

	Briar Hill Primary School POLICY	
	Policy Number:	Title: Student Engagement and Wellbeing

PREPARED BY: Policy Sub Committee

APPROVED BY 11th December 2018
SCHOOL COUNCIL:

This Policy needs to be read in conjunction with the Behaviour Management Policy & Program and Anti-bullying Policy & Program.

1. INTRODUCTION

At Briar Hill Primary School, we encourage a positive school culture, providing a supportive and safe school environment while promoting respectful relationships.

Factors that contribute to student wellbeing include:

- Effective leadership
- Effective whole-school behaviour management system
- Shared expectations
- Wellbeing including other students, family, community and teachers.

Corporal punishment is not permitted.

The following policy outlines how Briar Hill Primary School works towards providing a safe and secure learning environment for everyone. The following multi-faceted strategies are explicitly and implicitly stated throughout the school. They include:

1. Integrating the Framework for Student Support Services in Victorian Government Schools
2. Clear purpose and values
3. Codes of Conduct:
 - a. Staff
 - b. Student
 - c. Parents

Framework for Student Support Service in Victorian Government Schools

“The Framework for Student Support Service in Victorian Government Schools describes the principles, arrangements and the additional resources provided to strengthen student welfare and support services. It identifies five levels at which these services take effect.”

The five levels are:

1. Primary prevention- the broadest area of activity, relating to all students. Main message: Build belonging and promote wellbeing
2. Early Intervention- a substantial area of timely activity for students identified as at risk. Main message: strengthen coping and reduce risk
3. Intervention- the area that involves a range of student support services for a smaller number of students with serious problems. Main message: Access support and provide treatment
4. Postvention- the area of out of the ordinary traumas, emergencies and tragedies that needs careful planning to enable appropriate response. Main message: Manage trauma and limit impact
5. Restoring Wellbeing- the area aimed at restoring a sense of normality once the event is over.

While each of these areas are vital when supporting student wellbeing, primary prevention and early intervention are the most effective means of enhancing the resilience of young people. As such at Briar Hill Primary School, this is where most of our resources are prioritised.



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PRIMARY PREVENTION	EARLY INTERVENTION
<p>Promoting resilience through:</p> <ul style="list-style-type: none"> • A sense of belonging. • A one to one relationship with a caring adult. • Positive social behaviours and problem solving skills. • A sense of spiritual and communal belonging. • Strong family relationships and minimal family stress. • Peer connectedness. <p>Strategies:</p> <ul style="list-style-type: none"> • Build mutual respect and promote safety at school. • Implement comprehensive curriculum to engage all students. • Enhance school attendance. • Practice inclusive teaching and learning. • Encourage supportive relationships. • Ease transitions. • Involve parents/ families and communities. • Incorporate rhythms, routines and strategies that support emotional intelligence, empathy and wellbeing. 	<p>Developing resilience through:</p> <ul style="list-style-type: none"> • Implementing whole school age appropriate support programs. • Providing effective interventions. • Reinforcing students' positive achievements. • Promoting a sense of safety and security. <p>Strategies:</p> <ul style="list-style-type: none"> • Assess risks and identify needs. • Provide school based counselling and support. • Develop whole school programs and strategies that support emotional intelligence, self-awareness and skill development. • Monitor and evaluate student support programs.

2. PURPOSE AND VALUES

As a school community our purpose is to provide a nurturing learning environment for all students and members of the school community. We recognise that we have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

To best achieve this, we base our actions on our values. Our values of those things that we believe are important in how we relate to one another and conduct our lives. The well-respected values underpinning our actions at Briar Hill Primary School are informed by the Kindness Framework:

- Be KIND to ourselves
- Be KIND to others
- Be KIND to the environment
- Be the learning KIND
- Be the achieving KIND
- Be the community KIND

By cultivating positive attitudes and habits and by practicing restorative strategies. Our school's maxim, 'Head, Heart and Hands', clearly reflects the varied, engaging approaches we take to teaching and learning, in our belief that education entwines the gifts brought by the head, heart and hands of every person. The 'Kindness Framework' clearly demonstrates the practices we encourage, as we aspire to create an environment that supports children and the school community in their lifelong journey of self-development, discovery and growth.

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3. IMPLEMENTATION

In order to create a harmonious, safe environment where mutual respect is developed, staff, students and parents, behave in accordance with the following codes of practices.

Staff Code of Conduct

In the performance of our professional duties, all staff at Briar Hill Primary School work co-operatively and collaboratively towards the achievements of school aims, objectives and priorities as expressed in the school's Strategic and Annual Implementation Plans. Teachers at Briar Hill Primary School operate within the current Department of Education & Training Departmental policies and practices.

We believe that student wellbeing is the responsibility of all staff working in a whole school context. Teachers have a vital role as a source of support and determinant of success for students, especially given that the most significant amount of students' time, apart from family, is spent with teachers who are often the most important adult connection, and the first contact point for many issues and services.

We demonstrate our commitment of our students and colleagues by 'living' our school values by:

- *Care and Compassion:* Caring for self and others
- *Integrity:* Acting in accordance with the principles of moral and ethical conduct, ensuring consistency between words and deeds
- *Doing Your Best:* Seeking to accomplish something worthy and admirable, trying hard, pursuing excellence
- *Respect:* Treating others with consideration and regard, respecting another person's point of view
- *Fair Go:* Pursuing and protecting the common good, where all people are treated fairly for a just society
- *Responsibility:* Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- *Freedom:* Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- *Understanding, Tolerance and Inclusion:* Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- *Honesty and Trustworthiness:* Be honest, sincere and seek the truth.

Student Code of Conduct

The staff and student at Briar Hill Primary School deserve to work in a safe, supportive and caring environment. In order to achieve whole school wellbeing we use frameworks such as Self Reg (Dr Stuart Shankar), Proactive and Collaborative Problem Solving (Ross Greene) and employ Restorative Justice Techniques. These include:

- Re-frame misbehavior as 'stressed behavior' and a reflection of a child's underlying skill deficits and unsolved problems.

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- We use problem solving tools to understand a child’s underlying skill difficulties, signs of stress and strategies to support their positive behavior. Pro-active and preventive strategies are implemented to support positive behavior and wellbeing.
- We build positive and empathetic relationships with all students, to support their wellbeing and encourage collaborative problem solving.
- Proactive processes which enhance teaching and learning (Primary Prevention) and reactive processes (Early Intervention) used for responding to wrongdoing (refer to Appendix 2).
- Ultimately we encourage students to take responsibility for their own actions in order to develop self-esteem, self-discipline and social responsibility. Discrimination of any type is contrary to the Code of Conduct that is expected at this school in keeping with the Briar Hill Primary School Student Wellbeing Policy.

At Briar Hill Primary School we share the responsibility for each child’s social and emotional needs with every parent. Therefore, the partnerships between home and school is valued and supported by formal and informal means. Parents have an obligation to support the school in its efforts to implement the Student Code of Conduct. The staff has an obligation to implement the Code of Conduct in a fair and consistent manner. The students are encouraged to be responsible for their own behavior and make informed choices.

<p>Our students have the following expectations:</p> <ul style="list-style-type: none"> • To have the opportunity to learn in a safe, supportive and inclusive environment. • To feel safe and be free from any form of bullying. • To be treated with respect and dignity. • To learn, free from disruptions. • To expect positive and respectful relationships. 	<p>Our students are responsible for:</p> <ul style="list-style-type: none"> • Following school values and adopt appropriate behaviours. • Reporting bullying. • Avoiding participating in behaviour that includes physical or verbal harm. • Demonstrating good manners and respect for all, • Responding positively to requests from teachers and others in the school community.
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Opportunities to build wellbeing occur in numerous settings, these include:

In the classroom:



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Inside Behaviour	
<i>I show kindness to others</i>	<ul style="list-style-type: none"> • I use the 5Ls (legs, lap, lips, look, listen) • I take turns and share • I accept that people learn in different way • I allow others to learn • I let people out before going through doors • I move quietly around the school • I use the High 5 Strategy to resolve problems
<i>I am kind to myself and keep myself safe</i>	<ul style="list-style-type: none"> • I keep myself safe by walking in the classroom • I keep my belongings/desk tidy • I ask permission to leave the classroom • I take a partner when leaving the classroom • I keep my hands and feet to myself
<i>I am kind to the environment, I am the learning kind</i>	<ul style="list-style-type: none"> • I am on time everyday • I have the correct equipment ready for each lesson • I make the most of my learning time • I keep shared spaces tidy I focus on the task at hand and do the work that is expected of me • I ask for help if needed • I wait for permission before going anywhere

In the playground

Outside Behaviour	
<i>I show kindness to others</i>	<ul style="list-style-type: none"> • I respect my friends' choices during playtime • I keep our school clean • I allow others to use the toilet in private • I play fairly by the rules
<i>I am kind to myself and keep myself safe</i>	<ul style="list-style-type: none"> • I play fairly by the rules • I care for others • I walk around corners of buildings • I wear a sunsmart hat • I keep my shoes on outside
<i>I am kind to the environment, I am the learning kind</i>	<ul style="list-style-type: none"> • I use the toilets during my break times • I report problems I cannot solve to a yard duty teacher • I think before I act • I am responsible for my actions even when I make mistakes • I am a role model on excursions

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Parent Responsibilities

In order to create a harmonious, safe environment for all students, it is vital that parents and school staff work collaboratively. . Ongoing communication between staff and parents will occur regarding concerns and feedback about student behavior. An example when parents will be contacted includes when student behavior has lead to a problem solving worksheet being completed or necessitated a “Restorative Conference” and a formal agreement made. Where necessary, parents will be invited to meet with relevant staff so as to provide additional support to the student.

If parents are concerned about their child, for instance they have noticed a change in their behavior (Refer to the Anti-bullying Policy) or their child has reported having some difficulty at school, parents should:

- Connect with their child’s emotions and feelings. Empathy and connection are important in developing a child’s emotional awareness, empathy and preparing them for problem solving.
- Calmly talk to their child about the problem, gathering as much information as possible.
- Where possible, encourage their child to talk to their teacher or a support person.
- Speak with their child’s classroom teacher to share or find out more information. In cases of bullying, children will often tell their friends and family before their teacher.
- Contact the Principal or Assistant Principal if the inappropriate behavior continues.
- Speak with their child regularly letting them know that they are there to help.
- Keep in contact with the school, letting them know any additional information.

Although it is upsetting for parents when their child is experiencing difficulties at school, it is vital to:

- Stay as calm as possible- children sense their parent’s concern.
- Stay calm when talking to school staff- this shows the child that the adults can work together to solve the problem.
- Continue to work with the school and not confront other students or families. This will often further exasperate the problem.
- Not use social media to air grievances or discuss student wellbeing issues.
- The class carer’s email list is not to be used to air grievances or discuss student wellbeing issues.

If parents are very upset and/or angry and feel that an injustice has occurred, it is best for parents to meet with school staff without their child. It is important for parents and staff to have a “united front” in front of children. This shows children that problems can be solved in a fair and reasonable manner while maintaining respectful relationships.

It is important to note that the school will make every reasonable effort to resolve the problem as quickly as possible, however some problems take longer to solve, consequently it is even more important for home/school communication to be maintained.

Our Wellbeing Policy, of which Codes of Conduct are integral will be regularly reviewed by staff and the School Policy Sub Committee, in consultation with our school community.

Providing positive feedback

- Acknowledging and celebrating student achievement.
- Encouraging friendships and responsible playground activities.
- Providing adequate supervision in the school grounds.
- Supporting school values.
- Positive role modelling.
- Showing consideration and respect for others.
- Staff and students to be aware of strategies and procedures, to ensure a consistent approach to discipline and welfare.

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4. EVALUATION

This Policy will be reviewed biannually or more often if necessary due to changes in regulations or circumstances.

Date implemented	9.12.18	Responsible for review	School Council
Approved by	School Council	Approval Authority (Signature & Date)	
Review date	October 2020	Date reviewed	

5. REFERENCES

Rights and Responsibilities p 14, 2.2.3, Element 2: 'Engaging Schools are Effective Schools'

The Equal Opportunity Act 1995

The Charter of Human Rights and Responsibilities Act 2006

Disability Discrimination Act 1992

Education and Training Reform Act

