

Beaumaris Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact
Beaumaris PS office 95892619 or email the school;
beaumaris.ps@education.vi.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.

Beaumaris 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.

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POLICY

1. School profile

Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums, a well

maintained oval and gardens of natives and indigenous plants, enjoyed by 575 students and their families, Principal, Assistant Principal, 34 teachers and 6 Education Support Staff.

Our school is culturally diverse with 82 families having a language background other than English (LOTE), with 23 languages represented. The school does not have family representation from the Koorie community.

We enjoy a high level of involvement and support from parents and the home/school partnership is highly valued.

We are committed to the implementation of contemporary research based teaching and learning practices. Our shared purpose is “Learning Together.” We provide quality learning experiences that offer our students both support and challenge that enable them to develop knowledge skills and attitudes that are transferrable and adaptable to whatever their future holds. To achieve this, we have a shared understanding of effective learning and teaching and our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and a sense of belonging. Our programs adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalize learning to meet the learning needs of our students.

We blend strong everlasting traditions and beliefs with innovative and contemporary practice. We enjoy a very strong collaborative relationship with our local network of schools and host tours by local, state and interstate colleagues to share our professional knowledge, practices and resources across the broader education community.

Specialist programs are offered in Physical Education, Visual and Performing Arts and Japanese, as well as ICT and Sustainability programs in a range of indoor and outdoor learning environments. A range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in our students.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

We provide positive, dynamic learning experiences and opportunities to engage, challenge, inspire and honour our students, our future.

2. School values, philosophy and vision

Beaumaris 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, integrity and kindness at every opportunity.

Our vision statement: ‘Learning Together’ – Our purpose is to empower our students to become adults who are self-responsible, think critically who will thrive and make a positive contribution to the world in which they will live.

Our school community has a commitment to the understanding that today’s children are tomorrow’s adults. Our focus is to develop the teaching practices and learning environment that reflect this understanding. We use a model of professional learning that supports and develops these effective practices. The model has at its core the essential elements for learning: explicit teaching, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community develop as a result of achieving a balance between the two elements of challenge and support. It is those relationships that underpin

everything and enable us to build a community of continuous learners. With this model in place the teachers have been enabled to implement and enrich the many aspects of the Victorian Curriculum.

At Beaumaris Primary School we are committed to providing a supportive and stimulating environment where children feel safe and included. The basis of this culture is driven by our four school values.

These values are central to our school and how we operate. This means we believe in:

Respect	Valuing all staff, students, parents and community members
Resilience	Being optimistic, developing perseverance and self-management skills
Responsibility	Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment
Relationships	Teamwork and respect between all school members

Our Statement of Values is available on our website.

3. Wellbeing and engagement strategies

Beaumaris 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 (year group specific) and individual engagement strategies used by our school is included below:

Universal

- 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*
- deliver a broad curriculum to ensure that students are provided with opportunities to explore their interests, strengths and aspirations*
- teachers at Beaumaris Primary School use The Beaumaris Way pedagogical model or 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 Beaumaris 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 Junior School Council and other forums including Circle Time and class meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through Year 6 Buddies, Buddy Reading, whole school assembly, whole school wellbeing activities, whole school traditional events and activities throughout the year*
- *all students are welcome to self-refer to their class teacher, year level leader, 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 are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Bully Stoppers/Upstanders*
 - *Play leaders*
 - *The Resilience project*
 - *Cybersafe/esmart schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour by ensuring ES staff support is available if required at these times*
- *opportunities for student inclusion (i.e. sports teams, lunch time 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.*

Targeted

- *each year group has a year level leader (PLC Leader), who, with their teaching team, monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *Koorie students are not represented at the school at present however they will be 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 –We have connections with SEVR Koorie Education Support Officers (KESO) to support the school with indigenous cultures at the school*
- *our English as a second language students are supported through our classroom programs and SEVR EAL resources as requested or provided. All cultural and linguistically diverse students are supported to feel safe and included in our school and additional support is available*

through SEVR EAL personnel, and connections with the Springvale and Glenhuntly Language Schools program

- *we support learning and wellbeing outcomes of students from refugee background through EAL support and guidance, and through investigating ways in which we can support the students on a case by case basis*
- *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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)*
- *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*
- *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

Student specific strategies will be considered and applied on a case by case basis. Where possible, we investigate and apply Department of Education and Training strategies, such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

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

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

Beaumaris Primary School 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 ChildFirst*
 - *Re-engagement programs such as Navigator*

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*
 - *with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Beaumaris Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Beaumaris 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*
- *self-referrals or referrals from peers*

5. Student rights and responsibilities

[Note: please add to the rights and responsibilities included in this section to reflect your school community. The examples below are most appropriately suited to secondary schools, and should be tailored to the needs of your students].

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:

All Members of the Beaumaris Primary School community have a right to:
<ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • be treated with respect and dignity • feel valued, safe and supported in an environment that encourages freedom of thought and expression
All Members of the Beaumaris Primary School community have a responsibility to:
<ul style="list-style-type: none"> • acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i>, <i>Disability Discrimination Act 1992</i>, <i>Disability Standards for Education 2005</i> and the <i>Education and Training Reform Act 2006</i> and communicate these obligations to all members of the school community • participate and contribute to a learning environment that supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other members of the school community

<i>All students have a right to:</i>	<i>All staff have a right to:</i>	<i>All parents/carers have a right to:</i>
<ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual needs 	<ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from all members of the school community • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning for that student 	<ul style="list-style-type: none"> • Know that their children are in a safe and secure, happy learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning • Expect communication and participation in their child's education and learning
All students have a responsibility to:	All staff have a responsibility to:	All parents/carers have a responsibility to:

<ul style="list-style-type: none"> • Be prepared to learn • Explore their full potential • Respect the rights of others • Participate fully in the school's curriculum and to attend regularly • Display positive behaviours that demonstrate respect for themselves and all members of the school community 	<ul style="list-style-type: none"> • Build positive relationships with students as basis for engagement and learning • Use and manage the resources of the school to create stimulating, safe and meaningful learning • Treat all members of the school community with respect, fairness and dignity • Use a range of teaching strategies and resources to engage students in effective learning • Plan and assess for effective learning • Adhere to the Victorian Institute of Teaching Charter 	<ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials • Promote respectful relationships • Promote positive educational outcomes by taking an active interest in their child's educational progress and by modelling positive behaviours
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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 and our 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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Beaumaris 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 implement 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 Year Level Coordinator*
- *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 Beaumaris 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

Beaumaris 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.

8. Evaluation

Beaumaris 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

Beaumaris 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 transition and enrolment packs
- Included as annual reference in school newsletter
- 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:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	School Council, 13/09/2022
Approved by	Principal, 13/09/2022
Next scheduled review date	August 2024