



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

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

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Glenallen 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.

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

Glenallen School, located at 7 Allen Street, Glen Waverley, provides individual learning programs for students aged between 4.8 and 18 years, who have a physical disability and/or significant health impairment requiring paramedical support. The school caters for students with a wide range of intellectual abilities. Current students have complex needs and often multiple disabilities.

Transdisciplinary teams including teachers, physiotherapists, occupational therapists and speech pathologists work together to plan, implement and evaluate individual student focused learning programs. Other support staff include a music therapist, nurses, community wellbeing officer, program assistants and disability support workers.

Our aim is to provide a nurturing and challenging environment that empowers students to reach their personal best. Our focus is to promote the development of each student academically, socially, physically and emotionally. Individual educational and therapeutic programs are designed to promote student achievement and maximise independence in functional activities of daily living. All students are encouraged to be an active participant in their individual learning program.

2. School values, philosophy and vision

Glenallen School strives to be a world's best practice specialist school, providing innovation and excellence in teaching and learning for students who have physical disabilities and / or health impairments.

Our school is committed to providing a Child Safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.

Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Glenallen School Values are:

- Respect
- Learning
- Communication
- Teamwork

Value	Behaviours
Respect	<ul style="list-style-type: none"> • We listen when others are speaking – authentic listening • We arrive at meetings on time • We treat people as we would wish to be treated • We acknowledge that people have different views and opinions • We express and receive feedback without making it personal • We focus on the task in hand • We are committed to child safety and wellbeing
Learning	<ul style="list-style-type: none"> • We work collaboratively to establish specific, measurable, achievable, realistic & timely (SMART) goals • We challenge ourselves • We support others • We seek and give feedback • We celebrate effort • We are flexible • We actively participate • We use a variety of instructional models including E5
Communication	<ul style="list-style-type: none"> • We use different modes of communication in recognition that everyone has a voice • We foster communication – “anyone, anywhere, anytime” • We observe our agreed meeting protocols
Team Work	<ul style="list-style-type: none"> • We establish transdisciplinary teams • We establish effective teams • We recognise partnerships are an essential part of the way we work and are the most effective means of planning and implementing curriculum for our students

3. Wellbeing strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school.

At Glenallen we:

- Promote the emotional and social health of all students e.g. Enrolment Clinics and regular follow up medical clinics, communication books, Transition Procedures, SSSO support through the referral process
- Promote strengths, wellbeing and positive developmental outcomes in all areas of a students’ development (social, emotional, intellectual and physical) e.g. Individual Learning Plans (ILP) detailing specific goals, age appropriate curriculum, positive behaviour support plans.
- Actively promote the professional development of staff aimed at skilling teams in a range of approaches e.g. transdisciplinary teaming.
- Promote an inclusive approach.
- Develop a sense of belonging e.g. school assemblies, school concert, school song, acknowledgment of achievements.
- Set clear, positive standards of behaviour (Glenallen Student Code of Conduct)
- Develop effective coping, social and problem solving skills.
- Provide support for families – Glenallen Club, diary contact, home visits, Principal’s “Open Door” policy
- Encourage parent and community involvement e.g. School Council, Glenallen Club, assistance in programs.

We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and therefore we will put in place strategies to identify these students and provide them with the extra support they need.

Our School will utilise the following information and tools to identify students in need of extra support.

- Personal information gathered upon enrolment
- Attendance rates
- Performance against ILP goals
- Observed behaviour
- Engagement with student families.

Universal

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise 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 management data and school level assessment data*
- *deliver a broad curriculum including VET program and VCAL*
- *teachers at Glenallen 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*
- *positive behaviour and student achievement is acknowledged 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*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Heads of Departments, Assistant Principals and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Heads of Departments, 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' policy 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:*
 - *Respectful Relationships*
 - *Safe Schools*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted

- *each sub school has a Head of Department who monitors the health and wellbeing of students in their department, and act as a point of contact for students who may need additional support*
- *all students from age 15 years and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*

- *all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by students, classroom teachers or other school staff each year*

Individual

- *Student Support Groups*
- *Individual Learning Plans*
- *Behaviour Support Plans*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to Child First, Headspace*

Glenallen 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*
- *developing an Individual Learning 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, or ChildFirst*

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 Plans 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

Glenallen School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Officer and staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Glenallen 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*
- *performance against ILP goals*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *engagement with families*

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.

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 Glenallen School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Glenallen 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:

- *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*
- *referral to the class team*
- *restorative practices*
- *behaviour reviews*
- *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 Glenallen School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Glenallen School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our DET recommended school policies 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 and school council in school decision making
- researching resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Glenallen School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

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
- Made available in hard copy from school administration upon request

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:

- <J:\Glenallen School Manual\Policies\Current Policies\Child Safety Policy .doc>
- <J:\Glenallen School Manual\Policies\Current Policies\Bullying Prevention Policy.doc>
- <J:\Glenallen School Manual\Policies\Current Policies\Inclusion and Diversity Policy .doc>
<J:\Glenallen School Manual\Policies\Current Policies\Statement of Values and School Philosophy.docx>

POLICY REVIEW AND APPROVAL

Policy last reviewed	2/5/2022
Consultation	School Council
Approved by	Principal – Michael Cole
Next scheduled review date	May 2024