



Fawkner Primary School

Student Wellbeing & Engagement Policy - 2021

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.

Fawkner 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

School profile

Fawkner Primary School opened in 1988 at Lorne Street as a result of a merger between Fawkner and Fawkner East Primary Schools. The school is situated on the site of the former Fawkner East Primary School, 12km north of the CBD. We are the local school for families living between Major Road, Fawkner North and Bakers Road, North Coburg. Our school has a very high multi-cultural clientele, with Urdu being our most prominent home language.

Fawkner P.S. is highly respected within the community due to our emphasis on developing great relationships between the staff, the community and particularly the

children. Our decision-making is always based on whatever is best for our children, and our programs and procedures reflect this. Our families and children appreciate that we offer a calm, quiet working environment where all children are highly respected, engaged and challenged.

We operate out of three learning centres and have over two hectares of grounds which provide the children with a pleasant and safe environment. The grounds offer a variety of both active and passive play options all within the secure bounds of a high fence.

Intensive language and numeracy programs run that cater for all children, with all needs and interests. A number of contemporary programs are used including Little Learners Love Literacy and Soundwaves to ensure our children have access to modern curriculum and pedagogical methods.

In addition we have extensive Personal Development programs including involvement in programs such as Stephanie Alexander Kitchen Garden Program, Buddies, Cyber Bullying prevention, Respectful Relationships and other department initiatives. Our community is extremely supportive and greatly appreciative of the positive learning environment and community awareness that we have developed and maintain.

School values, philosophy and vision

Our school values are:

Respect
Kindness
Honesty
Responsibility
Effort

Fawkner Primary School is committed to providing safe, secure, supportive and high quality learning and development opportunities for every student. Our students can only reach their full educational potential when they feel happy, healthy and safe, and when there is a positive school culture that is fair and respectful to everybody. We aim to provide an education that helps children learn positive educational and life skills, where the children are challenged and encouraged to explore and learn.

Engagement strategies

At Fawkner Primary School, the welfare of our students is paramount. Student wellbeing and engagement are a priority and drive our teaching and learning programs. We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs. This policy is intended to empower children who are vital and active participants in our inclusive school at Fawkner Primary School.

We involve children when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally

We aim to develop and provide strategies and programs that will promote engagement, well-being and resilience in our students.

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Act (2006) prohibits the use of corporal punishment in any Victorian school. We do not permit corporal punishment at Fawkner Primary School under any circumstances.

Implementation

School, home and the community have a shared accountability for student engagement, regular attendance and positive behaviours. At Fawkner Primary School there will be a teacher appointed to coordinate programs which promote and foster student engagement across the school. Rather than operating reactively, the school will implement proactive strategies for:

Scaffolding Positive Behaviours

- building a culture of fostering positive relationships;
- establishing predictable, fair environments;
- providing personalised learning programs;
- providing a school-wide buddy program;
- acknowledging all students contributions to school life;
- providing opportunities for decision making and responsibility;
- providing a pleasant physical environment;
- teaching and promoting student managed learning;
- referring to the School Values document

Targeted

- each area (junior, middle and senior) has a Team Leader/Coordinator they along with the classroom teacher monitor the health and wellbeing of students in their area. Where necessary they will refer concerns to our Wellbeing Officer.
- 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

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)

Fawkner 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 an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example 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

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.

Identifying students in need of support

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

Student behavioural expectations and management

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 Fawkner Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Fawkner Primary School will institute a staged response, 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.

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 leadership
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in particular 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 Fawkner 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.

Engaging with families

Fawkner 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 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.

Evaluation

Fawkner 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

Fawkner 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
- 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](#)

FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safe Standards Policy
- Child Safe Code of Conduct Policy
- Child Safety Responding and Reporting Policy and Procedures
- Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2021
Approved by	School Council (15 September 2021)
Next scheduled review date	August 2025