

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the front office.

PURPOSE

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

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

Caulfield Junior College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School profile

Caulfield Junior College is a Victorian State Government School situated in Caulfield North, an inner southern suburb of Melbourne and was established at its present site in 1914. At the time of its establishment, it was a Central School, catering for students from P-8. Currently, it is a P-6 school with an enrolment of 510 students. There is a regional imposed neighbourhood boundary for local enrolments. The main building was built in 1914 and houses the Administration area, classrooms, art room, library, multipurpose room and a staffroom. The detached 1938 building at the rear of the property encompasses office space, a small hall that is used as an ICT suite and classrooms. A number of double relocatable buildings in the same vicinity house more learning spaces. A new building funded by the federal governments Building the Education Revolution (BER) provides flexible learning spaces for senior students. Recently, extensive outdoor redevelopment work has been carried out including landscaping, a multipurpose ball court and installation of artificial turf oval and playing spaces.

Caulfield Junior College is a binational school accredited to deliver both the Australian and French curricula in accordance with Department of Education and Training (DET) and the French Ministry of Education's standards and practices. CJC is accredited by the AEFÉ (The Agency for French Education Abroad). Caulfield Junior College is a unique primary school with 75% of students from a Language Background other than English (LBOTE) speaking 18 languages. The school is committed to meeting the community expectations for internationalised education which is reflective of the multicultural nature of the community. The school has a 3 - 6 camping program. Parents are fully involved with the school through School Council, Parents Committee, Parent Education Program and the classroom helpers program. The core values of the school are respect, responsibility, love of learning, integrity and harmony. Our values are embedded all aspects of school life.

2. School values, philosophy and vision

Our Mission: At Caulfield Junior College, we are committed to providing students with diverse learning opportunities in a multicultural context that challenge students to recognise their individual potential.

Our Vision: At Caulfield Junior College, all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. We embrace diversity and are proud to provide a multilingual setting that enhances learning for everyone.

Our Values

At Caulfield Junior College our school values underpin how students, staff and parents work and talk together. Our Values are:

Honesty

Empathy

Respect

Optimism

The acronym HERO is used as a way to remind the community of the school's values.

3. Wellbeing and engagement strategies

Caulfield Junior College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

At Caulfield Junior College it is an understanding that students will develop the knowledge and skills to appreciate our own and other people's cultures; exploring differences, embracing them when we can, in order to become responsible citizens of the world. The school's values of Honesty, Empathy, Respect, Resilience and Optimism underpin all teaching and learning and combine with the pedagogy of thinking, inquiry, cooperating, global and self-evaluating. Student welfare and wellbeing is a high priority, with a dedicated staff member in the role of Wellbeing and Intervention Coordinator. Many programs have been implemented to support the emotional and social wellbeing of students including The Resilience Project, Restorative Practices, the Zones of Regulation and a whole school approach to behaviour management.

Students who receive funding from the Program for Students with Disabilities or are classified as Out of Home Care have dedicated support and regular Student Support Group (SSG) meetings to ensure their ongoing success in their learning and behaviour is monitored and catered for.

Whole School Preventative Strategies to Promote Positive Behaviour and Inclusion

At Caulfield Junior College we work together as a whole school community to ensure a positive school culture by providing programs and practices including Student Leadership positions, developing a whole school Transition Program, a comprehensive kindergarten to Prep Transition Program, Life Education, School Captains, Student Led Assemblies, Student Representative Council, a Student Wellbeing Team and DET Student Support Officers. To support the wellbeing of all students, the school will:

- Collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- Provide a curriculum that will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and student voice providing them with a sense of ownership of their environment.
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Support families and provide opportunities to engage in their child's learning and build their capacity as active learners. All parents/carers will be welcomed and supported to be co-partners in their child/ren's learning
- Establish and maintain social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- Establish and monitor processes to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- Articulate high and consistent expectations of all members of the school community.
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Create and maintain a culture that is inclusive, engaging and supportive for all.
- Effectively use data, such as Attitudes to School Survey, Parent Opinion Survey, Student Management data and school level assessment data to analyse the success of wellbeing strategies and to respond to identified needs.
- Support teachers at Caulfield Junior College to implement an instructional framework which is an explicit, consistent and shared model, ensuring that evidenced-based, High Impact Teaching Strategies (HITS) are incorporated into all lessons.
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- Implement carefully planned transition programs to support students moving into different stages of their schooling.
- Acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- Monitor student attendance and implement attendance improvement strategies at a whole school, cohort and individual level.
- Provide students with the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- Engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - The Resilience Project
 - Indoor Activities
 - Zones of Regulation
 - Restorative Practices
 - Peaceful Kids (Mindfulness and Positive Psychology based program)
- Provide programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs).
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- Each year group has a Year Group Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- All students in Out of Home Care will be supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

Individual students will have a range of support services in place. Processes for teachers and families to access support are in place and communicated to staff and families through Professional Learning opportunities, Parent/Teacher meetings at point of need, or parent initiated. Ways individual students are supported include:

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plans and Behaviour Support Plans
- Funding via Disability Inclusion Program
- Referrals to Student Welfare Coordinator and Student Support Services
- Referral to ChildFirst, Headspace, Orange door
- Navigator
- Lookout
- Support for students in Out of Home Care
- On-site access to a Masters of Counselling students (Monash University)

Caulfield Junior College 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 students and their parent/carer to talk about how best to help the student engage with school.
- Developing an Individual Education Plan and/or a Behaviour Support Plan.
- Considering if any environmental changes need to be made, 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
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plan 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
 - With other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Caulfield Junior College 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 to help identify students in need of support and enhance student wellbeing. Caulfield Junior College 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
- Reflection forms
- A formal referral process as requested by external agencies with signed permission forms

5. 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

At Caulfield Junior College, there is a behaviour management strategy, which is discussed with all staff and students. The approach is displayed in each classroom and implemented when necessary. The process is transparent and ensures a consistent approach across the school from all staff.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Caulfield Junior College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Parents/carers 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <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 Caulfield Junior College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Caulfield Junior College values the input of parents and carers, and supports 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, supported by our Communicating with School Staff policy.
- 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

Caulfield Junior College 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
- CASES21
- SOCS

Example 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

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

[Suspension process](#)

[Expulsions - Decision](#)

Further information and resources

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](#)

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
Consultation	Policy Committee
Approved by	Principal
Next scheduled review date	2024