

STUDENT WELLBEING AND ENGAGEMENT POLICY

Brunswick East Primary School

We acknowledge the "Wurundjeri people" of the Kulin Nation as the traditional custodians of the land I live, work, and travel upon. I respect their elders, both past and present.

We stand up for inclusion and diversity in schools.



Help for non-English speakers.

If you need help understanding the information in this policy, please get in touch with Brunswick East Primary School at 9387 3361.

PURPOSE

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

- (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.

Brunswick East 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. A positive school culture, where student participation is encouraged and valued, helps engage students and support them in their learning. Our school acknowledges that student well-being and student learning outcomes are closely linked.

Brunswick East Primary Schools acknowledges the diversity of its school community and endeavours to provide programs that support Aboriginal and Torres Strait Islands students, culturally and neurodiverse students, and gender-fluid students.

This policy aims to support our school in creating and maintaining 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

School profile Brunswick East Primary School is in Brunswick East, about 6 kilometres north of the Melbourne Central Business District. The school opened in 1893 and merged with Brunswick Primary School in 1997. Our enrolment is drawn from a medium to high socio-economic profile. Our core beliefs are;

- building solid relationships with students and the school community is pivotal in student well-being and engagement in learning
- professional learning should be based on current research, and by implementing our findings, student well-being and engagement will improve
- we have high expectations for staff and students across all aspects of schooling
- regular attendance is essential for ongoing student well-being and engagement in learning
- all students can experience growth in learning

2. School values, philosophy, and vision

Our vision is to create confident, passionate, and curious learners who are highly literate and numerate, have high expectations and are engaged in their community.

Our values are.

Empathy – understanding and identifying with members of our diverse community and treating them with compassion and respect

Friendship – building strong, positive and supportive relationships

Creativity – encouraging inventive, imaginative and original thinking and expression Resilience – developing adaptability, optimism and strength of character to cope with life's challenges

Wonder – inspiring a sense of awe, fascination and curiosity in the ways we can explore our world.

3. Wellbeing and engagement strategies

Brunswick East 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 (Learning Community group-specific), and individual engagement strategies used by our school is included below:

Universal strategies include.

- 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
 - using the Pedagogical Model instructional framework to ensure an explicit, common and shared model of instruction that is evidenced-based and incorporates high-yield teaching practices into all lessons
 - teachers at Brunswick East 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
 - incorporating our Statement of Values 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
 - acknowledging positive behaviour and student achievement in the classroom and communication with parents
 - monitoring student attendance and implementing attendance improvement strategies
 - students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Group and other forums. Students are also encouraged to speak with their teachers, Learning Community Teachers, Assistant Principal and Principal whenever they have any questions or concerns.
 - creating opportunities for cross-age connections amongst students through our Learning Communities, school plays, athletics, and peer support programs
 - welcoming all students to self-refer to the Assistant Principal and Principal and staff if they would like to discuss a particular issue or feel they may need support. 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 and Safe Schools.
 - programs, incursions, and excursions developed to address issue-specific needs or behaviour, i.e. The Imagination Club - ICAN network
 - 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 discrimination or harassment.

Targeted

- Each Learning Community has a Leader and teaching team who monitor the health and well-being of students in their Learning community and act as a point of contact for students who may need additional support.
- Our 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 through,
 - the curriculum,
 - Reconciliation Action Plan
 - working with our Koorie Education Coordinator and our Koorie Engagement and Support Officer
 - Student s Support Staff
 - Aboriginal and Torres Strait Islander Peoples agencies.
 - Student Support Group meeting once a term
 - The development of our Aboriginal Learning, Wellbeing and Safety Action Plan.
 - [Teaching Aboriginal and Torres Strait Islander culture \(education.vic.gov.au\)](https://www.education.vic.gov.au/teaching-aboriginal-and-torres-strait-islander-culture)
- our English as a second language, culturally and linguistically diverse students are supported to feel safe and included in our school. They are supported by our Classroom Assistants, a differentiated curriculum and Individual Education Plans.
- we support learning and well-being outcomes of students from refugee backgrounds through trauma informed teaching and learning.
- 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](#)
This is achieved through our focus on treating students, and adults in our community as individuals. We have proactively refurbished all our toilets to be non-gendered. We run clubs at lunchtime to cater to a wide range of diversity in our community. See <https://vimeo.com/760941250>
Posters and flags are put up around the school celebrating the diversity of families in our community and their make-up.
We celebrate national and local LGBTIQ+ events such as IDOHOBIT day.
- all students in Out of Home Care are supported by 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, Navigator, and our Student Support staff.
- 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 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.
- 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

Brunswick East primary School implements various 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 the 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 well-being 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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [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 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.

2. Identifying students in need of support

Brunswick East Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The leadership team plays a significant role in developing and implementing strategies to help identify students needing support and enhance students' well-being.

Brunswick East 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 and suspension data
- engagement with families
- self-referrals or referrals from peers

3. Student rights and responsibilities

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

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 school leadership team member. Further information about raising a complaint or concern is available in our Complaints Policy.

4. Student behavioural expectations and management

Violence, bullying, and other offensive and harmful behaviours, such as racism, harassment and discrimination, will not be tolerated and will be managed by this policy. Bullying will be handled by our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community Brunswick East 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 implements 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 and 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.

When a student acts in breach of the behaviour standards of our school community, BEPS will institute a staged response consistent with the Department's Student Disciplinary measures that may be applied, including:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in the Learning Community or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the LC Leader or Assistant Principal
- restorative practices
- behaviour reviews
- 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 eight or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Brunswick East 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.

5. Engaging with families

Brunswick East 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.
- Encouraging Parent/Carers to read and give feedback on BEPS 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.

6. Evaluation

Brunswick East 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
- SOCS

Brunswick East 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
- 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](#)

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. They can all be found on the BEPS website [Brunswick East Primary School \(beps.vic.edu.au\)](https://beps.vic.edu.au)

- Aboriginal safety and wellbeing
- 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	Feb 2024
Consultation	School Council October 2022 Updated and reloaded to website Feb 2024, Newsletter to Parents Feb 2024.
Approved by	Principal
Next scheduled review date	Feb 25