



# 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 via phone on 03 9216 3400 or email: [beveridge.ps@education.vic.gov.au](mailto:beveridge.ps@education.vic.gov.au)

## 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.

Beveridge 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 environment consistent with our school's values.

## SCOPE

This policy applies to all school activities, including camps and excursions.

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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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## **POLICY**

### **1. School profile**

Beveridge Primary School was established in 1874 and is located in the northern suburbs of Melbourne within the Shire of Mitchell. The school caters for 470 students (2022 school year) across two campuses. The school provides all students with a broad curriculum, supporting an extensive classroom model with 3 specialist teaching areas; Performing Arts, Visual Arts and PE.

The staffing profile is made up of 3 principal class, 1 leading teacher, 4 learning specialists, 25 classroom teachers, 2 tutors, 7 classroom aids and 5 administration staff. All members of staff are motivated life-long learners. The development of whole school pedagogy is a priority for the teaching team, and staff are supported by Principal class, Learning Specialists and Team Leaders on the ground and in their teaching spaces.

Our school strives to meet the individual needs of students, catering for those who require special assistance while fostering their special talents or interests as well as building strength and extending students. We provide equality of opportunity, regardless of gender, language or cultural background. We have a strong focus on personalised teaching and learning to ensure all students are reaching their maximum potential. Teachers actively embrace professional learning and strategies that build meta-cognitive rigor for students as informed agents of their own learning and development.

At Beveridge Primary School we want to develop a strong learning culture of self-directed students, able to demonstrate high levels of resilience and risk taking in their learning, students who want to be challenged. We believe that this will result in high levels of student autonomy and confident self-directed learners resulting in high growth in all areas of learning. We want to inspire a passion for learning by contextualising learning tasks around student interests and experiences, to make learning relevant and exciting.

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

#### **VISION**

Beveridge Primary School aims to be a safe, welcoming and engaging community. We value inquiring minds and encourage the best in all.

#### **MISSION**

Our school beliefs, 'Everyone has the right to feel safe and comfortable' and 'Everyone has the right to learn as much as possible' articulates the fundamental rights and responsibilities of all members of any successful community.

At Beveridge Primary School we aim to provide an excellent education for all our students which develops their talents and capacities and enhances their chances of success in life.

We seek to ensure that learning takes place in a friendly, happy, safe and positive atmosphere at Beveridge Primary School.

#### **VALUES**

Beveridge 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 Respect, Togetherness, Excellence and Resilience at every opportunity.

- We **respect** ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.
- We model and demonstrate **togetherness**, and take every opportunity to help others that may be in need. We show this by being united working as a team and achieving our best together.
- We strive for **excellence**, which means trying our hardest and doing our best.
- We demonstrate **resilience** by our ability to cope and thrive in the face of negative events, challenges or adversity.

### 3. Wellbeing and engagement strategies

Beveridge Primary School has developed a range of strategies to promote engagement and an inclusive and safe environment through our School Wide Positive Behaviour Support (SWPBS) program, Respectful Relationships (4Rs) curriculum and Wellbeing supports, for all students in our school.

#### Universal

- high and consistent expectations of all staff, students, 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 that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents and 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 Beveridge Primary School use an instructional framework 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 Beveridge 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 Student Leadership Team and other forums including year level focus groups.
- Students are also encouraged to speak with their teachers, Year Level Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Year Level Team Leaders, 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 engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o Respectful Relationships
  - o Bully Stoppers
  - o Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- 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 has a Year Level Team Leader 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
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- 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
- wellbeing 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**

**Beveridge Primary School implements a range of strategies that support and promote individual engagement and wellbeing.**

These can include:

- Student Support Groups
- Developing Individual Learning Plans and Behaviour Support Plans

- Program for Students with Disabilities
- Referral to Student Wellbeing Coordinator and Student Support Services
- Referral to Orange Door
- Referral to school chaplaincy
- Referral to specialist support services
- Lookout

**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 Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - Aboriginal and Torres Strait Islander students
  - with other complex needs that require ongoing support and monitoring.

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

Beveridge 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. Beveridge 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

#### **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 bullying behaviour will be responded to consistently with Beveridge Primary School's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Beveridge 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.

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 Team Leader or Principal Team
- 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 Beveridge 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**

Beveridge 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**

Beveridge 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
- Pivot survey data
- incidents data
- school reports
- parent survey
- CASES21, including attendance and absence data
- SOCS
- Edusafe Plus

Beveridge 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 staff handbook/manual (BPS Way)
- Included in transition and enrolment packs
- Hard copy available 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2022
Consultation	School Council School Staff
Approved by	Principal
Next scheduled review date	September 2024



