

## BRIGHTON BEACH PRIMARY SCHOOL



# Student Wellbeing and Engagement Policy

### **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.

Brighton Beach Primary School (BBPS) 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 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. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## **POLICY**

### **1. School profile**

Founded in 1878 Brighton Beach Primary School (BBPS) is located within walking distance of historic Brighton Beach, Brighton. Situated on a compact 1.3 hectares, in an attractive residential area, the school draws the majority of its students from a relatively small zone of high range socio economic families and has a Students Family Occupation (SFO) of 0.12. The school's enrolment fluctuates around 340 students, with approximately 30 staff, including a school nurse.

BBPS embraces the inclusion of students from diverse backgrounds and is committed to the Child Safe Standards, as outlined by the Victorian State Government. BBPS considers the diversity of all children when creating a safe and supportive learning environment. This includes the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children, regardless of gender or identity.

BBPS families predominately come from English speaking backgrounds with 2-3% of the school population speaking a Language other than English at home. There is significant diversity including: Chinese, Dutch, Japanese, Khmer, Mandarin, Italian, Portuguese, Spanish, Russian and Greek speaking families. A range of different religions are represented within our school community also.

At BBPS, relationships are at the heart of everything we do. We strive to provide a nurturing and challenging environment that empowers students to understand themselves as learners, both academically and socially, to reach their personal best.

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

Our school's vision is to **Build Better Pathways to Success: A community learning globally.**

In an environment marked by continuous change, our vision is to prepare students for future success, reflective of each individual's own journey and personal strengths. We believe that a sense of belonging and connectedness underpin the development of active global citizens of tomorrow. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

BBPS' Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Instilled into the ethos of BBPS are our core values, referred to as 'The 5Rs'. The descriptors have evolved through a student consultative process, honoring student voice within our community.

Our Statement of Values is available online at: [School Website](#)

**RESPECT:** Valuing differences and treating people how you would like to be treated

**RESPONSIBILITY:** Taking ownership of your own actions and property

**RESILIENCE:** Trying our hardest, bouncing back and never giving up

**RELATIONSHIPS:** Using all the Rs to get along with others to work as a team

**REFLECTION:** Looking back, retracing our steps and learning from others and ourselves

### 3. Engagement strategies

BBPS has an expectation that all members of our school community will promote a positive and supportive learning environment in which respectful relationships are modelled and fostered for all students in our school. We acknowledge that some students may need extra social, emotional or educational support, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

This section includes whole school strategies to promote positive behaviour and inclusion:

#### **Learning**

- Consistent pedagogy and instructional framework across BBPS to ensure an explicit, shared model of instruction based on evidence-based research and high impact teaching strategies. See Teaching and Learning Policy.
- Partnership between home and school, with parents/carers as partners in learning. This includes opportunities throughout the year to share student learning, e.g. in three way conferences; involve parents in classroom learning, e.g. parent helpers; and open communication between classroom teacher and the family.
- Analysis and understanding of whole school data sets to inform future planning and whole school goals, including Attitudes to School Survey, Parent and Staff Opinion Surveys, Resilience Youth Survey, student management data and school level assessment
- Ongoing commitment to building our community understanding of the cross curricular priorities of sustainability, First People's history and culture, learning about Australia's engagement with Asia.
- Ongoing staff professional development linked to evidence-based practice and annual implementation priorities in the areas of Learning and Wellbeing.
- Consistent language of learning across P-6, with frameworks such as CCAFE (reading) and VOICES (writing) used to support students to identify learning goals, reflect on their learning and articulate their next steps.
- Provision of extra-curricular programs across the school, including Art, Drama, Music, STEAM.
- Established Specialist program, where students engage weekly in Physical Education, Performing Arts and Japanese.

#### **Wellbeing**

- High and consistent expectations of all staff, students and parents and carers, as outlined in our BBPS Statement of Values and Code of Conduct.
- School wide positive behaviour support for our staff and students, which includes a commitment to:
  - Respectful Relationships (BBPS is a Lead School)
  - Partnership school with The Resilience Project
  - eSafety Commission
- Established school wide Student Wellbeing Support Plan, linked to our school values and outlining expectations and processes of follow through (see section 6)
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level

- Opportunities for cross—age connections amongst students, including bi-annual school production and art show, multi-age friendship lunches, annual carnivals
- Carefully planned transition programs to support students moving into different stages of their schooling, held in term 4 each year
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other student-led forums
- Promotion and sharing of resources to support student mental health, via school communication platforms including the newsletter. See [Mental health toolkit](#).

### Targeted

This section includes more specific strategies employed by BBPS, designed to address particular concerns in certain age groups or peer groups:

- Distributive leadership model, with middle leaders across the school, leading level teams and core curriculum areas, in line with our School Strategic Plan. Middle Leaders support teachers to plan engaging and authentic learning experiences linked to the Victorian Curriculum; monitor the health and wellbeing of students in their cohort; and act as an additional point of contact for staff, parents or students who may need additional support.
- Ongoing staff professional development is provided throughout a school year, specific to the needs of a cohort, group of students, or individuals. E.g. in the areas of specific learning disorders such as dyslexia or disabilities such as Autism Spectrum Disorder, high-ability extension, learning support and intervention, wellbeing priorities such as eating disorders or trauma informed practice.
- Weekly engagement with an established whole school Social and Emotional Program. In addition to the school-wide positive behaviour supports in place (described above), wellbeing focus is differentiated across the year levels in response to varied student needs. Teachers use the following age-specific resources to inform their planning and implementation:

Level	Social and Emotional Learning Programs
Foundation (Prep)	Zones of Regulation – emotional regulation Better Buddies – friendship (w Grade 5)
Level 2 (Grade 1/2)	Be the Boss of Your Brain – emotional regulation WeThinkers – social skills
Level 3 (Grade 3/4)	WeThinkers – social skills Cybersafety, in partnership with Project Rockit
Level 4 (Grade 5/6)	Upstanders – bully prevention Happy Being Me – body image Digital Citizenship, in partnership with ...

- Student engagement in additional programs include Life Education (P-6 every two years); Family Life (Grade 5/6 every second year).

## Individual

BBPS implements a range of strategies that support and promote individual or small group engagement on a case by case basis. These can include:

### **Targeted intervention**

- Reading intervention: Reading Recovery (Grade 1-2); Leading Literacy Intervention (LLI) (Grade 4-6).
- 1:1 intervention programs: Toe by Toe (phonics); Plus One (Maths fluency)
- Additional Learning Support: Tutor Learning Initiative (Maths, Writing)
- Wellbeing support programs: Social Skills groups (e.g. WeThinkers); Art Therapy
- Extension: Victorian High-Ability Program

### **Referral to additional support**

- School-based wellbeing supports, including OnPsych Counselling.
- [Student Support Services](#), DET Department supporting schools, families and assessment processes
- Appropriate external supports such as council based youth and family services, child and adolescent mental health services or ChildFirst
- Allied Health – BBPS have a number of private allied health services who facilitate sessions within school time and on school grounds, including Psychologists, Occupational Therapists, Speech Therapists, Physiotherapy. Recommendations can be provided upon request.

### **Establishment of an Individual Education Plan**

The school, in consultation with a parent/carer, will determine if an [Individual Education Plan \(IEP\)](#) is required for an individual student. An IEP is a written statement that describes the adjustments, goals and strategies in place at school to meet a student's individual educational needs so they can reach their full potential.

At BBPS, IEPs include short-term goals which are reviewed on a termly basis.

### **Disability Inclusion**

BBPS is committed to building strong relationships with all students and families, working in partnership to meet the varied needs of students (see BBPS Inclusion and Diversity Policy).

Where necessary the school will support the student's family to engage by:

- communicating regularly with parent/carers to talk about how best to help the student engage with school
- developing IEPs and Behaviour Support Plans in partnership with parent/carers
- 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
- making adjustments as appropriate, to ensure student needs are met (e.g. environmental changes to classroom set up)

- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- working closely with families to further understand opportunities for [Disability Inclusion Funding](#) to further support school adjustments
- 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**

BBPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. BBPS 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

*See Appendix A for flow chart of referral*

#### **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:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

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 and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with BBPS' Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, as set out in the BBPS Code of Conduct, BBPS will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Our follow through process is outlined in the BBPS Student Wellbeing Plan (*Appendix B*). 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, focussed on reflection, learning from mistakes, and repairing relationships. Strategies might include:

Reflection through writing and drawing: Students are asked to reflect on their behaviour choices, considering who was involved and how they will rebuild the relationship. These written and pictorial reflections are recorded on a Student Think Paper or as a Written Conversation, and are shared with relevant stakeholders inclusive of class teacher, Year Level Coordinator, Assistant Principal and parents depending on the severity and frequency of the behaviour. The students are then offered the opportunity to negotiate how they can make things right and how they will rebuild the relationship.

Class meetings and reflection: Circle Time is a daily process within classrooms that provides opportunities for students to share or discuss concerns and to unpack situations that might arise with peers. Under the condition of anonymity and "no naming, no blaming, no shaming" students generate solutions, role play and establish agreements to resolve issues and enable students to build strategies to manage future interactions.

Individual Communication Books: For students in need of more personal reflection and assistance, an individual reflection book might be introduced. These books are used to communicate any information which is useful to assist with consistent student behaviour guidance. These books may be set up in response to individual needs or whole class needs. The purpose is to provide a written communication link between two parties. This could be teacher/parent, teacher/teacher, teachers/student/parent. Communication books include accounts of events and actions. Positive events and events requiring follow up reflection and restorative responses are included.

Behaviour incidents are recorded electronically, and are monitored for frequency and behaviour patterns. Individual student behaviour logs are kept, as necessary, at the discretion of the classroom teacher, in keeping with the Privacy Act.

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 will be determined in line with the whole school follow-through process (see BBPS Student Wellbeing Plan). Disciplinary measures 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 / community service
- referral to a member of leadership
- 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 is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

BBPS 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 Communication Policy and Code of Conduct.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with the classroom learning program 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

BBPS 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

BBPS 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 transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## FURTHER INFORMATION AND RESOURCES

Department's policies:

- [Suspension process](#)
- [Expulsions - Decision](#)

## RELATED POLICIES AND DOCUMENTATION

School related policies (found [School Website](#)) and documents include:

*Statement of Values and School Philosophy*

*Code of Conduct*

*Bullying Prevention*

*Child Safety Policy*

*Inclusion and Diversity*

## **REVIEW CYCLE AND EVALUATION**

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years.

Policy last reviewed	2022
Consultation	School Council consultation, February 2022
Approved by	Principal
Next scheduled review date	2024

**APPENDIX A:**

**Process for additional student support at BBPS (Page 1 of 2)**

An area of concern (social, emotional or academic) regarding a student is identified by parent, teacher or data.  
 \*\*If the concern needs more immediate attention (i.e. emotional impact) contact Prin/AP straight away.

**Teacher** contacts **colleagues** (past teachers, coordinator, specialists, leadership) and considers the following;

- Any history of previous social, emotional or academic difficulties at Hampton, previous schools or at home?
- Is there any previous assessment, support or interventions? Reading Recovery, Counselling etc
- How long has the student been experiencing the current difficulties?
- Is the concern evident at home as well as school?
- Any recent changes at home or school?

**Teacher** to complete a pre-referral behavior checklist (from AP) to clarify concerns

**Teacher** to discuss with **Prin / AP** to confirm one of following options:

'No further action', 'Develop Individual Learning or Behaviour Plan', 'Refer to SSS – student support services'.  
 Note: Option 3 will usually only be undertaken once an ILP/ BMP is already in place for that child.

**1. No further action**

**Teacher** meets with **parents** to discuss concern, information and the outcome. **Leadership** is available to attend if requested. Include a timeline for review.

**Teacher** records information in personal notes

**Teacher** to monitor and review as required

**2. Develop Individual Learning or Behaviour Plan (ILP/ BMP)**

**Teacher** develops Individual Learning or Behaviour Improvement Plan (ILP or BIP).

**Teacher** to meet with **parents** to discuss, review and plan at regular intervals. See ILP Procedures document for timeline

**Teacher** records/uploads ILPs onto Google Drive – Shared Folder

**Teacher** to review as documented.

**3. Refer to Speech Pathologist, Psychologist or other specialist**

**Teacher** to seek advice of Prin/AP re request.

**Wellbeing Leader (AP)** meets with **SSSO Liason** to determine response and advises **teacher**.

**No SSSO support**      **Support**

**Teacher** to follow 'ILP/ BMP' or 'No further action' process as agreed.

See page two for process to access support for student.

Part 1: Page 1 of 2

**Process for additional support for students BBPS (Page 2 of 2)**

**Referral to Speech Pathologist or Psychologist**

**Internal** - Suggested when;

- the concern has high impact on school function ie. Learning difficulty,
- behavioural issues impact significantly on school,
- short term support ie. social, emotional incident
- Program for Students with Disabilities is required

**Wellbeing leader** makes SSSO referral via SOCs. Communication with **parents** either via Teacher, Prin/AP, during ILP meeting

**Wellbeing leader** provides teacher with SSSO forms. **Teacher** sends **parent** consent and information forms home.

**Teacher** follows up on parent forms and returns ALL completed forms to **Wellbeing leader** at one time.

**Wellbeing leader** uploads forms onto SOCS and discusses priority with SSSO staff.

**SSSO** speaks with teacher and parents and commences therapy or assessment.

**SSSO** provides report and feedback to school and parents at an arrangement meeting time

**Teacher** refines ILIP or BMP if required based on report.

**External** - Suggested when;

- the concern lies outside the school ie. Family breakdown,
- Internal expertise is not available ie. Behavioural optometrist,
- there is a longer term issue ie. Grief counseling,
- support will not occur in a timely manner.
- Other intervention more appropriate than SSS, ie OT, OnPsych, tutoring

**Wellbeing leader** to provide contact details and reasons for external referral to **classroom teacher** and **parent**.

**Parent** to make contact with agency and begin appropriate action.

**Teacher** to follow up with parent on actions and engage with external agency as required.

**Parent** to provide school with appropriate information and reports to support student learning.

**Teacher** records actions taken, and sends any documentation to **Wellbeing leader** for student file.

Part 1: Page 2 of 2

## APPENDIX B: BBPS Wellbeing Support Plan

# BBPS Wellbeing Support Plan

<b>Resilience</b> <u>Self - Management</u> Managing emotions Goal Setting	<b>Responsibility</b> <u>Responsible decision making</u> Analysing situations Assuming personal responsibility Respecting others Problem solving	<b>Relationships</b> <u>Relationship skills</u> Communication Building relationships Negotiation Refusal	<b>Respect</b> <u>Social awareness</u> Perspective taking Appreciating diversity	<b>Reflection</b> <u>Self- awareness</u> Identifying emotions Recognising strength
<ul style="list-style-type: none"> <li>• Is aware of how different emotions affect one's behaviour</li> <li>• Understands the characteristics of positive goals</li> <li>• Can express emotions appropriately (non-verbally and verbally)</li> <li>• Perseveres in the face of setbacks</li> <li>• Can set realistic <u>short and long term</u> goals</li> </ul>	<ul style="list-style-type: none"> <li>• Can distinguish between positive and negative outcomes or consequences</li> <li>• Can identify situations that require a decision or solution</li> <li>• Values the rights of others</li> <li>• Can generate multiple options or alternative solutions to problems</li> <li>• Takes responsibility for decisions and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Can express oneself assertively</li> <li>• Understands the characteristics of friendships</li> <li>• Can comfortably act independently of others</li> <li>• Uses appropriate facial expression and body language when communicating</li> <li>• Can approach and join in with others</li> <li>• Make positive connections and friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the emotions of others based on verbal and non-verbal cues</li> <li>• Has empathy for others</li> <li>• Accepts and appreciates differences between people</li> <li>• Is aware that people can express the same emotion differently</li> <li>• Understands that individual group differences complement each other</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise own emotions through situational or body language</li> <li>• Can cultivate and increase own strengths and qualities</li> <li>• Can label own emotions accurately</li> <li>• Has a feelings vocabulary</li> <li>• Can differentiate the strength or intensity of different emotions</li> <li>• Can identify own basic positive qualities such as fairness and humour</li> </ul>

# BBPS Wellbeing Support Plan

<p><b>Concepts</b>          All children have the right to be safe          Bullying is repeated inappropriate behaviour          Controlling impulsivity          Stop Think Do          Mindfulness/personal self-regulation (REAP)          Community service          Rights and responsibilities          No name, no shame or blaming          Follow through and consequence</p>	<p><b>Bullying Prevention</b>          It's OK to tell          Be an up-stander not a by-Stander          Fairness rather than unfair Power          Inclusion over exclusion          Peace makers</p>	<p><b>Resources</b>          Circle time daily          Buddies          Bully Stoppers - Make a stand, Lend a hand          Says NO to bullying, friendship ambassadors          SRC - Network, skits, 5 R's award, problem box          No Put Down Zone/Stop it! I don't like it          SEL incursions          Resilience project          You can do it, growth mindset          Smiling minds          iMessages (I felt ___ when you ___)          Incident reports (compass)          Think paper as reflection tool</p>
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FT 1	FT 2	FT 3	FT 4
<ul style="list-style-type: none"> <li>● Reflection with class teacher/duty teacher</li> <li>● Clarifying class expectations through discussion and anchor charts</li> <li>● Restorative practice - Script</li> <li>● Circle time</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher/level leader/AP</li> <li>● Time to meet with teacher at recess/lunch</li> <li>● Think paper</li> <li>● Community service</li> <li>● Parents contacted</li> </ul>	<ul style="list-style-type: none"> <li>● AP/P involved</li> <li>● Parent Interview/SSG meetings/student mentor/ ILP</li> <li>● Withdrawal of privileges/ community service</li> <li>● Communication book</li> <li>● SSSO/ON Psych (as required)</li> </ul>	<ul style="list-style-type: none"> <li>● Suspension</li> <li>● Re-entry/SSG meetings</li> <li>● Negotiated individual behaviour plan (ILP)</li> </ul>

