# **STUDENT WELLBEING AND ENGAGEMENT POLICY**

**Purpose**

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

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Beaufort 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 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**

Beaufort Primary School is co-located with Beaufort Secondary College and Beaufort Early Learning Centre. The educational precincts work cohesively together, however, are their own commodities, with their own vision, funding model, staffing and teaching and learning models. Beaufort Primary School is the largest primary setting between Ballarat and Ararat, with enrolments around 150 to 160 students (over the past 3 years)

The Beaufort community has mixed social demographics with around 50% of students travelling by bus from the surrounding rural agricultural area, an increasing number of low-income families who have moved to the town Beaufort Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

Our school SFO (in 2022) is 0.449 and SFOE of 0.4057. 2% of our students are Koori or Torres Strait Islander and we have a small percentage of families having a language background other than English.

1. **School values, philosophy and vision**

## **Vision**

***We are dedicated to developing students, in partnership with the wider community, so that they excel beyond their own expectations, academically, creatively, socially and emotionally, to have ownership over their future.***

## **Values**

Beaufort Primary School’s values are ***Respect, Responsibility and Safety***

**RESPECT**

***We act in a kind and thoughtful manner towards ourselves, others and the environment.***

* We use our manners.
* We look after our property and the property of others.
* We follow staff instructions.
* We use kind words
* We speak to others the way you wish to be spoken to.
* We are thoughtful when sharing spaces with high school students.
* We are welcoming to visitors.

**RESPONSIBILITY**

***We take ownership of our behaviour, thoughts and actions.***

* We follow the school expectations.
* We return equipment in the condition we find it.
* We stop, look and listen when spoken to by an adult.
* We dispose of our rubbish in the correct bin.
* We name our belongings, including our uniform.
* We are on time after the bell rings.

**SAFETY**

***We are aware of, and so behave, in ways that help to keep others and ourselves free from harm.***

* We walk on paved and concrete areas, verandahs and around corners.
* We are allergy aware.
* We keep our hands, feet and objects to ourselves.
* We report dangers to a staff member.
* We stay in the school grounds within school hours.
* We stay out of gardens when playing.
* The only jewelry we wear are studs, sleepers and watches.

1. **Wellbeing and engagement strategies**

Beaufort Primary School has developed a range of strategies to promote engagement, 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 Tier 1 (whole-school), Tier 2 (cohort or small-group) and Tier 3 (individual) engagement strategies used by our school is included below:

Tier 1

* 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.
* Teachers at Beaufort Primary School use the school-based Teaching and Learning 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 Beaufort 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 Representative Council. Students are also encouraged to speak with their teachers, education support staff, and leadership team whenever they have any questions or concerns.
* Create opportunities for cross—age connections amongst students through whole school activities, Clubs, Buddies, athletics and other special days.
* All students have access to social-emotional support through Mental Health workers (provision will be based on availability of staff, and parent/carer consent).
* We engage in School Wide Positive Behaviour Support with our staff and students, which includes class-based values exploring:
  + Respectful Relationships
  + Zones of Regulation
  + Smiling Mind
  + The Resilience Project
* Opportunities for student inclusion (e.g. 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.
* Programs, incursions and excursions developed to address issue specific needs or behaviour (e.g. anger management programs)

Tier 2

* All staff will undertake 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.
* 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 – refer to our Action Plan Aboriginal Learning, Wellbeing and Safety for further information
* 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 including through school-based transition and one-to-one supports
* we support learning and wellbeing outcomes of students from refugee background through school-based transition, one-to-one supports and the use of external agencies
* 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. Staff undertake professional learning to ensure we provide a safe and inclusive classroom. Students are provided with access to external supports and guidance, through telehealth appointments with counsellors and psychologists.
* 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 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.
* 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

Tier 3

Beaufort Primary School implements a range of strategies that support and promote individual engagement. These include:

* Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
* Meeting with students 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

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.

See the following links for further information on Tier 3 supports:

* [Student Support Groups](https://www2.education.vic.gov.au/pal/student-support-groups/policy)
* [Individual Education Plans](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy)
* [Behaviour - Students](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [Behaviour Support Plans](https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans)
* [Student Support Services](https://www2.education.vic.gov.au/pal/student-support-services/policy)

as well as to other Department programs and services such as:

* [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx)
* [Disability Inclusion: increased support for students with disabilities (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx)
* [Mental health toolkit](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mentalhealthtoolkit.aspx)
* [headspace](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/headspace-counselling-secondary.aspx)
* [LOOKOUT](https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx)

1. **Identifying students in need of support**

Beaufort Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Principal and Wellbeing coordinator) plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Beaufort 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

1. **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. Further information about raising a complaint or concern is available in our Complaints Policy.

1. **Behavioural expectations**

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.

When a student acts in breach of the behaviour standards of our school community, Beaufort 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 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 Wellbeing Co-ordinator
* 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 Beaufort 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.

## **Unreasonable behaviours**

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

* speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
* the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person’s personal space
* sending demanding, rude, confronting or threatening letters, emails or text messages
* sexist, racist, homophobic, transphobic or derogatory comments
* the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal’s discretion, unreasonable behaviour may be managed by:

* requesting that the parties attend a mediation or counselling sessions
* implementing specific communication protocols
* written warnings
* conditions of entry to school grounds or school activities
* exclusion from school grounds or attendance at school activities
* reports to Victoria Police
* legal action

Inappropriate student behaviour will be managed in according with our school’s *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy.*

1. **Engaging with families**

Beaufort 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.
* 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.

1. **Evaluation**

Beaufort 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 absence and attendance data
* SOCS

Beaufort 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](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

**Further information and resources**

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

* [Attendance](https://www2.education.vic.gov.au/pal/attendance/policy)
* [Student Engagement](https://www2.education.vic.gov.au/pal/student-engagement/policy)
* [Child Safe Standards](https://www2.education.vic.gov.au/pal/child-safe-standards/policy)
* [Supporting Students in Out-of-Home Care](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy)
* [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy)
* [LGBTIQ Student Support](https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy)
* [Behaviour - Students](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [Suspensions](https://www2.education.vic.gov.au/pal/suspensions/policy)
* [Expulsions](https://www2.education.vic.gov.au/pal/expulsions/policy)
* [Restraint and Seclusion](https://www2.education.vic.gov.au/pal/restraint-seclusion/policy)

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**

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| Policy last reviewed | 25th July 2023 |
| Consultation | Student October 2023  School Council – 8th August 2023  Community – via newsletter 1st August 2023  Staff – August 2023 |
| Approved by | Principal |
| Next scheduled review date | October 2024 - mandatory review cycle for this policy is 2 years, or early if required |