

## STUDENT WELLBEING & 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.

Bellbridge 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 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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2. School values, philosophy and vision
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### POLICY

#### 1. School profile

Bellbridge Primary School is situated in an established area of Hoppers Crossing in the City of Wyndham. Our facilities are well maintained and include an art room, library, computer lab, gymnasium, Performing Arts Pavilion and substantial playground areas (2 basketball courts, oval and synthetic soccer field).

The school is arranged in single year level classes (commonly referred to as 'straight grades') and we provide specialist classes in Art, PE, Performing Arts, Auslan (LOTE) and STEM (Science, Technology, Engineering and

Mathematics). Teachers work in Professional Learning Teams (PLTs) aligned with each grade level (e.g. Prep PLT, Grade 1 PLT, etc.) which support a strategic and consistent approach to assessment, curriculum planning and personalised teaching and learning that focuses on individual student needs.

A major part of the culture at Bellbridge is our belief in active and supportive partnerships between home and school. We are committed to a partnership of teachers, support staff, parents and students, and we work tirelessly to provide a caring, friendly and safe learning environment.

The School-Wide Positive Behaviour Support (SWPBS) program is embedded across all areas of our school – in both classroom and non-classroom settings. There are four consistent schools rules that underpin our school-wide philosophy:

**Be SAFE**

**Be RESPECTFUL**

**Be RESPONSIBLE**

**Be a LEARNER**

Our staff focus on ensuring that all of our students have the best possible teaching programs in literacy and numeracy. Support staff provide personalised learning for students with special needs and students with a language background other than English, and a school-based Speech Pathologist works with selected students two days each week.

All students in Years 4 - 6 are provided with a netbook that is used to support and engage students in educational programs. We believe that it is vital that our students are able to use technology in a productive and safe manner as well as engaging our students and connecting them with the world. We are proud to have been registered as an eSmart School.

## **2. School values, philosophy and vision**

*Our 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:*

The school shares the universal values that:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.  
Everyone deserves to be treated with respect and dignity.*

We promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children (if applicable)
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally in all aspects of school life

## **3. Engagement strategies**

The 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 (year group specific) and individual engagement strategies used by our school is included below:

### Universal

- *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 management data and school level assessment data*
- *using an instructional framework to ensure an explicit, common and shared model of instruction ensuring evidenced-based, high yield teaching practices are incorporated into all lessons*
- *adopting 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*
- *incorporating our values into our curriculum and promoted to students, staff and parent/carers 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 and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *creating opportunities for cross—age connections amongst students through school concerts, athletics, music programs and peer support programs*
- *encouraging students to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, , 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*
- *engaging in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Bully Stoppers*
  - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, lunchtime activities)*
- *buddy programs, peer support programs*

### Targeted

- *each year level group has a Team Leader (PLC Leader), who is responsible for overseeing the planning, assessment and professional learning for members of the team*
- *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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

### Individual

- *Student Support Groups*
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Navigator*
- *Lookout*

The 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 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, headspace, child and adolescent mental health services or ChildFirst*
  - *Re-engagement programs such as Navigator*

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*
  - *and with other complex needs that require ongoing support and monitoring.*

#### **4. Identifying students in need of support**

The 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 help identify students in need of support and enhance student wellbeing. We 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 data
- suspension data (if applicable)
- engagement with families
- self-referrals or referrals from peers

#### **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 the school's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers 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
- withdrawal of privileges
- restorative practices
- behaviour reviews
- suspension
- expulsion

Please note: Suspension is a measure of last resort and may only be used in particular situations consistent with Department policy, available at:

<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.**

### **Bullying Prevention**

We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect. We have zero tolerance of bullying including cyberbullying.

Bullying prevention is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Respectful Relationships Program and School Wide Positive Behaviour Support program encourage positive relationships and safe, responsible behaviour among all students. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

Bullying complaints are taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their class teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, the school social worker etc.].

## **Attendance**

The school believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Both the school and parents/carers have an important role to play in supporting students to attend school every day.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents/carers to improve their attendance through a range of interventions and supports.

Parents/carers are expected to communicate with the relevant staff at the school about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents/carers must provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

### **Supporting and promoting attendance**

The school promotes student attendance by:

- providing recognition and SWPBS rewards for high attending students
- following up on unapproved non-attenders by communicating to parents/carers on the day of an absence
- publishing newsletter articles outlining the importance of school attendance

### **Recording attendance**

The school records student attendance twice daily. This is necessary to:

- meet legislative requirements
- discharge the school's duty of care for all students

If students are in attendance at a school approved activity, the teacher-in-charge of the activity will record them as being present. This information is then sent to the office where the Admin staff enter in the appropriate code i.e. Camp, Excursion or Special Event.

### **Recording absences**

For absences where there is no exemption in place, a parent/carer must provide an explanation on each occasion to the school, preferably between 8.30 am and 9.00 am.

Parents/Carers should notify the school of absences by:

- contacting the school office via phone, email, Compass or SMS
- informing the classroom teacher in writing of an absence

If a student is absent for three consecutive days and the school has not been previously notified by a parent/carer, or the absence is otherwise unexplained, the school will contact parents by phone, email or SMS.

The school will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent/carer meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If the school considers that the parent/carer has provided a **reasonable excuse** for their child's absence the absence will be marked as '**Explained**' and the reason given is recorded.

If the school determines that the excuse provided is not reasonable the absence will be marked as '*Parent Choice Unauthorised*'.

The Principal has the discretion to accept a valid reason given by a parent/carer for a student's absence. Generally, the Principal will excuse:

- illness
- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent/carer to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent/carer notifies the school in advance

If no explanation is provided by the parent/carer within 10 school days of an absence, it will remain recorded as 'Unexplained' on the student's file.

Parents/carers will be notified if an absence has not been accepted as excused.

### **Managing non-attendance and supporting student engagement**

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, the school will work collaboratively with parents/carers, the student, and other professionals, where appropriate, to develop strategies to improve attendance, possibly including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff in the school.

We understand from time to time that some students will need additional support and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required,

## **7. Engaging with families**

We value the input of parents/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/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 two Communication Policies.
- 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.

## 8. Evaluation

The 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

## FURTHER INFORMATION AND RESOURCES

References:

- [www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx)
- [www.education.vic.gov.au/school/principals/spag/participation/pages/policydev.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/policydev.aspx)
- [www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx)
- [www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx)
- [www.education.vic.gov.au/school/principals/spag/participation/pages/expulsion.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsion.aspx)

Child Safe References:

Creating a Child Safe Organisation Guide p.16

An Overview of the Victorian Child Safe Standards State of Victoria, DHHS November 2015  
and

Protect – Identifying All Forms of Child Abuse in Victorian Schools 2016

Persons reading this Student Wellbeing & Engagement Policy should also refer to the school's:

- *Attendance Policy*
- *Bullying Prevention Policy*
- *Duty of Care Policy*
- *Diversity & Inclusion Policy*

- *Digital Technologies (Internet Use/Social Media/Devices) Policy*
- *Koorie Education Policy*
- *Child Safety Responding & Reporting Obligations (Mandatory Reporting) Policy*
- *Mobile Devices, Use by Children Policy*
- *Children at Risk Policy*
- *Statement of Values & School Philosophy*
- (and the) Child Safe Standards

## REVIEW CYCLE

This policy, first developed in this format in May 2019, will be reviewed as part of the school's three-year review cycle or if guidelines change. The latest DET Student Engagement policy update was late November 2018. Student Discipline guidelines were updated November 2018 & the Child Safe Standards variously.

This update was ratified by School Council in 2019