

Hamlyn Views School

Student Engagement and Wellbeing Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Hamlyn Views School on (03)52155700

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.

Hamlyn Views School is committed to providing a safe, secure and stimulating learning environment where all students are treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation. 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

Hamlyn Views School was established in 2018 as a Public Private Partnership School and is located in Hamlyn Heights, a northern suburb of Geelong. We are a small but growing special developmental school and currently have approximately 90 students enrolled from Foundation to Year 12 with 50 staff members including a school nurse, an Assistant Principal with a wellbeing role and a Leading Teacher with an Engagement position.

The front of our school overlooks Hamlyn Park and we are surrounded by supportive local businesses and the education community. Our students live nearby or are transported by three Department of Education and Training buses from within the school's Designated Transport Area within the Barwon region.

Our school caters for students with a moderate to severe intellectual disability and has a small culturally diverse population, some of whom are new arrivals from middle-eastern countries. The school also has a very small representation of students from the Koorie community. We are proud of our school commitment to diversity and inclusive practices.

We strive to provide an engaging, supportive and challenging environment that empowers students to reach their personal best, academically and socially through emotional and physical support.

2. School values, philosophy and vision

Hamlyn Views School's 'Statement of Values and School Philosophy' is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, learning and safety with integrity at every opportunity.

Our school's vision is to be "an outstanding provider of inclusive education that promotes individuality, fosters innovative practices and sets high expectations for all."

Our 'Statement of Values and School Philosophy' is available online at: <https://hamlynviews.vic.edu.au>

3. Engagement strategies

Hamlyn Views 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.

A summary of the Universal (whole of school), Targeted (age group specific) and Individual engagement strategies used by our school is included below:

UNIVERSAL

Whole school strategies to promote positive behaviour, wellbeing and inclusion include:

- High and consistent expectations of all staff, students and parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student behaviour data and school level assessment data
- Delivering a broad curriculum including relevant post-compulsory schooling programs to ensure that students are able to choose subjects and courses that are tailored to their interests, strengths and aspirations
- Teachers at Hamlyn Views School use the Universal Design for Learning 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
- Use of a Structured Teaching approach which supports students engagement, independence and access to curriculum in an organised and structured manner.
- Devising an annual calendar of activities that includes a range of health promoting and physically active whole school events.

- Teachers at Hamlyn Views School 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
- Our school's 'Statement of Values' 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
- Carefully planned transition programs to support students moving into different stages of their schooling and beyond
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Group, Green Team and other forums. Students are also encouraged to speak with their teachers, Learning Community Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross—age connections amongst students through school performance, sport programs and whole school events.
- All students are welcome to self-refer to their Teacher, Education Support Staff, School Nurse, Learning Community Leader, Assistant Principal 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' approach where students and staff are partners in learning
- We engage in school-wide positive behaviour support with our staff and students, which includes programs such as:

- Explicit teaching of expected behaviours – *Respect, Learning and Safety*
- *Respectful Relationships*
- *Say No to Bullying i.e. Bully Stoppers*

- Development and adoption of policies that encompass the principles and practices of The Victorian Health Prevention program
- Provision of programs, incursions and excursions developed to address issue specific behaviour i.e. Social and Emotional Learning that encourages open discussion such as Circle Time, Life Education Van (Drug Education), Brave Hearts (Protective Behaviours), eSmart School's Initiative (Cybersafety) and Safe Schools
- Opportunities for student inclusion i.e. Inter School Sports Programs, Dual Enrolment
- Staff will be provided with professional development regarding student engagement and wellbeing, including specific programs addressing current concerns.

TARGETED

Specific strategies, designed to address particular concerns at certain age levels or friendship circles include:

- Each class has a Teacher and Learning Community Leader, along with the Assistant Principal and Leading Teacher, responsible for supporting their Learning Community, who monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support
- All students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Connect all Koorie students with a Koorie Engagement Support Officer
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Hamlyn Views School assists students from Year 10 onwards to plan work experience/transition supported by their Career Action Plan
- Class and health and wellbeing staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data and referrals
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

INDIVIDUAL

Hamlyn Views School implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing an Individual Learning Plan and/or a Positive 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
 - Network Student Support Services
 - Appropriate external supports such as Allied Health Professionals, community based youth and family services, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator (Lookout)

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, school or external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family where necessary
- Conducting Student Support Group meetings for all students at least once per term including those:
 - with a disability
 - in Out of Home Care

4. Identifying students in need of support

Hamlyn Views School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership and Positive Behaviour Support Teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Hamlyn Views 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
- Learning and development
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- COMPASS incident data
- Attendance and suspension data
- Engagement with families
- Self-referrals or referrals by peers or school staff

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 staff.

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 Hamlyn Views School's 'Positive Behaviour Support Policy' and 'Prevention of Bullying Policy'.

When a student acts in breach of the behaviour standards of our school community, Hamlyn Views 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.

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:

- *Implement PBS policy strategies*
- *Restating expected behaviours*
- *Teacher imposed natural consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *Referral to the wellbeing officer or School Improvement team member*
- *Restorative practices*
- *Behaviour reviews at SSG meetings*
- *Suspension*
- *Expulsion*

Refer to: HVS 'Positive Behaviour Support Policy' and resources.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy. All student suspensions must be recorded in CASES 21. **See DET**

Guidelines: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. Engaging with families

Hamlyn Views 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 key school policies and procedures, available on our school website and available at the school office upon request
- Maintaining an open, respectful line of communication between parents and staff, supported by our Respecting School Staff policy.
- Providing volunteer opportunities so that families can contribute to school activities
- Involving families with home learning and other curriculum-related activities
- Involving families in school decision making
- Coordinating resources and access to services from the community for families
- Involving families in Student Support Groups, and developing individual learning or behaviour support plans for students as needed

8. Evaluation

Hamlyn Views School will collect data each year to understand the frequency and types of engagement and 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 Attitudes to School Survey data
- Incident data
- School Reports
- Parent Opinion Survey
- Individual Case Management (Care Teams)
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

See links below to related policies and other resources including:

- Disability Standards for Education 2005
<https://www.education.gov.au/disability-standards-education-2005>
- DET: Principles of Health and Wellbeing
<http://www.education.vic.gov.au/Documents/about/department/hwsummary.pdf>
- DET: Restraint and Seclusion Guidelines
<https://www.education.vic.gov.au/Documents/school/principals/participation/ImportantInformationRS.pdf>
- [HVS Child Safety Policy](#)
- [HVS Child Protection Reporting Policy and Procedures \[Incorporating Mandatory Reporting\]](#)
- [HVS Digital Technologies Policy](#)
- [HVS Positive Behaviour Support Policy](#)
- [HVS Prevention of Bullying Policy](#)
- [HVS Respect for School Staff Policy](#)
- [HVS Statement of Values and School Philosophy](#)
- [HVS Student Attendance Policy](#)
- [HVS Student Diversity and Inclusion Policy](#)
- [HVS Student Dress Code](#)
- PROTECT Child Safe Standards
<https://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx>
- Respectful Relationships
<http://www.education.vic.gov.au/about/programs/health/pages/respectfulrelationships.aspx>

HVS has zero tolerance for any form of child abuse

- Safe Schools
<https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx>
- Student Engagement and Inclusion Guidance
<http://www.education.vic.gov.au/school/teachers/health/Pages/respectfulsch.aspx>

REVIEW CYCLE

Policy last reviewed	June, 2021
Approved by	Principal
Next scheduled review date	2023 - this policy has a review cycle of 1 - 2 years