Bellbridge Primary School

Individual Paths, United Journey

STUDENT WELLBEING AND ENGAGEMENT

If you need help to understand the information in this policy, please contact the Bellbridge Primary School.

PURPOSE

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

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- 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, 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.

CONTENTS

1. School profile

2. School values, philosophy and vision

3. Wellbeing and engagement strategies

4. Identifying students in need of support

5. Student rights and responsibilities

6. Student behavioural expectations and management

7. Engaging with families

8. Evaluation

POLICY

1. School profile

Bellbridge Primary School opened in 1987 and is situated in the City of Wyndham. The school provides education for approximately 570 students from Prep to Grade 6 and is committed to providing flexible, enriching and personalised learning that maximises outcomes, promotes personal growth and inspires lifelong learning.

The school has approximately 70 staff which consists of 4 Principal Class, 3 Learning Specialists, 30 teachers, 23 Education Support Staff and 10 Administrative Education Support Staff.

Bellbridge Primary School is an inclusive school community. We recognise that students bring a wide range of cultural, linguistic, social, emotional and learning strengths and needs to school. We work in partnership with families, community services and Department of Education supports to promote student learning, wellbeing, engagement and inclusion.

A guaranteed and viable curriculum is implemented across key learning areas, supported by evidence-based teaching practices and a consistent whole-school approach to student wellbeing and positive behaviour.

2. School values, philosophy and vision

Bellbridge 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.

Our school vision, 'Individual Paths, United Journey', provides guiding principles for our policies, practices and relationships. Our core values are:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

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

We promote diversity, inclusion and cultural safety. We promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students; support students from culturally and linguistically diverse backgrounds; and ensure students with disability can participate equally in all aspects of school life.

3. Wellbeing and engagement strategies

Bellbridge Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students. We recognise the importance of positive relationships, friendships and peer support in helping students feel safe, connected and valued. We acknowledge that some students may need additional social, emotional or educational support at school and that students' needs may change over time.

A summary of the universal, targeted and individual wellbeing and engagement strategies used by our school is included below:

Universal

Our school strategies to promote positive behaviour and inclusion are:

- maintaining high and consistent expectations of staff, students, parents and carers
- 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, embraces and celebrates diversity, and empowers all students to participate and feel valued
- welcoming parents and carers and being responsive to them as partners in learning
- analysing and responding to school data including attendance, Attitudes to School Survey, parent survey, behaviour and incident data, and school-level assessment data
- using a consistent instructional framework aligned to the Victorian Teaching and Learning Model 2.0 to support student engagement and learning
- using a broad range of teaching and assessment approaches to respond to students' diverse strengths and needs
- embedding the school's Statement of Values and School Philosophy in curriculum, routines and expectations
- carefully planning transition programs to support students moving into and through different stages of schooling
- acknowledging positive behaviour and student achievement in classrooms, assemblies and communication with families
- monitoring attendance and implementing attendance improvement strategies at whole-school, cohort and individual levels
- providing opportunities for student voice, agency and leadership through the Student Representative Council and other forums
- creating cross-age connections through whole-school events, sport, clubs, buddy and peer-support opportunities
- encouraging students to seek support from trusted staff, wellbeing staff and school leaders
- implementing School Wide Positive Behaviour Support (SWPBS) and explicitly teaching expected behaviours
- implementing Respectful Relationships and other social and emotional learning approaches
- providing inclusive extracurricular, recess and lunchtime activities
- putting measures in place to empower our school community to identify, report and address inappropriate and harmful behaviours including racism, homophobia, discrimination and harassment.

Targeted

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- using Professional Learning Community and school leadership structures to monitor student learning, engagement and wellbeing and coordinate additional support where required
- supporting Koorie students to engage fully in their education in a positive learning environment that understands and values Aboriginal and Torres Strait Islander culture, including engagement with Koorie Engagement Support Officers where appropriate
- supporting students who are learning English as an Additional Language and students from culturally and linguistically diverse backgrounds to feel safe, included and able to access learning
- supporting students from refugee backgrounds through appropriate learning, wellbeing, settlement and external service supports
- providing a positive and respectful learning environment for students who identify as LGBTIQA+ in accordance with Department policy
- supporting students in Out-of-Home Care in accordance with Department policy, including a Learning Mentor, Individual Education Plan, Student Support Group and referral to Student Support Services for an Educational Needs Assessment where required
- supporting students with disability to engage fully in learning and school activities through reasonable adjustments, consultation with families, and where required Student Support Groups and Individual Education Plans
- providing targeted wellbeing, social skills and engagement programs in response to student need and school data
- applying trauma-informed approaches when supporting students who have experienced trauma.

Individual

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parents/carers to discuss how best to support engagement with school
- establishing a Student Support Group where appropriate
- developing and reviewing Individual Education Plans, Behaviour Support Plans, Attendance Improvement Plans, Return to School Plans and other individual plans as required
- considering reasonable environmental, curriculum, communication and participation adjustments
- providing school-based wellbeing and allied health supports where available
- referring to Student Support Services and appropriate external services, allied health professionals, mental health services or family services
- considering re-engagement supports and programs such as Navigator where appropriate
- collaborating with external professionals, services and agencies, with appropriate consent and in partnership with the student and family

- engaging with regional Koorie Engagement Support Officers where appropriate
- running regular Student Support Group meetings for students with disability, students in Out-of-Home Care and other students with complex needs requiring ongoing support and monitoring.

4. Identifying students in need of support

Bellbridge Primary School is committed to providing the support students need to participate, learn and thrive intellectually, emotionally and socially. The school's wellbeing and leadership teams play an important role in identifying students who may require additional support and coordinating appropriate responses.

The school may use the following information and tools to identify students in need of additional emotional, social or educational support:

- personal, health and learning information gathered at enrolment and while the student is enrolled
- attendance and absence data
- academic and learning progress data
- observations by school staff, including changes in engagement, behaviour, self-care, social connectedness and motivation
- behaviour, incident and suspension data
- engagement and communication with families
- student self-referrals or referrals from peers
- Student Support Groups, Individual Education Plans and other individual support plans
- referrals and information from Student Support Services, allied health professionals and external agencies where appropriate.

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect students, staff, parents and carers to treat each other with respect and dignity. Our Statement of Values and School Philosophy highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure, included and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns and have their views heard in matters that affect them.

Students have the responsibility to:

- participate fully in their educational program

- display positive behaviours that demonstrate respect for themselves, their peers, staff and members of the school community
- respect the right of others to learn and feel safe
- follow reasonable instructions and school expectations that support safety and learning.

Students who have a complaint or concern about something that has happened at school are encouraged to speak with a parent/carer and a trusted staff member or member of the school leadership team. Further information about raising a complaint or concern is available in the school's Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in Bellbridge Primary School's Statement of Values and School Philosophy and are explicitly taught and reinforced through our School Wide Positive Behaviour Support approach.

Violence, bullying and other offensive or harmful behaviours such as racism, harassment and discrimination are not tolerated and will be managed in accordance with this policy and relevant school and Department policies. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Bellbridge Primary School will use a staged response consistent with Department policies on behaviour, discipline, student wellbeing and engagement. Where appropriate, parents and carers will be informed about the behaviour of concern and the response taken by school staff.

Our school considers and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures. Responses take into account the student's individual circumstances, including disability, developmental needs, trauma, cultural background and other factors that may affect behaviour or access to learning.

Disciplinary measures may be used as part of a staged response in combination with engagement and support strategies. Measures will be applied fairly, consistently, reasonably and proportionately. Students will 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 within a learning space or other reasonable and proportionate responses
- withdrawal of privileges
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy:

- Suspensions Policy

- Expulsions Policy
- Restraint and 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.

The Principal of Bellbridge Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Bellbridge Primary School values the input of parents and carers and strives to support families to engage in their child's learning and wellbeing. We aim to work in partnership with parents and carers as active members of our school community.

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

- ensuring parents and carers have access to school policies and procedures
- maintaining open and respectful communication between families and staff
- providing opportunities for families to contribute to school activities
- involving families in learning and curriculum-related activities where appropriate
- providing opportunities for family input into school decision-making
- coordinating community resources and services for families where appropriate
- including families in Student Support Groups and the development and review of individual plans for students.

8. Evaluation

Bellbridge Primary School collects and reviews data to understand student wellbeing and engagement needs, measure the impact of school strategies and identify emerging trends or areas requiring further action.

Sources of data assessed regularly include:

- student survey data, including the Attitudes to School Survey
- behaviour and incident data
- student learning and school report data
- parent/carer survey data
- case management information
- CASES21, including attendance and absence data
- Student Online Case System (SOCS) data where relevant.

The school also monitors available data dashboards and local data sources to ensure wellbeing and engagement concerns are identified and acted upon in a timely manner.

COMMUNICATION

This policy is communicated to our school community in the following ways:

- available publicly on the school's website

- included in staff induction and professional learning processes
- communicated to families and students where relevant through school communication channels
- made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carer notification requirements for suspensions and expulsions outlined in Department policy.

FURTHER INFORMATION AND RESOURCES

The following Department policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Behaviour - Students
- Child Safe Standards
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

The following school policies are also relevant to this Student Wellbeing and Engagement Policy and can be found on our website:

- Attendance Policy
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Digital Technology acceptable use agreement

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2026
Consultation	School Council, School Newsletter
Approved by	Principal
Next scheduled review date	August 2028