

STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE OF THIS POLICY

The purpose of this policy is to ensure that all students and members of the Global Village Learning community understand:

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

PRINCIPLES

Health and wellbeing are essential for children and young people's education, developmental outcomes and quality of life.

Healthy children and young people learn better. Research shows that health behaviours during childhood and adolescence can have a significant effect on both academic performance and educational attainment. For example, anxiety and depression appear to be negatively associated with both short and long-term educational outcomes. Conversely, health status and physical exercise have a positive effect on educational performance.

Health and wellbeing are also indicators of a successful education. There is considerable international evidence demonstrating that education influences health through a range of mechanisms such as income, access to health care and better employment opportunities.

MAXIMISE ACCESS AND INCLUSION

Extra effort is directed to ensuring education and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

FOCUS ON OUTCOMES

Learning, development and wellbeing outcomes are the focus when designing, delivering, evaluating and improving education and wellbeing services.

EVIDENCE-INFORMED AND REFLECTIVE PRACTICE

Current and relevant evidence known to be effective in improving outcomes informs policy making and professional practice. Research and evaluation is undertaken to generate evidence and enable effective and reflective practice.

HOLISTIC APPROACH

Collaboration between services and multidisciplinary professional practice is pursued to meet the needs of young people and their wellbeing and learning goals.

PERSON-CENTRED AND FAMILY SENSITIVE PRACTICE

Young people are seen in the context of their families and environment and are supported and empowered to lead and sustain healthy lives.

PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Partnerships are forged with young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

CULTURAL COMPETENCE

Effort is made to understand and effectively communicate with people across cultures and to recognise one's own world view. Cultural connection is recognised as playing an integral part in healthy development and wellbeing.

COMMITMENT TO EXCELLENCE

High expectations are held for every young person. Professionals continually assess their own work practices to find opportunities for improvement.

(Adapted from DEET Principles for Health and Wellbeing,
at <http://www.education.vic.gov.au/about/department/Pages/wellbeing.aspx?Redirect=1>)

GENERAL ENGAGEMENT AND WELLBEING STRATEGIES

Global Village Learning has developed strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra support, including social, emotional or educational, and that the needs of each individual student may change over time as they grow, learn and transition between cycles.

- The development of positive relationships between students and staff as the fundamental basis of achievement. The use of restorative practices to enable students to consider and reflect on their actions and their effect on others. The development of social problem-solving skills and empathic understanding.

- The development of an educational community based on student centred Montessori curriculum. Effective classroom management derives from a relevant, authentic educational environment, which serves to address the needs of individuals and groups of students. Individual Learning Plans for all students and an integrated curriculum are the basis of student learning, focusing on linkages between personal experience, practical life, knowledge streams and organised behaviour.
- Creating a culture that is inclusive, engaging and supportive
- Welcoming all parents / carer and being responsive to their enquiries and input
- Analysing and being responsive to a range of school data such as attendance, lateness, LEAD surveys (Attitudes to School Survey) and assessment data.
- Teachers at Global Village Learning use a Montessori Framework in conjunction with the Australian Curriculum.

SCOPE

The application of the policy applies to all school activities, including camps, excursions and special events.

ROLES AND RESPONSIBILITIES

- The governing board is responsible for reviewing the anti-bullying and anti-harassment policy and its implementation.
- The principal is responsible for ensuring the school has anti-bullying and anti-harassment policies and procedures in compliance with the VRQA minimum standards.
- The principal is responsible for:
 - developing strategies that ensure the culture of the school is one in which positive behaviour and respectful relationships are given high priority
 - developing and implementing strategies and procedures that, as far as possible, reduces bullying to zero.
- The principal is responsible for ensuring clear procedures are in place for the reporting and monitoring of bullying incidents and behaviour.
- The principal is responsible for ensuring staff have access to regular training in the development of positive behaviour and in strategies for reducing bullying, particularly cyberbullying.
- Lead teachers are responsible for overseeing the development and implementation of anti-bullying strategies and for monitoring their effectiveness.
- All staff in the school are responsible for working together in collaboration with students and parents to ensure issues of behaviour and relationships are given high priority at all times.

COMMUNICATION OF THE POLICY

- Global Village Learning will embed the language of positive behaviour, respect and tolerance in all its communications.
- The School will make regular public statements to demonstrate its commitment to a zero tolerance culture with respect to all forms of bullying and harassment.

POLICY REVIEW

- The governing body (GMS School Board) will review the Student Wellbeing and Engagement Policy
- The governing body will require the principal to report on the implementation of the Student Wellbeing and Engagement Policy

Created date	30 August 2024
Consultation	Staff Board
Endorsed by	The Global Village Learning Board
Endorsed on	3 Sept 2
Next review date	August 2026