

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on (03)9772 3471.

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.

Bonbeach Primary 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, 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

Bonbeach Primary School is unique in the area providing a Preschool to Grade 6 program on site, with the school licensee of Bonbeach Pre School. There is a strong sense of community that provides a foundation for the school environment and is a feature of this school. Community engagement and participation is emphasised and encouraged and positive relationships developed as a result. 370 students are enrolled in 16 grades in 2022. Long term enrolments are increasing with new housing nearby. Our purpose is to provide programs that teach skills and

values enabling children of all abilities to reach their full potential in a friendly, community environment. We aim to extend and support student endeavours to become effective, productive and healthy members of the global society. We teach school values of Getting along, Resilience, Confidence, Organisation and Persistence so they are incorporated into the students' daily lives. Bonbeach Primary School has a focus on the individual student with regular teacher assessment, so improvement areas can be identified, and programs or interventions implemented. Specialist subjects include Visual Arts, Indonesian, Performing Arts and Physical Education. Annual school performances, a strong emphasis on interschool sport from Grades 5 to 6, a comprehensive swimming program, a camping program from Grades 3 to 6 and ongoing excursions and incursions complement our curriculum. Digital technologies continue to be a priority for the school. Classroom computers, notebooks, iPads, robotics and interactive whiteboards support our students' learning.

2. School values, philosophy and vision

Bonbeach Primary 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 confidence, getting along, organisation, persistence and resilience at every opportunity.

A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are taken into account. Parents/carers and community members are encouraged to be actively involved in the nurture and education of students, supportive and inclusive. We are committed to promoting and maintaining a high standard of **child safety** in all **school environments** and outside of school hours.

We are a school that prides itself on providing differentiated learning opportunities; creating strong teacher, student, parent, and community relationships; and instilling in children the ability to think, to learn, to achieve, and to care.

3. Wellbeing and engagement strategies

Bonbeach Primary School 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

- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
- Our school has behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.
- Our school will regularly acknowledge examples of positive behaviour and student achievement, informally in classroom settings and more formally in events such as assemblies and via communications to parents.
- Our students will have the opportunity to provide feedback on decisions about school operations formally through the Student Representative Council, other leadership roles (e.g. School and House Captains), and student surveys.
- Our students will be guided by the Restorative Practices and 'circle time' dialogue and Positive Behaviour for Learning approach.
- Our students will have access to the SEVR network Student Support Services (SSS).
- Our students will have access to extra curricula activities which will be promoted where possible.
- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued.

- 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 to ensure that programs are tailored to student interests, strengths and aspirations.
- Teachers at Bonbeach Primary 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 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.
- 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 at school assemblies and in communication to parents.
- We engage in Positive Behaviour for Learning with our staff and students, including the respectful Relationships program.
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- Buddy program and peer mediation.
- All students are welcome to self-refer to the Inclusion Coordinator, Assistant Principal or 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 a 'open door' policy where students and staff are partners in learning.
- 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

- all students in Out of Home Care are 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 Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Individual Education plans or behaviour plans will be established for students requiring additional social, emotional or behavioural support. These students will be identified through Positive Behaviour for Learning (PBL) data, classroom teachers or other school staff.
- 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
- English as a second language students, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.

Individual

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

- Using a variety of information and tools to identify students in need of extra support (e.g. personal enrolment information, attendance records, academic performance, behavioural observations).
- 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 discuss how best to help the student engage with school.
- Establishing a Student Support Group (SSG).
- considering if any environmental changes need to be made, for example changing the classroom set up

- Seeking extra resources under Disability Inclusion for eligible students.
- Developing a Behaviour Support Plan and/or Individual Education Plan (IEP).
- Referring the student to Departmental support services (e.g. Student Support Service Officers - SSSO).
- 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 Orange Door.
- Positive Behaviour for Learning acknowledgement system.
- You Can Do It! values and explicit teaching of these values.

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.
- engaging with our regional Koorie Education Support Officers
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Bonbeach Primary School 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. Bonbeach Primary 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.
- 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.
- *self-referrals or referrals from peers*
- Positive Behaviour for Learning approach.

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 and Student Handbook 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, racism, 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

Bonbeach Primary School has high expectations for the behaviour of students, staff and the school community to promote engagement in the classroom and other school activities, attendance and general behaviour.

To do this, there are rules for everyone to follow, just as there are in the wider community. Managing behaviour is a shared responsibility between the student, school and home.

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 and our Bullying Prevention Policy.

When a student acts in breach of the behaviour expectations of our school community, Bonbeach Primary School will follow a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
- redirection / reteaching of appropriate behaviours and You Can Do It! values
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- relocation to a buddy room
- restorative practices
- time out
- 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 Bonbeach Primary 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 at our school.

7. Engaging with families

Bonbeach Primary 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.
- 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.
- Providing activities where families can come together as a community, e.g., concerts, picnics, Mother's / Father's Day.

Parent/carers rights and responsibilities are outlined in Attachment 2: Student Handbook

Bonbeach Primary School expects parents/carers to support their child's attendance and engagement.

Parents/carers are also expected to act in a respectful and constructive manner when dealing with our school.

8. Evaluation

Bonbeach Primary 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:

- Attitudes to School Survey data.
- School level report data.
- Parent survey data.
- Incidents data.
- Data extracted from software such as CASES21 or SOCS.
- Data from SSSOs.
- Positive Behaviour for Learning data.

Bonbeach Primary 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
- Reminders in our school newsletter
- Included in staff induction processes
- Discussed in student forums
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Hard copy available from school administration upon request

Our school will also ensure it follows the mandatory parent/carer 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 and can be found on our school's [website](#):

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy Review and Approval

Policy last reviewed	June 2022
Consultation	Student Representative Council – June 2022 Newsletter item inviting community feedback – June 2 nd 2022 Education Sub Committee – June 2022 School Council – June 2022
Approved by	Principal and School Council
Next scheduled review date	June - 2024