



STUDENT WELLBEING AND ENGAGEMENT 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 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.

Riddells Creek Primary School (RCPS) 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.

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POLICY

1. School profile

SCHOOL PROFILE STATEMENT

Riddells Creek Primary School is a school closely connected to its community and had an enrolment of 342 students at the February census. Our semi-rural school is situated at the base of the Macedon Ranges, which is also its local government area (LGA). Riddells Creek is within commuter distance to Melbourne CBD and the school plays a pivotal communication link within the township.

The School Family Occupation and Education index is 0.2887. The school employed 20.5 teaching staff and 5.8 support staff in 2018.

Our school motto “Step up and step out for success”, defines what we stand for. We are a school dedicated to building our young people into confident, capable lifelong learners.

Situated on over 2 hectares we have plenty of space for our students to play and imagine. Riddells Creek Primary School runs the Stephanie Alexander Kitchen Garden Program for years 3 and 4. Each week our students cook food from produce they have grown themselves in our veggie gardens located on school grounds and using eggs collected from our very own chickens.

Riddells Creek Primary School strives to provide personalised learning experiences that develop each student’s skills, knowledge and character. There is a strong focus on whole school improvement driven by rigour, consistency and teamwork. The key values are confidence, commitment, persistence, cooperation and respect. Student relationships and social skills are enhanced by the “You Can Do It!” and Berry Street programs as well as the use of a restorative framework in dealing with conflict.

Emphasis is placed on Literacy, Numeracy, Science and History, but we also provide a broad spectrum across the curriculum encompassing Japanese, Art, Music, Sport, Physical Education and Technology. We offer a wide range of enrichment programs including instrumental music, chess, student leadership, choir, Active After School Programs, visiting artists and gardening club and an Out of School Hours Care Program, before and after school. Transition into the school, across the school and into secondary school is a major focus.

Riddells Creek Primary School has a long tradition of parent participation in school activities. From helping out in classrooms through to accompanying us on excursions and camps we encourage you to consider our school a shared space where we meet to partner in developing the skills and talents of each student.

2. School values, philosophy and vision

Riddells Creek Primary School’s vision is for our students to become curious, creative, motivated and inquiring learners.

Riddells Creek Primary School is committed to providing a safe and stimulating learning environment in which students can reach their full educational potential in a positive school culture that engages and supports them within our community.

We are committed to our students becoming curious, creative, motivated and inquiring and demonstrate this by aiming to:

- Engage every child in personalized education that addresses individual interests, needs and potential
- Integrate digital technology to enhance teaching and learning and provide new avenues for self-expression and understanding
- Explicitly teach thinking skills and metacognition
- Structure rich learning experiences that develop creativity, cooperation, collaboration and individual expression
- Provide an active wellbeing program using the BSEM framework, Respectful Relations DET resources and built around the You Can Do It! program.
- Explicitly teach the values and behaviours that promote a community and successful participation as active social citizens.

School Values

Riddells Creek Primary School’s values are currently the 9 Values of Australian Schooling

1. Care and Compassion

Care for self and others.

2. Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence.

3. Fair Go

Pursue and protect the common good where all people are treated fairly for a just society.

4. Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

5. Honesty and Trustworthiness

Be honest, sincere and seek the truth.

6. Integrity

Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds.

7. Respect

Treat others with consideration and regard, respect another person's point of view.

8. 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.

9. Understanding, Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

3. Engagement strategies

RCPS's whole school motto is 'step up and step out for success'. We are committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. We provide a child-centred, developmentally appropriate, learning environment that recognises, fosters and promotes the intellectual, social, emotional and physical development of each child. We understand that many children have unique wellbeing and learning needs and are committed to addressing these needs. This enables students to be empowered with the skills to make appropriate choices regarding their own learning. All students will be given an opportunity to reach their full potential by providing engaging and stimulating learning environments.

All prevention and intervention, engagement and wellbeing programs are developed in response to student needs that have been determined by up-to-date research, as well as quantitative and qualitative analyses of school data. Data is used to evaluate and refine current programs. We recognise the vital role parental collaboration and input play in supporting and improving students learning outcomes and wellbeing.

At RCPS we work together to:

- 2.1 Create a positive school culture
- 2.2 Build safe, supportive and respectful relationships
- 2.3 Promote pro social values and behaviours
- 2.4 Encourage student participation
- 2.5 Proactively engage parents and carers

2.6 Implement preventative and early intervention programs

2.7 Respond to individual students

2.8 Link to the community

It is expected that the Principal and staff may use a variety of measures when a student's behaviour does not comply with the School Engagement Policy. These measures take into account the age and disabilities and impairments of the students and the nature and seriousness of breaches of the Student Engagement Policy. When a student violates rules under the School Engagement Policy, teachers should impose consequences that are consistent with the rules. Rules and consequences must be clearly explained. Students should understand the connection between their behaviour and the consequence. Consequences are graded in severity, with emphasis on students being accountable for their behaviour.

At Riddells Primary School we have the following programs and strategies in place that promote high student engagement, attendance and positive behaviours. The programs and strategies are broken into a staged response: Early Intervention and Primary Intervention.

Early Intervention

- Transition stages- (starting school, grade to grade and graduation to secondary college)
- Kinder to Prep transition beginning in term 4 of the Kinder Year- with accompanying parent information sessions and grade 6 buddy program
- Prep introductory program (term 1 for four weeks) – Parent information sessions and welcome to school information booklet
- Term one all grades conduct a student/parent/teacher interview- to form the learning partnership and set learning goals
- Grade 5 and 6 transition sessions at Gisborne Secondary College.
- Secondary Transition- individual student handover briefings with transition coordinators from all feeder schools (December)
- Early intervention for students at risk. This includes reports from previous schools or kindergarten, Cobaw Early Intervention Unit, reports from parents/care givers and assessments by teachers.

Student physical, social and emotional wellbeing

- Explicit use of Restorative Practice techniques with majority of staff trained as level 1 proficient.
- Clear statements of expectations regarding student attendance communicated to parents.
- Developmental Play activities for P-2 students and the direct teaching of Respectful Relationships DET resources at a minimum of one 50-minute session per week and incidentally throughout the week; the use of the Berry Street Educational Model in relation to trauma-informed practice is expected with all staff trained in the five modules.
- Student wellbeing and parenting support targeted with items in the newsletter and the school website.
- Special celebration days – i.e. starburst festivals, book fair parade, footy fun day.
- Prep buddies with year 6 students
- 'Healthy life' style specialist program focusing on all round individual wellbeing- daily exercise and skill development, nutrition, hygiene, personal safety (health, cyber, road safety etc)

- Extensive school sports program. Interschool sports including athletics, swimming, cross-country, orienteering, football, netball, soccer and junior PMP program.
- Attendance at Zone, Regional and State level sporting events is supported and encouraged.

Parental and community involvement/support

- Active School Council and associated sub committees of school council
- Involvement of parents and school council in developing the school strategic direction.
- Parents are encouraged to assist in classrooms and in other areas of the school i.e. Stephanie Alexander Kitchen Garden Program
- Parents welcomed to our student run Friday assemblies.
- Community members encouraged to be involved in our school.
- Use of school facilities for after school activities such as karate and ballet

School curricula and operations

- All teachers complete an annual Performance and Development Plan that includes strategies for student engagement.
- Ensure the Annual Implementation Plan includes student engagement programs.
- Specialist programs in Music, Art and LOTE
- Develop assessment programs that are monitored and filed.
- Chess and ukulele club- choir and multi instrumental programs
- School incursions, excursions, camps and performances.
- Extra curricula instrumental music program supporting private tuition in violin, key board, drums and guitar.
- Stephanie Alexander Kitchen Garden program.
- Development of outside play equipment and whole school master plan.
- Bike Education- alternative years.
- Encouragement of walking/riding to school days.
- Out of School Hours Care.

4. Identifying students in need of support

Riddells Creek Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Riddells Creek 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

Our students, parents and teachers have agreed to the rights and responsibilities that have been listed below.

Education

Right	Responsibilities
<ul style="list-style-type: none">All students have the right to an education and shall be recognized without regard to race, colour, religion, national origin, sex, disability, or ability to pay.	<ul style="list-style-type: none">Student responsibilities include regular school attendance, conscientious effort in classroom work, conformance to school rules and regulations, and the responsibility not to interfere with the education of fellow students or the orderly operation of the school.Parents' responsibilities are to ensure children attend regular school and to support the school rules and regulations.The school has an obligation to teach its students and staff. For example appropriate strategies regarding bullying and cyber bullying.

Environment

Right	Responsibilities
<ul style="list-style-type: none">All students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to learning.	<ul style="list-style-type: none">Students have a responsibility to help the school staff in operating a safe school by abiding to the school rules at all times.Parents have a responsibility to support the school rules.

Respect

Right	Responsibilities
<ul style="list-style-type: none">Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.	<ul style="list-style-type: none">Students have the responsibility to respect the rights of their fellow students and to respect both the rights and authority of teachers, school staff and the school Principal.Parents have a responsibility to support the school and support their child in behaving in a respectful manner towards teachers, students and property.

Property

Right	Responsibilities
<ul style="list-style-type: none"> Students have a right to expect that other students and school personnel will respect their personal property. 	<ul style="list-style-type: none"> Students have the responsibility to respect personal property, rights of other students, teachers, school staff and the Principal, as well as public property, including equipment and school buildings. Students are responsible for the personal property that they take to school, on a school camp and excursion, or on a school bus. Parents have the responsibility to explain to their children the school's expectations regarding property and the school policies.

Participation

Right	Responsibilities
<ul style="list-style-type: none"> Students have the right to access all school activities. 	<ul style="list-style-type: none"> Students have a responsibility to comply with all rules and regulations governing student conduct at all school-sponsored functions. It is understood that students who do not comply with all school rules and regulations may lose the opportunity and right to participate in school camps and excursions and other day-to-day school based activities. Parents have the responsibility to ensure their children comply with school rules and regulations.

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 Riddells Creek Primary School *Bullying Prevention policy*.

Shared expectations at RCPS are:

- clear and specific
- positive and focused on pro-social behaviours
- supported by procedures and programs to ensure success
- consistent, fair and reasonable
- linked to appropriate actions and consequences

Expectations of Students at RCPS include:

- positive participation
- seeking assistance and asking questions when unclear
- treating fellow classmates/teachers with respect and dignity
- valuing school resources
- regular attendance

- supporting classmates/teachers

Expectations of Teachers at RCPS include:

- creating an engaging lesson
- providing enjoyable classrooms
- making sure every student has an equal opportunity to participate
- asking for student input into the curriculum and class environment
- listening to students and valuing their contribution
- listening to parents' insights into their children's learning
- providing a wide range of resources to engage students
- understanding the needs of students and accommodate those needs
- undertaking professional development

Expectations of the Principal at RCPS School include:

- providing leadership to school staff and students
- ensuring staff, students and the wider school community understand their expectations
- ensuring staff and students have the resources and equipment to assist them in the process of teaching and learning
- ensuring the curriculum of the school takes into account the needs of specific students where applicable (such as students with disabilities, ESL)
- encouraging the participation of parents

Expectations of Parents/Carers at RCPS include:

- supporting their children attending the school
- cooperating with requests from the school
- promoting positive educational outcomes for their children
- ensuring their children are attending school
- communicating clearly with the school about the needs of their children

When a student acts in breach of the behaviour standards of our school community, RPPS 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 and other school staff.

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
- restorative practices
- detentions
- behaviour reviews

- Suspension (in line with DET policies and processes including appeals) <https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>,
- Expulsion (in line with DET policies and processes including appeals) <https://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>,
- Suspension and expulsions are measures of last resort and may only be used in particular situations consistent with Department policy, available at <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>,
- An expulsion can be appealed on the following grounds:
 - a student has a history of behavioural issues, and there is insufficient evidence of prior interventions designed to address the behaviour and support the student
 - the grounds on which the student was expelled are considered unfair
 - the expulsion process was not followed by the principal
 - other extenuating circumstances.

For more information on the expulsion appeal process please refer to: [Expulsion Appeal](#)

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

7. Engaging with families

Riddells Creek 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.

8. Evaluation

Riddells Creek 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
- SOCS

FURTHER INFORMATION AND RESOURCES

Bullying Prevention Policy

Child Safe Standards 2

Child Safe Standards 3

Inclusion & Diversity Policy

Statement of Values and School Philosophy

REVIEW CYCLE

This policy was last updated August 2020 and is scheduled for review in May 2022.