
- Cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing;
- Actively support their child's engagement in the school environment.

Seaholme Primary School students are expected to:

- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community;
- Attend regularly and participate fully in the school's educational program. Seaholme Primary School recognises that some students need support to achieve this and will work with those students whose attendance could be improved;
- Take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth;
- Learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal.

All Staff are expected to:

- Communicate openly and honestly with students and parents;
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up;
- Remain calm and in control;
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review;

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- Ensure children understand and are familiar with all aspects of the Seaholme Primary School behaviour expectations, develop an Individual Behaviour Plan if required;
 - Know students, their patterns of behaviour, needs and triggers for misbehaviour;
 - Reinforce, reward and praise appropriate academic and/or social behaviours;
 - Address student's concerns immediately, or at an appropriate time and place, recording when necessary;
 - Avoid confrontation at all costs;
 - Share responsibility with all staff for all students;
 - Use fair and consistent strategies that are in line with the school's beliefs and values.

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 Seaholme Primary School's Bullying and Harassment Policy. The SWPB matrix for appropriate behaviours is available for all members of the school community, staff, students and parents.

When a student acts in breach of the behaviour standards of our school community, Seaholme Primary School will institute a response, based on the school's SWPB flowchart and 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 the 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.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: Principal Advisory Library – [Suspensions](#) and [Expulsions](#).

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

Enrolment

All students who meet the enrolment eligibility criteria have the right to enrol at Seaholme Primary School.

Participation

Seaholme Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

Engaging with families

Seaholme 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;

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- maintaining an open, respectful line of communication between parents and staff;
- 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.

Harassment and Victimisation

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Seaholme Primary School community are expected to respect individuality, diversity, differences of opinion and rules and rights of others.

Student Wellbeing Services

At Seaholme Primary School we aim to work with families to facilitate best outcomes for all students. As such we have a shared responsibility to their health, wellbeing and safety. The shared responsibilities include those such as cyber-safety, health and wellbeing.

Staff, parents, carers and external agencies can refer to the Principal for support for students. Students may also self-refer. Services provided within the school include but are not limited to individual counselling, therapy, group programs, year level programs and assessments. The Education Department offers Student Support Officers who service our school and this service can be accessed through the principal.

At Seaholme we have a Student Wellbeing Officer. Parental consent may be requested upon referral for intervention to take place. Please note that many of our Restorative practices occur through our Student Wellbeing department as part of our Student Management approach which may not require parental consent.

Confidentiality is assured through accessing the Student Wellbeing services in the school. Many partnerships have been fostered to ensure access to external support services which can be discussed upon referral. Appointments can be made by phoning the school.

Teaching staff will refer using the pre-referral guidelines to ascertain need

Student Support Services

Seaholme Primary School works closely with the SSSO network to support our school within the targeted service delivery model.

- We deliver a continuum of school wide instructional and positive behaviour support incorporating the expertise and knowledge of regional SSSO members
- We are diligent in gaining support for and assessment of all children who are displaying at risk behaviours
- We have a strong commitment to establishing positive partnerships with all agencies to support the educational and emotional development of all students.

Curriculum Development

All students have the right to access curriculum which addresses their academic, physical and social needs. Teaching Teams are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.

- An Individual Learning Plan is drawn up for each student at risk academically and this outlines in detail the students' learning goals;
- A Student Absence Learning Plan is drawn up when a child has an extended absence from

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school;

- A Behaviour Action Plan and regular Student Support Group meetings are held to develop strategies for students experiencing behavioural difficulties.

FURTHER INFORMATION AND RESOURCES

Related School Policies and documents

- Concerns and Complaints Policy
- Bullying and Harassment Policy
- Duty of Care Policy
- Diversity and Inclusion Policy
- Digital Technologies Acceptable Use Policy
- Camps and Excursions Policy
- Code of Conduct
- Critical and Traumatic Incident Policy
- SWPB matrices and flowcharts

Related DET Resources

- [Bully Stoppers](#)
- [Safe Schools](#)
- [Respectful Relationships](#)
- [Bullying, No Way!](#)
- [Evidence gathering and school audits](#)
- [STEPS decision making tool](#)
- [School Wide Positive Behaviour Support](#)
- [DET Work Place Bullying Policy](#)

EVALUATION AND REVIEW

Seaholme PS 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. This policy will be reviewed as part of the review cycle, in line with DET policy and directives.