



ENGAGEMENT AND WELLBEING 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
- (b) expectations for positive behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate behaviour.

Chilwell Primary School (Chilwell) is committed to providing a safe, secure, and stimulating learning environment for all members of our school community including students, staff, parents, caregivers and friends.

We understand that students can reach their full potential only when they are happy, healthy, and safe. A positive school culture, where participation is encouraged and valued, 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.

School profile

Chilwell is in Newtown with a current enrolment of 390 students. Chilwell is a family orientated school with a strong partnership with the community. Chilwell creates a learning environment for all students & staff in which the principles of care, courtesy & respect for the rights and property of all are valued. Classroom programs focus on developing a positive & cooperative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential & inclusive curriculum based on the Victorian Curriculum, enhanced by Learning Technologies and guided by Early Years & Middle Years philosophies. Teachers remain committed to continuous professional development. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Wellbeing and engagement strategies

Chilwell has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all members in our school community.

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

Staff...

- Maintain high and consistent expectations of all staff, students and parents and carers
- Foster positive relationships between staff, students, parents and caregivers, recognising the fundamental role this plays in building and sustaining wellbeing
- Work to create a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all to participate and feel valued
- Welcome all parents/carers and include them as partners in learning
- Analyse and respond to a range of school data such as attendance, Attitudes to School Survey, The Resilience Project student survey, parent survey data and student management data
- Adopt a broad range of teaching and assessment approaches to effectively respond to the diverse wellbeing needs of our students



- Plan for and implement social and emotional learning through programs such as Respectful Relationships, The Resilience Project, Buddies, eSmart, Life Education, Bravehearts, and 'Learning to Learn'
- Incorporate our school values of Resilience, Kindness, Respect and Persistence into our curriculum.
- Plan transition programs to support students moving into different stages of their schooling
- Acknowledge positive behaviour and achievement in the classroom, and formally at school assemblies and in communication to parents
- Identify and respond to students' mental and health and inclusion needs
- Demonstrate an understanding of how a focus on mental health and inclusion can improve student wellbeing and learning outcomes.
- Provide students the opportunity to contribute and provide feedback on decisions about school operations through the Student Representative Council.
- Create opportunities for cross age connections amongst students through, whole school activities, the Performing Arts and the Prep and Grade 5 Buddy Program.
- Refer students to the Wellbeing Team to identify specific wellbeing support.
- Engage in programs, incursions, and excursions to address issue specific needs or behaviour (i.e. BATFORCE to address online safety and liaising with other schools and agencies to foster connections)
- Provide opportunities for student inclusion and support (i.e. sports teams, lunchtime clubs and active supervision)
- Identify, report, and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

Staff...

- Monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.
- Support Aboriginal and Torres Strait Islander students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. These students are further supported through Individual Education Plan and a Student Support Group (SSG) meetings.
- Support students with English as a second language and monitor with the assistance of the Geelong English Language Centre.
- Support students with disability to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability
- Provide reasonable adjustments to support access to learning programs, consult with families where required and provide student support groups meetings and Individual Education Plans
- Support students who have experienced trauma through a trauma-informed approach.

Individual

Chilwell implements a range of strategies that support and promote individual engagement. These 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 relevant 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
- Providing support through Educational Support Staff both in the classroom and during break times.
- Referring the student to:
 - school-based wellbeing supports through the referral process (school counsellor, school psychologist or a specific wellbeing program)
 - Inclusion in Social and Emotional Learning programs



- 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 Child First.

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
- Facilitating regular Student Support Group meetings for all students with complex needs that require ongoing support and monitoring
- Identifying students in need of support.

Chilwell is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Chilwell 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
- Planned student information 'handover' sessions as part of the annual Transition Program
- Attendance records and academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, and suspension data
- Engagement with families Referrals from staff to the Wellbeing Team.

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:

- 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.

Student behavioural expectations

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, staff will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff.



Consequence levels are arranged according to severity and one or multiple consequence points can be used as required. Restorative principles are used to underwrite all discussions and actions. This process might include (especially in older year levels) students having input into the suitability of a consequence. This is also linked to the school Values Matrix, whereby we live the values of Respect, Kindness, Resilience and Persistence.

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 eight or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Chilwell is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Engaging with families

Chilwell 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 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 through participation in School Council.
- Coordinating resources and services from the community for families
- Including families in Student Support Groups and developing individual plans for students.

Evaluation

Staff 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. Staff 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.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data logged on Compass
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

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
- 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.

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	May 2026