

STUDENT WELLBEING AND 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.

Bellaire 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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POLICY

1. School profile

At Bellaire Primary School we 'Aim High' to provide a secure, collaborative and challenging environment that supports all students in maximising their achievements by being active participants in driving their learning in preparation for life long success as proactive, global citizens.

AT OUR SCHOOL WE VALUE:

- Happy and confident people who display compassion, perseverance and resilience,
- Developing a local and global view of the world where people have an understanding of and empathy for other cultures,
- Effective communication and reflection when engaging with a range of audiences,
- Initiative in taking action to make a positive difference to self and others,
- Interpersonal skills that support us in working collaboratively in a positive way,
- Critical and creative thinking,
- Safe and respectful behaviours in online and offline environments.

These values are displayed throughout the whole school by our 'Behaviours We Value' trees. The trees are used to guide feedback for students, inclusive of student behaviour awards for modelling the behaviours we value.

SCHOOL SETTING

Bellaire Primary School is located in the suburb of Highton in Geelong and students are drawn from both Highton and surrounding areas. In 2021 there are 27 home groups across four learning communities. We have

a leadership team that consists of our Principal, two Assistant Principals (Prep-2 and Years 3-6) and two Leading Teachers, who work as instructional coaches for the teachers in the classrooms.

LEARNING COMMUNITIES

Although our students work in Learning Communities – Prep, Junior, Middle and Seniors – our classes are all straight year levels.

We have five x Prep classes, four x Year 1 classes, four x Year 2 classes, four x Year 3 classes, four x Year 4 classes, three x Year 5 classes and three x Year 6 classes.

The school also has a Specialists precinct, existing of The Arts (Visual and Drama/Music), Physical Education, French, STEAM (Science, Technology, Engineering, The Arts and Mathematics) and a well-resourced library. The school has experienced a steady enrolment over the past few years and have 620 students enrolled in 2021; with an equal gender balance of male and female students. The school also has a strong wellbeing focus.

INNOVATION LEADERS

Bellaire Primary School is a leading school in the innovation of education, with an 'Aim High' approach to teaching and learning. The development of learning spaces to facilitate personalised learning, engagement of students and the creation of learning communities has been a major focus. The school has also implemented a digital overlay in each learning community and Specialist subject areas; developing professional knowledge and providing resources in a suite of technologies. This is

Bellaire Primary 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

- 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
- 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
- Teachers at bellaire primary school use an instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Teachers at bellaire 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 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 in school assemblies and communication to parents
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Create opportunities for cross—age connections amongst students through school concerts, athletics, music programs and peer support programs
- All students are welcome to self-refer to the student wellbeing coordinator, 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
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful relationships
 - 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, clubs, recess and lunchtime activities)
- Buddy programs, peers support programs

Targeted

- Each year group has a year level, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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 a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Bellaire Primary 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 Child First

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.

2. Identifying students in need of support

Bellaire 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 help identify students in need of support and enhance student wellbeing. Bellaire 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

3. 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.

4. 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 Bellaire Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Bellaire Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy.

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 implement 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
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the year leader
- Referral to assistant principal / principal
- 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, 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 Bellaire 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.

5. Engaging with families

Bellaire 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, supported by our communicating with school staff policy.
- 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.

6. Evaluation

Bellaire 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:

- Student survey data
- Incidents data from central
- School reports
- Parent survey
- Case management
- Cases21, including attendance and absence data
- Socs

Bellaire 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
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy 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](#)

POLICY REVIEW AND APPROVAL

This policy was last updated in 2021 and is scheduled for review in [month/year].