

<p>Dallas Brooks Community P.S</p> <p>5546</p>	<p>Student Wellbeing and Engagement Policy</p>	
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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.

Dallas Brooks Community 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.

POLICY

1. School profile

Dallas Brooks Community Primary School is a place that both encourages and enables professional learning, effective teamwork and inclusiveness within purpose designed facilities reflecting a 21st century educational approach to teaching and learning including the provision of open flexible learning areas. The K-6 learning environment of Dallas Brooks Community Primary School emphasizes the acquisition of literacy and numeracy skills within an orderly and technology rich environment. Sporting excellence, the Performing Arts and community partnerships have a strong focus within our new school with extensive programs catering for preschool education through to adult education.

Dallas Brooks Community Primary School is a Microsoft Showcase School and a DET New Pedagogies and Deep Learning School. The school is currently exploring the opportunities for student voice through Science and Technology (Robotics and Makers Programs).

In 2021, Dallas Brooks Community Primary School has an enrolment of 420 primary school students with 100 children enrolled in preschool programs. The school operates onsite 3-year-old and 4-year-old Kindergarten Programs and Playgroups for children up to 3 years of age. The Community Hub

enables families to be connected to playgroups, adult education and working in partnership with the Wellbeing team at the school.

The school community represents a diverse range of socio-economic, cultural, religious and language backgrounds. Twenty-six different ethnic groups are represented with the majority of students from language backgrounds other than English, the largest community groups being Arabic and Turkish speaking.

Our families value education and our students have a positive attitude towards school and learning. The school involves parents in school life, both within and outside classrooms. The school works with other educational and welfare groups in cooperative networks. The school is widely connected to Hume, Moreland Councils, Banksia Gardens, Dallas Neighbourhood House, Meadows Heights Learning Centre and the Northern Schools Early Years Cluster.

School Vision: For all students to be literate, numerate, creative, safe and happy.

eLearning Vision: To actively engage the school learning community in authentic learning projects to develop responsible global citizens.

2. School values, philosophy and vision

Dallas Brooks Community 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, integrity and kindness at every opportunity.

Our school's vision is 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 on the school website

3. Engagement strategies

Dallas Brooks Community 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 Dallas Brooks Community 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 and other forums including year group meetings and Peer Support Groups. 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 school plays, athletics, music programs and peer support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - School Wide Positive Behaviour Support (SWPBS)
 - Respectful Relationships (RRRR Curriculum for SEL)
 - Berry St Educational Model (BSEM)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- each year group has a Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, 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 a Student Support Group (SSG) 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 using the BSEM model

Individual

Dallas Brooks Community 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 Learning Support Plans for all students
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to the school's wellbeing Team which consists of allied health staff
- Re-engagement programs such as Project REAL

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
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Dallas Brooks Community Primary School 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 help identify students in need of support and enhance student wellbeing. Dallas Brooks Community 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, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

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:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, 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.

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 Dallas Brooks Community Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Dallas Brooks Community Primary School 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 disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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:

- SWBPS behaviour flowchart
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

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

The Principal of Dallas Brooks Community Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Restraint and seclusion

Physical restraint and seclusion are only permitted within Victorian government schools in exceptional circumstances where it is immediately required and reasonably necessary to protect the safety of a student or another person. Physical restraint and seclusion are not permitted at any other time.

No person – including a parent/carer, clinician, practitioner, or student – can authorise, consent to, or approve the use of physical restraint or seclusion in a school.

Every instance of physical restraint and seclusion must be reported to the Incident Support and Operations Centre (ISOC) on 1800 126 126.

Every instance of physical restraint and seclusion require schools, regions, and central office to undertake specified actions according to the severity rating of the incident.

More information regarding restraint and seclusion can be found by visiting:
<https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

8. Engaging with families

Dallas Brooks Community 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.

9. Evaluation

Dallas Brooks Community 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, including attendance and absence data
- SOCS

Dallas Brooks Community Primary School 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.

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
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	18/08/2021
Consultation	school council- 18/08/2021 Student leaders- 16/08/2021 Wellbeing staff- 11/08/2021
Approved by	School Council
Next scheduled review date	2022