



Regency Park Primary School

EVERY CHILD - EVERY OPPORTUNITY

"RESPECT, HONESTY, RESILIENCE AND RESPONSIBILITY"

## Student Engagement and Wellbeing Policy



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**School Council President:** Kim Wong



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# STUDENT ENGAGEMENT AND WELLBEING POLICY

## 1. PURPOSE:

- 1.1. 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.
- 1.2. Regency Park 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.
- 1.3. 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.

## 2. SCOPE:

- 2.1. This policy applies to all school activities, including camps and excursions.

## 3. SCHOOL PROFILE:

- 3.1. Regency Park Primary School was established in 1977. It is located in a popular residential estate in Wantirna at the foothills to the Dandenong Ranges, 30km east of Melbourne. We currently have a student population of approximately 550, which is representative of many different cultures. We are proud of our diversity and inclusive school community.
- 3.2. Regency Park Primary School is committed to providing each child with an excellent education within a supportive environment. We set high academic and behavioural expectations for all students and assist them to achieve their personal best. Results consistently show high levels of academic success. Teachers develop their classroom program to meet student needs and abilities. The academic program is enhanced through the provision of inschool visits, excursions and a whole school cultural program. Camps are organized for students and many clubs are provided for example, Robotics, Art, Garden, Lego and a range of sporting clubs. The extensive range of programs provided ensures that each student has an opportunity to develop their talents and potential across a range of areas.
- 3.3. The school has an outstanding reputation in the local community with an exemplary specialist program incorporating Physical Education, Visual Arts, Performing Arts and French. There is a strong focus on both Visual and Performing Arts with students being provided with many opportunities to showcase their skills including the School Production, Junior Concert, Wakakirri and End of Year Celebration. Vibrant displays of exemplary Art work are displayed throughout the school.
- 3.4. A range of digital technologies are utilised within each classroom to support teacher's best practice in all areas of the curriculum. Interactive whiteboards, laptops, ipads are used in all classrooms to facilitate engaging learning opportunities. Technology is a learning tool that teachers use with the whole grade, small groups or to meet individual learning needs. Teachers are regularly developing their own ICT skills and the financial commitment to this program is significant in providing new and varied technology.

- 3.5. Regency Park has a strong school community spirit. Home school partnerships are highly valued with all key stake holders working together to achieve the best possible learning outcomes for all students. Parents are welcomed into all aspects of school life including school council, committees, classroom assistance, working bees and attending excursions and camps. Several special events are held each year welcoming community members to attend and support their children. The school leadership actively advocate an open door policy where parents are very welcome to discuss issues and concerns as they arise.
- 3.6. Staffing is very stable with an effective mix of experienced and graduate staff. Students learn in attractive and well maintained classrooms. Other school facilities include a well-stocked library, a hall, music room and break out learning areas. Grounds are extensive and well maintained providing a range of options for student play times. All areas of the school are maintained to a high standard with the students taking responsibility for sections of the garden, including a vegetable patch.
- 3.7. Regency Park provides a welcoming, attractive and safe school environment where respect, responsibility, honesty and resilience are valued and fostered. We believe that every child needs to be given every opportunity to reach their potential and achieve success. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

#### 4. SCHOOL VALUES, PHILOSOPHY AND VISION

- 4.1. Regency Park Primary School's values are Respect, Honesty, Responsibility and Resilience.
  - We demonstrate **respect** by showing acceptance and consideration towards ourselves, others and our environment
  - We demonstrate **responsibility** by being accountable for your own actions, including any consequences
  - We demonstrate **honesty** by being truthful in our intentions and actions
  - We demonstrate **resilience** by bouncing back from challenges faced
- 4.2. Our Play Is The Way 'Life Raft Concepts' support these values and are an integral part of Regency Park community. These include:
  - **Treat others as you would like them to treat you** - If someone is unlike you, seek to understand them.
  - **Be Brave – Participate to progress** – School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are the more you learn.
  - **Pursue your personal best no matter who you work with** – We do not come to school to be better than others. We come to school to better ourselves by being able to work with others.
  - **Have reasons for the things you say and do** – If you do not know why you are doing something then do not do it because it's most likely wrong.
  - **It takes great strength to be sensible** – We do the right thing because it is the best thing to do.
- 4.3. Regency Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.
- 4.4. Regency Park Primary School's vision is 'to create an inclusive, challenging learning environment which provides diverse opportunities for students to fulfil their academic, social and emotional capabilities. To uphold our sense of community through a continued commitment to mutual respect and building relationships.'

## 5. ENGAGEMENT STRATEGIES

- 5.1. Regency Park 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.
- 5.2. A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Universal Strategies

- 5.3. Regency Park Primary School implements a range of strategies that support and promote the engagement and wellbeing of our whole school community. These include:
  - high and consistent expectations of all staff, students, parents and carers
  - prioritise positive relationships between staff and students, whilst recognising the fundamental role this plays in building and sustaining student wellbeing
  - creating a culture that is inclusive, engaging and supportive, that embraces and celebrates diversity and empowers all students to participate and feel valued
  - welcoming all parents and carers and being responsive to them as partners in learning
  - delivering a broad curriculum to ensure that students are engaged in programs that are differentiated to their strengths and aspirations
  - teachers at Regency Park Primary use the Play is the Way 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 Regency Park Primary School adopting 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
  - incorporating our school's values into our curriculum and promoting these to students, staff, parents and carers so that they are shared and celebrated as the foundation of our school community
  - the year begins with the Start Right program, incorporating all of our values and life raft concepts. Students are actively involved in shaping class expectations, which are referred to throughout the year
  - carefully planned transition programs to support students moving into different stages of their schooling, including Meet the Teacher, Knox Student Youth Groups, Information for Year 6 students transitioning to Secondary School, Kinder to Prep transition program and yearly Information Nights. Our transition programs are designed to create expectation and reduce anxiety whilst developing resilience and readiness
  - acknowledging positive behaviour and student achievement in the classroom, formally in school assemblies and through regular communication to parents
  - monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
  - promotion of physical wellbeing through initiatives such as Walktober and Running Club
  - students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Team and other forums including year group meetings, Peer Support and Peer Mediation. Students are also encouraged to speak with their teachers, Assistant Principals and Principal whenever they have any questions or concerns

- create opportunities for cross—age connections amongst students through performing arts, athletics music programs and peer support programs such as peer mediation, Reading Rocks and Prep/Year 5 buddies.
- families are welcome to self-refer to teaching staff or the Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- termly principal forums for interested parents to communicate with the principal class
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Play is The Way
  - Proactivity
  - Cultural Program including Harmony Day
  - R U OK Day?
  - Yes2Yoga
- programs, incursions and excursions developed to address issue specific behavior ie. Building Resilience Program, Managing Emotions
- follow the eSmart policy and recommendations
- empowering our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.
- twice yearly student reports include an overview of the Play is the Way Concepts and student development
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent and staff survey data and the Social and Emotional Wellbeing Survey data

### Targeted Strategies

- 5.4. Regency Park Primary School implements a range of strategies that support and promote the engagement of targeted groups of students. These include:
- each class has a responsible teacher who monitors their health and wellbeing throughout the year. They act as a point of contact for students who may need additional support
  - our collaborative structures across the school ensure collective responsibility for the wellbeing and engagement of all students
  - supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Child Safety and Wellbeing Policy and ensuring all Koorie students are connected with a Koorie Engagement Support Officer
  - supporting all students in Out of Home Care in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including appointing an OOHC student with a Learning Mentor, providing an Individual Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment. A trained designated teacher engages with the LOOKOUT Centre
  - academic support and extension opportunities provided upon reviewing teacher judgement data to determine needs
  - student leadership opportunities are made available throughout the school
  - targeted intervention programs to support social skills development, such as Building Resilience and Managing Emotions (with selected year 2 students), Learning and

Growing sessions with Year 6 students and information and or workshops offered to parents

- 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 are provided with professional learning around trauma and the approach to working with students who have experienced trauma or abuse
- providing a positive and respectful learning environment for any students who may identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- supporting students with a disability 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
- applying a trauma-informed approach to working with students who have experienced trauma

### Individual Students

- 5.5. Regency Park 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 parents and carer to talk about how best to help the student engage with school as required
  - developing an Individual Education Plan and/or a Behaviour Support Plan for targeted students
  - considering if any environmental changes need to be made, for example changing the classroom set up, discussion with classroom teacher
  - 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
    - Orange Door
    - Speech Pathologist
    - Occupational Therapist
    - Provisional Psychologist
- 5.6. 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, communicating with individual families and developing an Attendance Improvement Plans in collaboration with the student and their family as outlined in the Regency Park Primary School Attendance policy
  - 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.
- 5.7. Further Resources to support individual engagement include:

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace, Orange Door
- Lookout

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

- 6.1. Regency Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. We acknowledge that student wellbeing and engagement is the collective responsibility of all staff. The Student Wellbeing team plays an important role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Regency Park 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
  - Child Safe standards, policies and processes
  - observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
  - attendance, detention and suspension data
  - engagement with families through regular parent contact
  - self-referrals or referrals from peers
  - communication and observation at Kinder during the transition phase
  - handover of relevant information from year to year, including to Secondary Schools

## **7. STUDENT RIGHTS AND RESPONSIBILITIES**

- 7.1. 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.
- 7.2. 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.
- 7.3. 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.
- 7.4. 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.



## Complaints and concerns process for students

- 7.5. Regency Park Primary School acknowledges that issues or concerns can cause stress or worry for students and impact their wellbeing and learning. Regency Park Primary School encourages our students to raise issues or concerns as they arise so that we can work together to resolve them.
- 7.6. Students with a concern or complaint can raise them with a trusted adult at school, for example, with their Classroom or a Specialist Teacher, Education Support Staff, an Assistant Principal or the Principal. This person will take the concern or complaint seriously and will explain to the child what steps they can take to try to resolve the issue and support them.
- 7.7. Students can also ask their parent, carer or another trusted adult outside of the school, to talk to a Regency Park Staff Member, such as the Assistant Principal responsible for Wellbeing, about the issue instead. Information about our parent/carer complaints and concerns process is outlined further below. The parent/carer process also applies to students who are mature minors, refer to: [Mature Minors and Decision Making](#).
- 7.8. Other ways students can raise a concern or issue include:
  - talking to a member of the Student Voice Team (SVT) about their concern and any suggestions for resolving it
  - participating in the Attitudes to School Survey (for Years 4-6)
  - participating in class meetings/circle time
  - writing a note for anonymous student suggestions boxes in classrooms
- 7.9. Further information and resources to support students to raise issues or concerns are available at:
  - [Report Racism Hotline](#) (call 1800 722 476) – this hotline enables students to report concerns relating to racism or religious discrimination
  - [Reach Out](#)
  - [Headspace](#)
  - [Kids Helpline](#) (call 1800 55 1800)
  - [Victorian Aboriginal Education Association](#) (VAEAI)

## 8. STUDENT BEHAVIOURAL EXPECTATIONS

- 8.1. 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 Regency Park Primary School's *Bullying Prevention* policy.
- 8.2. When a student acts in breach of the behaviour standards of our school community, Regency Park 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 and other school staff. This may take place by way of telephone call and/or Play Is the Way outline of the behaviour and consequences, see Appendix A.
- 8.3. Play is the Way values are referred to and students reflect on their choice in light of these concepts. A reflection template is included in Appendix B.
- 8.4. 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.
- 8.5. 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 and reflection using school values and Play is the Way concepts
  - time out of the yard at recesses and lunch
  - behaviour support plans
  - suspension
  - expulsion
- 8.6. Suspension and expulsion 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>
- 8.7. Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 9. ENGAGING WITH FAMILIES

- 9.1. Regency Park 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.
- 9.2. 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.

## 10. EVALUATION

- 10.1. Regency Park 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.
- 10.2. Sources of data that will be assessed on an annual basis include:
- student survey data
  - Play is the Way data
  - incidents data
  - school reports
  - parent and staff survey
  - case management
  - CASES21
  - SOCS
- 10.3. Regency Park 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.

## 11. FURTHER INFORMATION AND RESOURCES

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

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

11.2. 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
- Child Safety Responding and Reporting Obligations Policy and Procedures

## 12. REVIEW CYCLE

12.1. This policy was last updated in November 2022 and is scheduled for review in 2024.

<b>November 2022</b>	<b>Summary of Changes:</b> Inclusion of complaints and concerns process for students in line with Child Safe Standards. Refresh of current practices and DET resources for 5.3, 5.4 and 5.5. Inclusion of 7.4 and 10.3. Update of Further Information & Resources to reflect current policies and links.
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# Appendix A – Parent Communication



Have you used your Play Is the Way thinking?

<p><b>Treat others as you would like them to treat you.</b></p>	<p><b>It takes great strength to be sensible.</b></p>	<p><b>Have reasons for the things you say and do.</b></p>	<p><b>Be Brave-Participate to Progress</b></p>	<p><b>Pursue your Personal best no matter who you work with.</b></p>
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*Please return this notice to your child's teacher or the office.*

Name of Child: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: / /

**Dear Parent/Guardian,**

**I wish to advise you that your child has:**

*We ask for your support in helping your child to reflect on their behaviour and actions by discussing this matter with them, helping them to understand how the situation came about and how they can change their response in the future if the same situation arises. Please contact me or the Principal if you have any questions.*

Assistant Principal's Signature: \_\_\_\_\_ Consequence

Parent's Signature: \_\_\_\_\_ Child's Signature: \_\_\_\_\_  
 Parent Comment (if any): \_\_\_\_\_

**Dear Parents,**

At Regency Park Primary School we promote positive behaviour in the playground. To support your child after an incident today he/she has completed this Incident Report. This report form is designed to encourage the children to reflect in a positive manner on their behaviour and future strategies. (It is not a spelling/grammar exercise)

Please discuss this with your child with a view to contributing to our caring school environment and sign and return the form to school.

The situation has been dealt with; consequently this means this is the end of the incident, unless you wish to discuss this matter further.

### **School Values**

#### ***RESPECT***

- Showing acceptance and consideration towards ourselves, others and our environment.

#### ***RESPONSIBILITY***

- Being accountable for your own actions, including any consequences

#### ***HONESTY***

- Being truthful in our intentions and actions

#### ***RESILIENCE***

- Bouncing back from challenges faced.

### **As set out in the Student Code of Conduct**

#### **We believe that it is each student's responsibility to:**

- be accountable for his/her own actions
- behave in a considerate and courteous manner
- use polite language at all times
- obey school rules
- take care of property

#### **The following types of behaviour are considered unacceptable and will be acted upon:**

- fighting, bullying or any form of aggressive behaviour
- throwing stones, sticks or other dangerous objects
- leaving the school ground without permission
- riding bikes in the school grounds
- climbing trees or buildings other than designated playground equipment
- being in the school buildings or non-designated areas without teacher supervision
- using unacceptable language
- teasing and name-calling
- bringing dangerous weapons and/or substances to school.

# Appendix B – Student Reflection

## Thinking Time – have you used your Play Is the Way thinking?



Be Brave –Participate to Progress	Treat others as you would like them to treat you.
Pursue your Personal Best No matter who you work with.	It takes great strength to be sensible.
Have reasons for the things you say and do.	I need to work on ..... ..... ..... ..... ..... ..... ..... ..... .....

Child's signature \_\_\_\_\_ Principal's signature \_\_\_\_\_

Consequences of Incident \_\_\_\_\_

Parent's signature \_\_\_\_\_ Class teacher's initials \_\_\_\_\_

**Dear Parents,**

At Regency Park Primary School we promote positive behaviour in the playground. To support your child after an incident today he/she has completed this Report. This discussion is designed to encourage the children to reflect in a positive manner on their behaviour and future strategies. (It is not a spelling/grammar exercise)

Please discuss this with your child with a view to contributing to our caring school environment and sign and return the form to school.

The situation has been dealt with; consequently this means this is the end of the incident.

Should you wish to discuss this matter please contact the Principal or Assistant Principal.

### **School Values**

*HONESTY – Being truthful and fair in our intentions and actions, both with ourselves and others.*

*RESPECT – Showing attention and consideration towards self, others and the environment..*

*ACCEPTANCE – Being accepting or fair towards all others (beliefs, custom, dress etc).*

*PERSISTENCE – Continuing to persevere despite difficulties.*

*RESPONSIBILITY – Being accountable for your own actions (accepting any consequences).*

### **As set out in the Student Code of Conduct**

**We believe that it is each student's responsibility to:**

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- teasing and name-calling
- bringing dangerous weapons and/or substances to school