

STUDENT WELLBEING AND ENGAGEMENT POLICY

Brunswick East Primary School

PURPOSE

The purpose of this policy is to ensure that all students and members of Brunswick East Primary School (BEPS) 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.

BEPS 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 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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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
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POLICY

1. School profile

BEPS is a school located 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 that;

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

BEPS 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.

Universal strategies include

- high and consistent expectations of all staff, students and 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
- 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 BEPS adopting 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 in communication to parents
- monitoring student attendance and implementing attendance improvement strategies
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Group and other and Peer Support Groups. 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 an 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 behavioural support with our staff and students, in all programs and activities including:

- Respectful Relationships
- Safe Schools
- Celebration of learnings
- Philosophy for Children
- Debating
- Targeted learning support
- Student Support Plans where appropriate.
- Play-based Prep Program
- Italian Language Program.
- Art, Physical Education and Music.
- Instrumental Music Program.
- Kitchen Garden and sustainability programs.
- Camps
- Student led School
- Visual and Performing Arts celebrations
- support provided by Educational Services Officers for students with additional needs.
- An 'Out of School Hours Program'.
- Friday Markets.
- Twilight market.
- 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, peer support programs

Targeted strategies include:

- each Learning Community (LC), has a Team Leader who will monitor the health and wellbeing of students in their LC, and act as a point of contact for students who may need additional support
- connecting all Koorie students with a Koorie Engagement Support Officer
- appointing all students in Out of Home Care with a Learning Mentor, an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff undertaking health promotion and social skills professional development in response to needs identified by student wellbeing data, LC teachers or other school staff
- staff applying a trauma-informed approach to working with students who have experienced trauma

Individual strategies include:

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Headspace
- Navigator
- Lookout

BEPS 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 Plan 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.

4. Identifying students in need of support

BEPS 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 help identify students in need of support and enhance student wellbeing. BEPS 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
- 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, 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.

6. Student behavioural expectations

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 Engagement and Inclusion Guidelines. 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.

See Appendix 1 - In the learning Community

Appendix 2- In the School Yard

Disciplinary measures that may be applied include:

- 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 and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. Engaging with families

BEPS 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 aim 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with 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

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
- SOCS

FURTHER INFORMATION AND RESOURCES

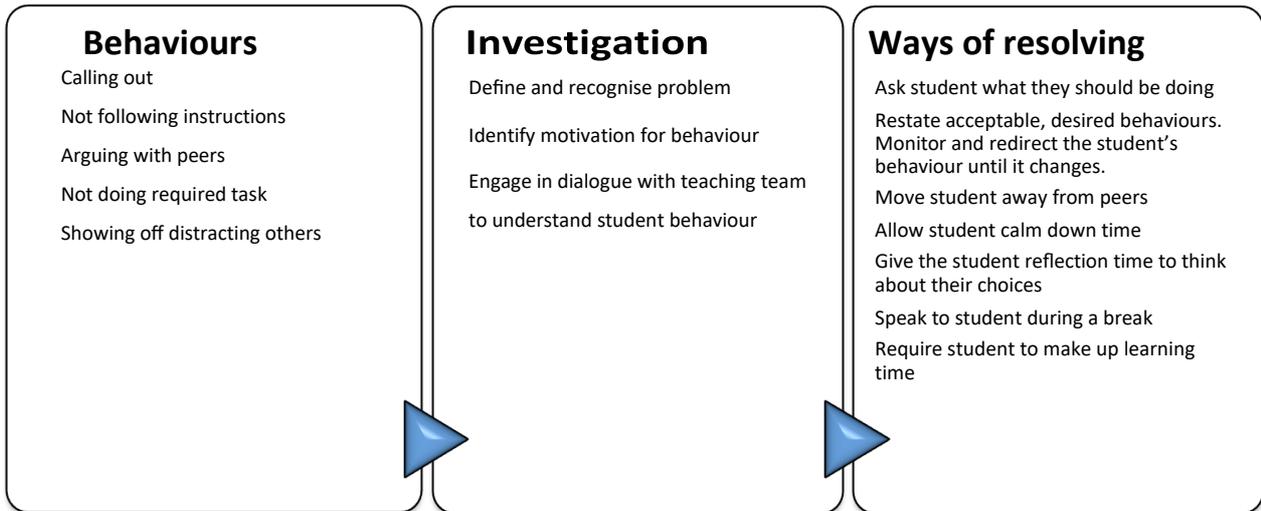
<https://www.beps.vic.edu.au/policies/>

Drafted by	Brunswick East Primary School	Version Final
Principal signature		Scheduled review date March 2022

Appendix 1

In the Learning Community

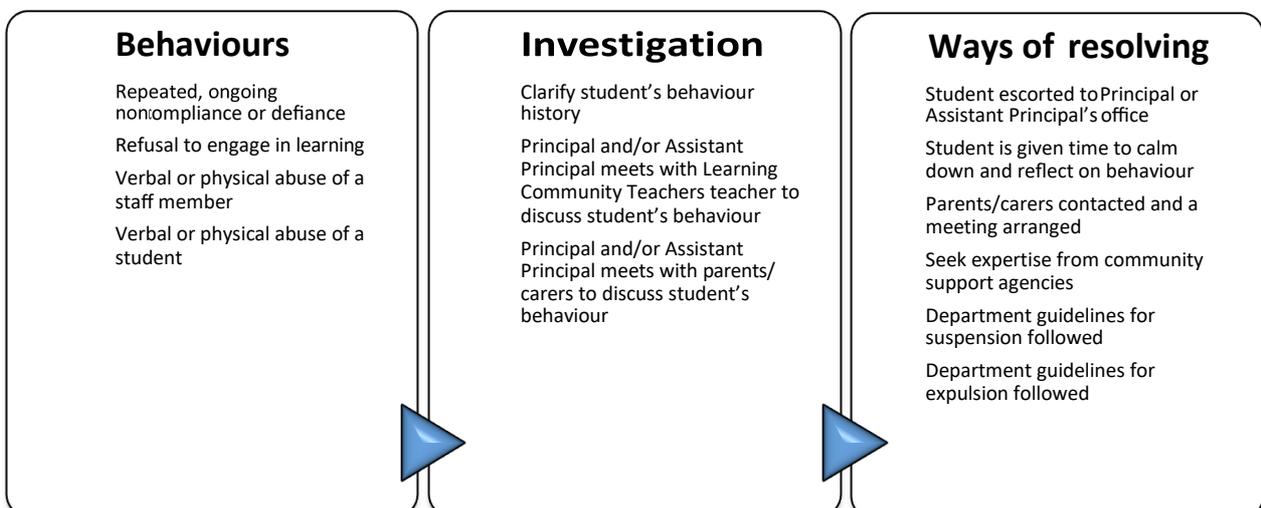
Low level



More serious / persistent behaviours

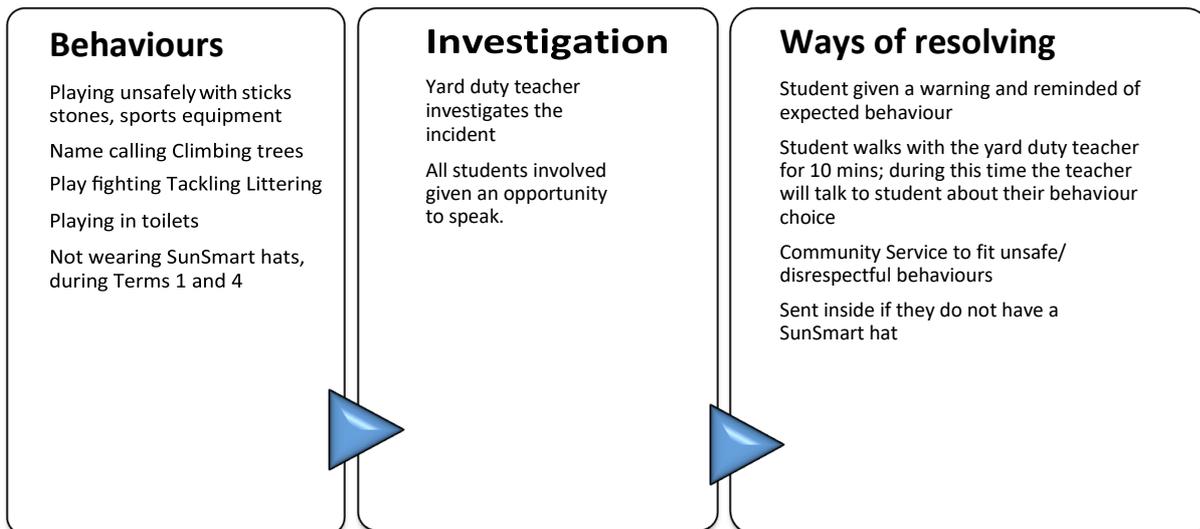


Serious / ongoing persistent behaviours

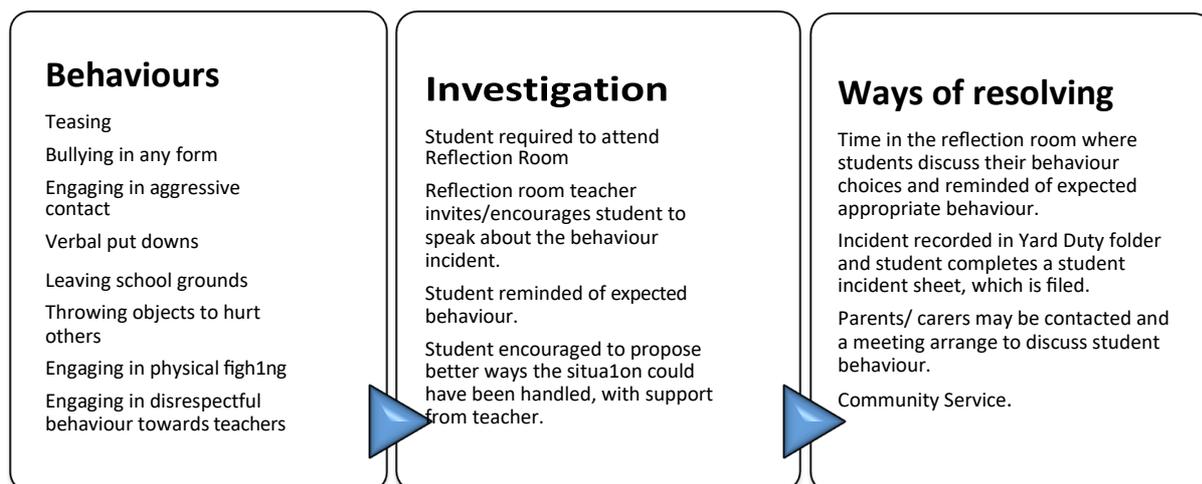


In the Yard

Low Level



More serious / persistent behaviours



Serious / ongoing persistent behaviours

