

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 office.

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.

Belle Vue PS 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

Belle Vue Primary School is a proud government school which dates back to its inaugural year of 1959. It is located in the suburb of Balwyn North in the City of Boroondara approximately 13 kilometres from the Melbourne Central Business District. Belle Vue Primary School is a highly effective learning community providing learning opportunities for all. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all children achieve success engendering a high sense of self confidence and a love of learning. Belle Vue Primary School has a stable enrolment of approximately 150 children who are primarily drawn from the surrounding suburbs of Balwyn, Bulleen and Kew. Enrolments are taken based on a neighbourhood entry policy.

Our facilities include:

- 12 well-resourced classrooms
- Specialist rooms for the teaching of LOTE (Italian) and the Performing and Visual Arts
- Library resource centre
- Designated areas for the teaching of Physical Education
- Three class sets of notebook computers
- Interactive whiteboard in every classroom
- The Out of School Hours Care run by an external provider. The program offers before and after school care and a Holiday program
- Access to Koonung Creek Reserve
- Synthetic grass courts
- Colourful playground equipment suited to all primary age groups
- A vegetable garden
- A full sized oval
- Indoor Hall/gymnasium

Having completed the Victorian Government's 'Building the Education Revolution' program in 2012, we now have state of the art facilities to further enhance our learning and teaching programs. This building includes:

- 6 classrooms
- Central open learning area/assembly area
- Breakaway spaces for group learning
- 4 Teacher Resource/Office areas The school offers a variety of intervention, enrichment and extension programs to support and enhance student learning.

These include:

- Reading support program (Gr 1)
- You Can Do It! Program (P – 6)
- Annual Whole School Production
- Instrumental tuition
- Junior School Council
- Performance Assemblies
- Annual Art Show/Exhibition
- Choir
- Gardening/Sustainability Club
- Camps (Level 5 – 6)
- Excursions and in-school workshops and performances for (P – 6)
- Inter-school sport and sports' clinics
- Prep & Year 5 Buddy Program
- Swimming P – 6
- Book Week, Education Week, Harmony Week and Sustainability (Enviro) Day
- Information and communication technology is successfully integrated into learning programs at all year levels.

Each classroom is equipped with an interactive whiteboard and has access to a class set of laptops. These provide all children with access to a broad variety of challenging educational software programs and learning support equipment (e.g. multimedia projectors, digital cameras, flip cameras) The teaching staff work collaboratively in curriculum planning and delivery, reflecting a strong commitment to teamwork. Equally, parents and teachers work in partnership to provide each child with rich learning experiences, optimising their potential and promoting a friendly, safe and secure learning environment over the seven years of their schooling.

Belle Vue Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between children, parents and all staff members are key features of life at our school.

2. School values, philosophy and vision

At Belle Vue Primary School we value the whole child and strive to develop strong self-esteem, confidence and independence. We believe that all students need care and support as they grow. Our vision is *“To create global citizens who are prepared for their future and who will work for the betterment of themselves, their community and the world. Students, staff and members of our school community are encouraged to live and demonstrate our core values of:*

Respect: *Caring for yourself, others and property*

Responsibility: *Being accountable for your actions and words*

Pride: *Recognise and celebrate achievements*

Integrity: *Demonstrating honest and truthful behaviours*

Commitment: *Engaging in and taking responsibility for your learning*

At Belle Vue Primary School we are committed to achieving optimal student learning outcomes, particularly in English and Mathematics, while maintaining a positive and engaging learning environment. We aim to embed greater consistency in our schoolwide pedagogical practice through the Professional Learning Community model, which enables teachers to develop and reflect on their practice with a focus on student achievement data. Key school-wide approaches including the Belle Vue Primary School Instructional Model, Peer Observation Process, Assessment Schedule and Scope and Sequence documentation will inform this work and positively impact classroom practice.

3. Wellbeing and engagement strategies

Belle 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

- *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 students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Belle Vue Primary School use instructional frameworks 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 Belle Vue 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 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 Junior School Council and the Year 6 Leadership Program. Students are also encouraged to speak with their teachers, and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through a range of school programs, including our Buddy program.*
- *all students are welcome to self-refer 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*
 - *You Can Do It!*
- *programs, incursions and excursions developed to address issue specific needs or behaviour as required*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *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

- *each year group 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*
- *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.*
- *our English as a second language students are supported, and all cultural and linguistically diverse students are supported to feel safe and included in our school.*
- *we support learning and wellbeing outcomes of students from refugee background through*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#)*
- *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 Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

Individual

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

4. Identifying students in need of support

Belle Vue Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Principal, responsible for student wellbeing/welfare, alongside the teachers, play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Belle Vue 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*

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, 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

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct. 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. 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, Belle Vue Primary School will institute 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 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 Level Coordinator*
- *restorative practices*
- *detentions*
- *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 Belle Vue Primary 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

Belle Vue 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.

8. Evaluation

Belle Vue 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
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

Belle Vue 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 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/carers 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:

- 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	13 September 2023
Consultation	Staff, School Council
Approved by	Principal
Next scheduled review date	September 2025 or earlier if required