

Aurora School

Child Engagement and Wellbeing Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on (03) 8878 9878 or email enquire@auroraschool.vic.edu.au

OUR PURPOSE

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

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

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

School profile

Aurora School is an innovative educational organisation that provides optimal learning environments for Deaf and Deafblind children and their families across the State of Victoria. Communication, Language and Literacy, through a bilingual English/Auslan approach, form the foundation of programs that support each child's development. Our programs are all informed

by the Victorian Early Years Learning and Development Framework and the Early Years Learning Framework for Australia- Belonging Being and Becoming, the Victorian Curriculum and, for children with additional disabilities programs are based on learning pathways using the Victorian Abilities Based Learning and Education (ABLES) materials.

Aurora provides onsite and home based programs for children aged 0-7 living in metropolitan and regional Victoria. Accommodation is provided for country children and their families who access the school based programs. Videoconferencing facilities are being developed to increase the scope of the school's outreach services.

Aurora School delivers quality educational programs to maximise the achievement of young deaf and deafblind children and to support parents and families.

We are proud of our uniqueness, our diversity and inclusive school community.

We strive to provide a nurturing, supportive and challenging environment that empowers children and their families to reach their full potential.

School values, philosophy and vision

Aurora School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Children, staff and members of our school community are encouraged to live and demonstrate our core values of community, curiosity, perseverance and respect, at every opportunity.

Our school's vision is to provide excellence in early childhood education for deaf children and their families and to ensure communication for lifelong learning.

Our Statement of Values is available online on our website.

Engagement strategies

Aurora School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all children in our school. We acknowledge that some children may need extra social, emotional or educational support at school, and that the needs of children will change over time as they grow and learn.

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

Universal

Whole of school strategies to promote positive behaviour and inclusion:

- high and consistent expectations of all staff, children and parents and carers
- prioritise positive relationships between staff and children, recognising the fundamental role this plays in building and sustaining child 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, parent survey data, and child management data
- teachers at Aurora School use 'Zones of Regulation' as an instructional framework to

ensure an explicit, common and shared language and model of understanding. This is an evidenced-informed approach used to support the development of self-regulation in children and is incorporated into the curriculum.

- teachers at Aurora School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our children 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 children, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support children moving into different stages of their schooling
- positive behaviour and child achievement is acknowledged in the classroom, and for communication to parents
- we engage in school wide positive behaviour support with our staff and children, which includes programs such as Respectful Relationships and Safe Schools

Targeted

- All staff monitor the health and wellbeing of children and notify their managers of children who may need additional support.
- connect all Koorie children with a Koorie Engagement Support Officer
- all children in Out of Home Care will have an Individual Learning Plan and will be referred to our Wellbeing Team for additional support
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by child wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with children who have experienced trauma

Individual

- Child Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Children with Disabilities
- referral to Child Welfare Coordinator and Child Support Services
- referral to ChildFirst, Headspace
- Lookout

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

- building constructive relationships with children at risk or children who are vulnerable due to complex individual circumstances
- meeting with child and their parent/carer to talk about how best to help the child engage with school
- 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 child to:
 - school-based wellbeing supports
 - Child Support Services
 - Appropriate external supports such as allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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

- being responsive and sensitive to changes in the child's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the child and their family, with any external allied health professionals, services or agencies that are supporting the child
- monitoring individual child attendance and developing an Attendance Improvement Plans in collaboration with the child and their family
- running regular Child Support Group meetings for all children

Identifying children in need of support

Aurora School is committed to providing the necessary support to ensure our children are supported intellectually, emotionally and socially. The Child Wellbeing team plays a significant role in developing and implementing strategies to help identify children in need of support and enhance child wellbeing. Aurora School will utilise the following information and tools to identify children in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the child is enrolled
- attendance records
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families
- self-referrals

Child rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all children, 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.

Children 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.

Children 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.

Children 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.

Child behavioural expectations and management

Behavioural expectations of children, staff and families are grounded in our school's Statement of Values. Bullying behaviour will be responded to consistently with Aurora School's Bullying policy.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour. Aurora School uses the Zones of Regulation program, an approach used to support the development of self-regulation in children. When a child acts in breach of the behaviour standards of our school community, Aurora School will institute a staged response, consistent with the Department's Child Engagement and Inclusion Guidelines and Behaviour Policy. Where appropriate, parents will be informed about the inappropriate behaviour and the action(s) taken by teachers and other school staff to support the child.

Behavioural support 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 child's behaviour are identified and addressed. Behavioural support measures at our school will be applied fairly and consistently. Children will always be provided with an opportunity to be heard.

Behavioural support measures that may be applied include:

- Supporting a child to understand their feelings and emotions
- warning a child that their behaviour is inappropriate
- teacher controlled consequences such as moving a child in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the LT, LS, Psychologist, Social Worker, AP.
- behaviour support and intervention meetings
- restorative practices

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/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. In line with this policy, suspension or expulsion from Aurora School is not applicable to our setting.

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

Engaging with families

Aurora 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 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 in school decision making
- coordinating resources and services from the community for families
- including families in Child Support Groups, and developing individual plans for children
- working with families through a Family Partnership model of intervention

Evaluation

Aurora School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our children 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:

- incidents data
- school reports
- parent survey
- case management
- CASES21 including attendance and absence data

COMMUNICATION

This policy will be communicated to our school community in the following Available publicly on our school's website,

- Included in staff induction processes
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

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](#)
- [Behaviour - Students](#)

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	January 2025
Consultation	School council 24 Feb 2025
Approved by	Principal
Next scheduled review date	January 2027