

STUDENT ENGAGEMENT and WELLBEING POLICY

LEOPOLD PRIMARY SCHOOL

SECTION 1 PROFILE STATEMENT

Leopold strives to create an educational space where students can academically, socially and emotionally shine. Our vision, “Learning to know, do, be and live together” equips students with the knowledge, skills and the disposition to actively embrace their learning, leading all to become confident contributing members of the school and wider community. Leopold’s motto, *‘Learning for Life’* depicts the core business and desire to be proactive in improving the educational outcomes for individual students.

Our School Values:

Respect: I respect other people, their property and the environment.

Responsibility: I take responsibility for my behaviour and actions.

Kindness: I am kind to others in what I say and do.

Honesty: I will be honest and tell the truth

Guiding Principles

Our school is committed to the Restorative Practices approach as the fundamental platform upon which we build strong, safe and relationally based school culture.

The tenets of Restorative Practices processes are that we always focus on harm on relationships. That is, what’s the harm resultant from any conflict or poor behavioural choice and how can we both support and compel students to repair that harm themselves, thereby repairing/restoring relationships.

We strongly believe that this positions us to work with parents to foster responsibility, respect, empathy, creativity and collaborative skill in our young people.

Restorative Practices is about teaching students to move the conversation about the problems out of the past, to build awareness of the current impact on others and to move swiftly into future actions that directly solve the current negative feelings.

Teachers use strategies like Affective Statements, Affective interactions, Small Impromptu Conferences, Classroom Circles and Formal Conferencing to foster consistency in process. Our school is committed to strong consistency of process, above outcome, when it comes to students learning how to independently problem solve.

Further, we use Restorative Questions to scaffold conversations from Past>Present>Future and we believe that these approaches ensure that we are collectively both Firm and Fair- these being the aspirational descriptors of the most effective teachers.

Our prime objective is fully develop a “ Restorative Process” at Leopold PS which embodies the belief that when working with our student body, we need to ensure that we are firm and fair, teaching them to be active thinkers and problem solvers, mindful that they can learn from their mistakes. We want our students to be engaged and

participate actively in their learning and develop their citizenship behaviours so that they can interact successfully with each other.

By building a relational culture, we teach our students to think, empathise, become respectful and take on responsibility of their words and actions. For every action, there is a reaction and it is our belief that we can successfully impact on this, with the Restorative Process being fully implemented. Our restorative principles can leverage opportunities to explore and build emotional intelligence (empathy, shame and self-assurance) with consistency of application, time investment and frequency of endeavour.

Profile

The school has an enrolment of approximately **800** students. The buildings house 22 permanent and 12 mod 5 classrooms and there is an established out of school hours care program onsite. To enhance the curriculum programs we offer: Performing and Visual Arts, Indonesian, Science and Physical Education.

Our strategic plan documents a four year journey (2016-2020) and is realised by the key improvement strategies (KIS) actioned in annual implementation plans. Under the co-ordination of the Teaching and Learning Assistant Principal, staff utilise progressive teaching and learning strategies when planning programs within the Victorian Curriculum. Literacy, Numeracy, Digital Leverage, Student Engagement and Wellbeing are key improvement areas systematically reviewed by AIP focus groups. Teacher team professional learning meetings are held weekly with curriculum planning sessions scheduled each term. Professional development of all staff is an ongoing priority.

Our school is an active member of the e-smart, Madeline and Alana foundation to promote cyber safety. We have many programs in place to keep us abreast of responsible use of ICT and current initiatives, including partnership with the Victorian Police which involves regular education sessions with students, staff and parents; digital licences; policies requiring student and parent agreements on appropriate use of ICT and coaching to reinforce a consistent whole school approach.

Student Engagement and Wellbeing is actively supported through a partnership with Real Schools. Through the use of restorative practices, 'Safety' questionnaires and student opinion surveys we are able to track student attitudes which provides essential information to enhance student connectedness. We employ a Student Welfare Officer and Social Worker.

Preschool transition processes are reinforced with our Prep team engaging in contact with kindergarten staff and prospective parents. Information sharing and social events are planned to facilitate transition and familiarisation. The Leap into Leopold orientation program is adjusted annually to meet specific needs of grade levels and support relationship building.

SECTION 2 WHOLE SCHOOL PREVENTION STATEMENT AND CHECKLIST

Leopold strives to foster a positive school culture and ensure that all school community members feel valued, safe and secure. Communication is supported by an electronic newsletter, a facebook page, an informative Leopold Primary School website and skoolbag app. There is also a collaborative grade space on Study Turf. Annual Student and Parent Opinion Surveys are conducted to access important feedback.

Our school values of Honesty, Respect, kindness and Responsibility are supported by our “You can do it program”. Leopold Primary has embraced the restorative approach to discipline, seeking to diminish the harm done by inappropriate behaviour and encourage the restoration of positive relationships. Whole staff and community commitment to the Restorative Practices ensures a safe and supportive leaning environment.

We actively pursue opportunities for school community members to experience a wide range of activities including a grade 6 electives program which offers students a chance to select a curriculum focus and have quality time to devote to an achievement. Younger students are encouraged to join our senior students for a ‘Leaders in the Making Program’ and the school has a vibrant and well supported ‘Buddies’ program.

Our positive school culture is founded on student engagement and wellbeing being the basis for learning. Professional Learning Teams develop pedagogy, classroom practices and inquiry units that engage students by responding to individual learning needs, goal setting and explicit teaching. Positive relationships are promoted through circle time, discussion and commitment to our values as a ‘community of learners’.

Further preventative programs are listed in the table below.

Negotiated Curriculum	Grade 6 Electives	School Leaders	Special Assistance – Reading Recovery	Oral language Program
Student Dynamic Assessment Tasks	Brotherhood/Sisterhood Program (grade 6)	Student Leadership	Computers	Grade 2 reading intervention
Incursions/excursions	Girls Talk program	Junior School Council	Parent information sessions	Student led conferences
Camps	Intra/Interschool Sport / Clinics	Bike education	Choir	Differentiated Play
Student Engagement and Wellbeing policy	Puberty program	Leap into Leopold	School based Social Work team	Buddies program
Values	School Leaders meetings	Numeracy Specialists	Child Wise / Protective Behaviours	Open classrooms
Performance concert	Individual and group counselling	Leaders in the Making Program	Special interest clubs	Classroom helpers program
You Can Do It Program	Debating	Assembly (year level Counselling and whole school)	Student Social Skills / Friends for Life	Individual learning plans
Sporting options	Peer mediation	Before & After school Program	Play therapy	

SECTION 3 RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2008) www.education.vic.gov.au/hrweb/Documents/Charter outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. The charter demands equality for all and also emphasises the value of difference and diversity. The charter requires public authorities including schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

In line with the Charter of Human Rights at Leopold Primary School procedures fairness will be used at all times and corporal punishment is prohibited.

All members of Leopold Primary School have a right to:	All members of the Leopold Primary School have a responsibility to:
Be treated with respect and dignity	Participate and contribute to a positive learning environment that supports the learning of self and others
Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability- based, class-based and homophobic, bullying, vilification, abuse and exclusion	Acknowledge their obligations under the Equal Opportunity Act (2010) and the Charter of Human Rights and Responsibilities Act (2008) and communicate these obligations to all members of the school community
Feel and valued, safe and supported in an environment that encourages freedom of thought and expression	Ensure their actions and views do not impact on the health and well- being of other members of the school community
Learn and improve their social competencies through our core school values	Support the Whole School Restorative approach to behaviour
All students have the right to:	All students have the responsibility to:
Learn and socialise without interference or intimidation in a safe and secure environment	Be prepared to learn
Be treated with respect and fairness	Explore their full potential. Reflect on their behaviour to make better choices.
Expect a learning program that meets their individual needs	Respect the rights of others to learn to reach their full potential
All staff have the right to:	All staff have a responsibility to:
Expect to be able to work in a stimulating, organised cooperative and harmonious learning environment	Build positive relationships with students as the basis for engagement and learning
Use our school values and the restorative approach when working with students	Use and manage the resources of the school to create stimulating, safe and meaningful learning
Receive respect and support from the school community	Treat all members of the school community with respect, fairness and dignity
All parents have the right to:	All parents have a responsibility to:
Know that their children are in a safe, happy learning environment where they are treated fairly and with respect	Build positive relationships with members of the school community, engage in their child's learning and ensure students have appropriate learning materials. Support the school staff in the Restorative process which is implemented within the school community of learners.
Expect a positive and supportive approach to their child's learning	To access and engage in the communication provided by the school
Expect communication and participation in their child's education and learning	To notify the school of any circumstances that may impact on a child's emotional, social or academic welfare

SECTION 4: SHARED EXPECTATIONS

Leopold Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. These are accepted and appropriate behaviours for our entire school community, supporting individual students and families that originate from diverse backgrounds, communities and experiences. LPS is committed to engaging all students and will only exclude students in extreme circumstance.

Expectations	Leadership Team	Teaching Staff	Students	Parents/Carers
Engagement	Uphold the right of every child to receive an education.	Develop flexible pedagogical styles to engage different learners.	Students acknowledge the right of everyone to be able to learn in the school environment.	Parents/carers are expected to support the school by promoting an understanding and appreciation of diversity.
	Ensure that the school complies with its duty of care obligations to each student as well as obligations under the Equal Opportunity and Human Rights legislations.	Deliver curriculum and assessment that challenges and extends student learning.	Students to indicate their own preferred learning styles. Students to provide feedback as to engagement outcomes	Parents/carers should also help the school to provide student centred responses by providing all relevant information to the school.
	Collaborate with the LPS community to develop policies and procedures consistent with its values, mission and DEECD guidelines	Develop positive relationships with students that promote engagement, wellbeing and learning.	Students to understand that a relationship exists between the school and the home environment.	Parents/carers are expected to actively participate in child's learning, developing an integral home/school relationship. Attendance at: <ul style="list-style-type: none"> • student/parent/teacher meetings • student activities • school celebrations • student support groups Communication through student diaries.
	Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra curricular activities, facilities, student services and community linkages which are inclusive and responsive to student need.	Provide opportunities for student voice developing a positive school culture in and outside the classroom.	Understand that disrespecting others including bullying, violence, property damage and inappropriate language as well as disrupting the learning of other student is unacceptable.	Parents/carers have a responsibility to inform and support their children and their understandings about bullying, cyber bullying, violence, property damage and inappropriate language. Parents and carers will support the school using the Restorative Practice model to manage and challenge behaviour, repairing its harm on others,
Behaviour	Lead and promote preventative approaches to behavioural issues by incorporating the Restorative Practice model fully within the school community	Use the Student Engagement and Wellbeing Policy and the school values as a basis for negotiating a class-based set of shared expectations with students.	Support each other's learning by implementing Restorative Practice and instilling our core school values of RESPECT, HONESTY, KINDNESS and RESPONSIBILITY	Parents/carers should understand the school's core values, the Restorative practice being implemented across the school and agreed behavioural expectations.
	Monitor the profile of behaviour issues and the effectiveness of implementation strategies.	Teach students social competencies through familiarity with the school values, curriculum content and pedagogical approach.	Respect, value and learn from the differences of others. Reflect on and learn from their own differences.	Parents/carers work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour, in and out of the school.

	Provide staff appropriate professional development opportunities to build their capacity in the Restorative Practice model and school behaviour elevation plan	Employ behaviour management strategies that reflect behaviours expected from students and which focus upon supporting positive behaviours.	Have high expectations about their learning and behaviour. School values underpin all interactions in the school with students, staff and parents.	Parents/carers to promote and support expectations of positive behaviour and school values with their children.
	Provide policy, prevention and intervention where appropriate.	Build a collegiate atmosphere to share strategies and support in behaviour management approaches.	Students to be aware of the school bullying policy. Students to be aware of the Restorative Practice model. Students to participate in student safety audits. Senior students to understand and participate within the student attitude to school survey.	Parents/carers will support the school's Bullying Policy, values, Restorative Practice, prevention and intervention strategies as well as the behaviour management approach (individual behaviour management plans)
Attendance	Promote and encourage regular attendance of all students	Monitor daily student attendance and follow up unapproved absences.	All students are expected to be at school every day during school terms.	Parents/carers are expected to ensure that enrolment details for their children are correct. Parents/carers are expected to ensure that their children are attending school regularly.
	Monitor and report on student attendance data regularly.	Encourage regular student attendance and punctuality.	Students to arrive at class on time and be ready to learn.	Parents/carers to advise the school as soon as possible that their child is absent.

SECTION 5 ACTIONS AND CONSEQUENCES

The implementation of preventative and early intervention measures are part of the school's staged response to creating a positive school culture and managing challenging student behaviours.

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	Strategies	School Action
STAGE 1 PREVENTION AND EARLY INTERVENTION	Establish consistent school wide processes to identify students at risk of disengagement from learning.	<ul style="list-style-type: none"> • Liaise with kindergarten, primary schools and feeder secondary schools when implementing transition programs • Establish a wellbeing team including, primary welfare officers, student wellbeing co-ordinator, secondary school personnel • Develop, promote, use and evaluate referrals to the Wellbeing Team • Engage student education services support officers- SOCs referral system • Consult school aggregated data (SPA) and Study Turf • Use Student Attitudes to school survey to inform curriculum planning and resourcing • Introduce whole school approaches eg: Restorative Practice, Circle Time, reflection time • Consult and investigate where necessary "transfer of student information" details provided by previous school
	Establish consistent school-wide processes and programs for early intervention	<ul style="list-style-type: none"> • Utilise the expertise of the Student Wellbeing staff • Review and utilise referrals to Student Education Support Services Officers (SOCs) • Conduct testing and determine funding levels for Program for Students with Disabilities (PSD) • Conduct functional assessments • Conduct Diagnostic assessments • Utilise programs offered by community support agencies eg: Glastonbury, McKillop • Reading Recovery intervention • Comprehensive Language support program • Use of teaching expertise/coaching in Literacy and Numeracy • Establish small group withdrawal programs based on identified needs eg anger management, loss and grief, anxiety
Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:		
STAGE 2 TARGETED INDIVIDUAL RESPONSE	Establish an understanding of the life circumstances of the student	<ul style="list-style-type: none"> • Review previous school/year level files/information • Discuss with parent at informal/formal interview • Implement "Leap into Leopold" and current whole school themes (mantras) at beginning of year to establish classroom norms and expectations • Development of positive relationship between teacher and students, based on mutual respect • Ensure that transition is effective through all stages of schooling and each grade level
	Establish data collection strategies	<ul style="list-style-type: none"> • Refer continually to absence data/behaviour/student safety records to determine patterns • Survey students on specific issues through focus groups • Conduct safety surveys twice during the year Term 2 and Term 3
	Establish Student support groups	<ul style="list-style-type: none"> • Introduce student support group meetings once direct intervention is being considered • Determine frequency of student support group • Develop and follow individual learning plans with relevant goal setting • Ensure that all involved have plans communicated to them • Modify teaching/learning practices based on student Individual Learning Plans
	Develop plan for improvement based on data and review regularly	<ul style="list-style-type: none"> • Use Individual Learning Plans, Individual Behaviour Plans, Return to School Plans after critical incidents or suspension processes • Develop rich discussion within each grade team based on Attitudes to school survey, parent opinion survey, staff opinion survey, SPA, Absence and Behaviour data as well as current initiatives in Student Engagement and Wellbeing.
	Explicitly teach and/or build appropriate behaviours	<ul style="list-style-type: none"> • Modify curriculum according to the data gained through assessment process • Reframe inappropriate behaviour as skill to be learnt and teach it explicitly. • Utilise a restorative framework which is firm and fair to engage in discussion throughout the school.
	Determine strategies for monitoring and	<ul style="list-style-type: none"> • Introduce annual Assessment Schedule Cycle • Review Naplan data • Consult Primary Welfare Officer and implement Restorative Practices in school

	measurement of student progress	<ul style="list-style-type: none"> Review past assessment conducted by current or previous schools and ESSO staff Collect local data eg Absence and Behaviour data
	Establish inclusive and consistent classroom strategies	<ul style="list-style-type: none"> Establish and implement a school Values program to encourage familiarity and understanding Moderation, team planning and reflection to support consistency and professional practice Establish passive play room, friendship seat, Clubhouse (non-competitive activities) Maintain Student Wellbeing staff and team representation as AIP focus group
STAGE 2 CONTINUED	Strategies	School Action
	Establish out of class support strategies	<ul style="list-style-type: none"> Engage referral to network and ESSO staff (SOCs) Utilise School Welfare team where appropriate Inform Student Wellbeing co-ordinator (PCO) Provide cooling off space/time to think, use of Reflection room Undertake a uniform and agreed process around behaviour Provide flexible options as identified in Individual Learning Plans, Behaviour Management Plans Conduct targeted small group programs eg anxiety, grief and loss where required
	Seek external advice and consultation	<ul style="list-style-type: none"> Seek and utilise advice of ESSO staff Refer to Child and Adolescent Mental Health Services (CAMHS) Undertake whole school professional development that relates to the issues being managed Contact Community Service organisations for individual support Contact Regional Office staff where appropriate to advice and support

PREVENTATIVE PROGRAMS AT LEOPOLD PS

Attendance	<p>Shared approach using the following protocols:</p> <ul style="list-style-type: none"> Electronic roll marking Dedicated absence line for parents/carers Generation of absence data monthly Monthly Data sheets provided to Student Wellbeing Representatives Teachers proactive in securing absence information and reviewing absence patterns Follow up of absences to include Team Leaders, SW Reps and PCO Protocols for reporting student absence made available to parents/carers via newsletter
Restorative Practice and School wide Positive Behaviour Support	<ul style="list-style-type: none"> Staff commitment and consistency to Restorative Practices Restorative Practices to be used in all situations where there is a need to repair damaged relationships with individuals and groups. Formal training through professional development and discussion ensuring shared staff support Shared school wide understanding of Values and expected school behaviours Appropriate and positive student behaviour acknowledged, Restorative Practices applied in all events to encourage student thinking and problem solving. Streamlined database for recording restorative discussions Student voice/leadership opportunities Clear definitions of play areas Ongoing work of student support officers Establishment of Student Engagement and Wellbeing Team (PLT) with grade representation
Literacy and Numeracy	<p>The school offers:</p> <ul style="list-style-type: none"> Reading Recovery (20% of Year 1) Oral Language program within Prep, Grade 1 and 2 classrooms Regular staff professional development with AIP focus areas Ongoing moderation at team and staff meetings using common assessment tasks and work samples School wide assessment schedule and shared database/SPA Regular planning days using student data as a basis for planning and improving student achievement Individual Literacy and Numeracy goals set and reset for each student
Inclusion, Wellbeing and Transitions	<ul style="list-style-type: none"> Transition teams developed to build effective relationships with preschool and secondary schools. Connection with Leopold Early Years Learning Network Transition procedures in place for kinder to school and primary school to secondary school Social worker to provide support to school community Mentoring, coaching, buddy programs and Leaders in the Making to continue School Council and Parent Association to be avenues for parent participation and access

Professional Learning	<ul style="list-style-type: none"> • Professional Learning is provided regularly and staff expertise is utilised. • An electronic system (StaffPd) is used to report on annual staff reviews (PRP process) • DET obligations are met with updates on Asthma, Diabetes, Autism, Allergies (Epipen). • Team meetings also focus on sharing pedagogy, best practice and teaching tools. • Staff who attend outside professional development are expected to share understandings.
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Evaluation:

This policy will be reviewed as part of the school's review cycle.

Signed: _____

School Council President

Signed _____

School Council Executive Officer (Principal)

This policy was last ratified by School Council on:	18/08/2015
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This policy was updated and ratified by School Council on:	16/08/2016
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- Related Leopold Primary School Policies-
 - Bullying and Harrassment
 - Incident Management Plan
 - Duty of Care
 - Mandatory Reporting
 - Child Safety
 - Working with Children Check
 - Restorative Practices