



## Student Wellbeing & Engagement Policy

### Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for students.
- Expectations for positive student behaviour.
- Support available to students and families.
- Our school's policies and procedures for responding to inappropriate student behaviour.

Fairfield 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, where student 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.

### Policy

#### SCHOOL PROFILE

Fairfield Primary School is an inner suburban school located in the suburb of Fairfield. The school demographic has changed significantly over the past decade as the Fairfield/Northcote area has attracted young, professional families.

#### SCHOOL VALUES, PHILOSOPHY & VISION

##### Fairfield Primary School's Values:

- Respect, Creativity, Excellence, Community.

##### Fairfield Primary School's Philosophy:

- To place learning at the centre of all that we do. We recognise the impact that high quality learning can have on living a healthy and happy life, and we maintain an unwavering focus on learning and teaching. We also value the importance of wellbeing. We provide opportunities for students to develop their social and emotional learning, to help them become confident and caring young people.

##### Fairfield Primary School's Vision:

- All students feel part of the Fairfield Primary School community and are provided with opportunities to develop the knowledge, skills and resilience to enable them to thrive and learn, in and beyond school.



## WELLBEING & ENGAGEMENT STRATEGIES

Fairfield Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 are listed below.*

### Universal Strategies

- High and consistent expectations of all staff, students and parents and carers.
- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- 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 Fairfield Primary School use an instructional framework 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 Fairfield 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* and *School Philosophy* 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 support students moving into different stages of their schooling.
- 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 Voice Team and other forums including class meetings. Students are also encouraged to speak with their teachers, the Assistant Principal and Principal whenever they have any questions or concerns.
- Opportunities created for cross-age connections amongst students through sport carnivals, music programs and Buddy programs.
- We engage in school-wide positive behaviour support with our staff and students, which includes programs such as *Respectful Relationships* and *Restorative Practices*.
- Programs, incursions, and excursions developed to address issue specific needs or behaviour.
- Opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities).



- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia, and other forms of discrimination or harassment.

### **Targeted Strategies**

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We support learning and wellbeing outcomes of students from refugee backgrounds.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#).
- Students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group and being referred to Student Support Services for an Educational Needs Assessment.
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, Student Support Groups and Individual Education Plans.
- Staff will undertake health and wellbeing 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.
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#).

### **Individual Strategies**

Fairfield Primary School implements a range of strategies that support and promote individual engagement.

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.  
Meeting with the student and their parent/carer to talk about how best to help the student engage with school.
- Developing an Individual Education Plan and/or a Behaviour Support Plan.
- Considering if any environmental changes need to be made, e.g., 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.
- Engaging with our regional Koorie Engagement Support Officers.

### **IDENTIFYING STUDENTS IN NEED OF SUPPORT**

Fairfield Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Wellbeing School Improvement Team plays a significant role in developing and implementing strategies to help enhance student wellbeing.

Fairfield 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.

### **STUDENT RIGHTS & 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. Further information about raising a complaint or concern is available in our Complaints Policy.

### **STUDENT BEHAVIOURAL EXPECTATIONS**

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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 this policy. Bullying will be managed in accordance with our *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Fairfield 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 actions taken by teachers and other school staff regarding their child.

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:

- Warning a student that their behaviour is inappropriate.
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour.
- Withdrawal of privileges.
- Referral to the Assistant Principal or Principal.
- Restorative practices.
- Detentions.
- 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:

- [Suspension policy](#)
- [Expulsion policy](#)
- [Restraint and Seclusion](#)

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 Fairfield Primary School 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**

Fairfield 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.
- Providing parent volunteer opportunities so that families can contribute to school activities.
- Involving families with extra-curricular activities.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups and developing individual plans for students when they are required.

### **EVALUATION**

Fairfield 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.
- Student Online Case Management System (SOCS)

### **Further Information & Resources**

The following Department of Education and Training policies are relevant to this *Student Wellbeing and Engagement Policy*:

- [Attendance](#)
- [Child Safe Standards](#)



- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour – Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

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
- Statement of Values and School Philosophy

### 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 in Visitor and Volunteer Induction packs.
- Included in transition and enrolment packs.
- 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/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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

### Evaluation

This policy will be reviewed as part of Fairfield Primary School's 2-year review cycle in August 2024.

### Policy Review & Approval

Policy last reviewed	August 2022
Consultation	Consultation with School Council Policy subcommittee and noted at School Council in August 2022.
Approved by School Council & Principal	August 2022
Next scheduled review date	August 2024