

# Belvedere Park 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, secure 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.

At Belvedere Park Primary School, 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 and management
7. Engaging with families
8. Evaluation

### POLICY

#### 1. School Profile

The school community at Belvedere Park Primary School is committed to ensuring that the school provides a safe, secure and stimulating environment that meets the needs of our students. Our policy is based on the rights of the students to:

- Feel and be safe
- Learn and succeed
- Be treated with respect and kindness
- Play without interference
- Be heard and valued

Belvedere Park Primary School is a learning community committed to building relationships and fostering open-minded and passionate lifelong learners.

At Belvedere Park Primary School, we have a high level of commitment to purposeful teaching and learning and a determination to provide a range of programs and resources responsive to our student needs.

Belvedere Park Primary School is a dynamic learning community located in Seaford, a bayside suburb of Melbourne. A strong focus on positive, respectful and supportive relationships between all members of our school community is a high priority. At the centre of our work is the aspiration to achieve high-quality outcomes while providing a level of care, support and empathy towards our students that we believe is both supportive and productive. Our school has created an inviting and friendly culture where parents, staff and students can work together to nurture optimism and success.

We have a strong focus on promoting academic rigour through the consistent implementation of a documented and resourced whole school plan. This has resulted in high-quality student work, increased student learning outcomes and enhanced student confidence. At Belvedere Park Primary School, we encourage optimism, respect, responsibility, trust, empathy, initiative and resilience. Belvedere Park promotes high standards in Numeracy, Literacy, Digital Technologies and all other areas of student participation. The Physical Education, Visual Arts, Performing Arts and Languages programs are vital parts of our learning environment bringing depth, engagement and increased participation to our well-balanced curriculum and pedagogy.

Whole-school team planning by our committed staff, based on high expectations for student achievement, underpins our core purpose to provide flexible, targeted learning programs to accommodate a variety of learning styles. To this end, our staff participates in ongoing professional learning directed towards improved student learning outcomes.

Belvedere Park Primary School is a positive, supportive and optimistic school with a culture that promotes successful student outcomes. We are extremely proud of our school, our students, our staff and our community.

## **2. School Values, Philosophy and Vision**

Belvedere Park Primary School's vision is to provide high-quality education where students are encouraged to reach their personal best academically, socially and emotionally; and prepare them to become active, engaged and responsible citizens of the local and wider community.

Our mission is to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.

Belvedere Park 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:

- 1. RESPECT** – being polite and respectful to everyone
- 2. RESPONSIBILITY** – being a trusted and reliable friend, looking after your property
- 3. HONESTY** – being truthful and fair
- 4. KINDNESS** - being friendly, ready to help and looking after each other
- 5. COURTESY** – being polite, using good manners
- 6. EMPATHY** - caring for each other, showing understanding and compassion
- 7. INITIATIVE** – thinking for yourself and taking action when required
- 8. RESILIENCE** – the capacity to bounce back after encountering problems, difficulties and down time

## **3. Engagement Strategies**

Belvedere Park Primary School 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.

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/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/carers survey data, student management data and school-level assessment data
- delivering the Victorian Curriculum and differentiate as required to ensure that all students are actively engaged in the teaching and learning program
- teachers using the Belvedere Park Primary School Instructional Framework Model to ensure an explicit, common and shared model of instruction that enables evidenced-based, high yield teaching practices to be incorporated into all lessons
- teachers at Belvedere Park Primary School 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
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents/carers 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 behaviours and student achievements are acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing 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 JSC and Class Circles
- creating opportunities for cross-age connections amongst students through whole school events such as the school concert, House Athletics, Olympics Day, Book Week
- engaging in school-wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers/National Day of Action against Bullying/Cyber Safety
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

### Targeted

- each year level has a Level Leader and Learning Specialist who monitors the health and wellbeing of students in their cohort and acts as a point of contact for students who may need additional support
- consultation with Koorie Engagement Support Officer
- all students in Out of Home Care appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

## Individual

Belvedere Park 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 the student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Management 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 family services, other allied health professionals, Better Place Australia, Orange Door

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, if necessary
- 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
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [LOOKOUT](#)

#### 4. Identifying Students in Need of Support

Belvedere Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Coordinator (Assistant Principal) plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Belvedere Park Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance and suspension data
- behaviour incident support data

- engagement with families
- engagement with support services and allied health professionals.

## 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/carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Rights	Responsibilities
<p>All students have a right to:</p> <ul style="list-style-type: none"> <li>• Participate fully in their education</li> <li>• Feel happy and be safe and secure</li> <li>• Learn in an environment free from bullying, harassment, violence, discrimination or intimidation</li> <li>• Learn and succeed without disruption</li> <li>• Be treated equally with respect, fairness and kindness</li> <li>• Play without interference</li> <li>• Be heard and have their opinions valued</li> <li>• Be accepted and included as individuals</li> <li>• Be informed</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Participate fully in their education</li> <li>• Respect and care for each other</li> <li>• Allow fellow students to learn and play without interference</li> <li>• Follow class and school rules</li> <li>• Behave in a considerate, cooperative and courteous manner</li> <li>• Listen to others</li> <li>• Accept differences of others</li> <li>• Respect school and individuals' property</li> <li>• Use positive language</li> <li>• Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community</li> </ul>

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents/carers and approach a trusted teacher or a member of the school leadership team.

## 6. Student Behavioural Expectations and Management

Our approach to student welfare and behaviour is designed to enhance the development of positive relationships between students, teachers, parents and other members of the school community by providing a positive, supportive and safe teaching and learning environment where students will:

- Promote their own and others' worth, dignity and rights as individuals and as members of a group
- Be encouraged to accept responsibility for their behaviour through positive reinforcement and the teaching and learning of social skills
- Develop awareness that there are logical consequences for socially unacceptable behaviour
- Develop the ability to live and work cooperatively, through understanding and valuing individual differences, and becoming more tolerant of others
- Discover and develop their potential in academic, creative, recreational and personal activities.

At Belvedere Park Primary School, we recognise the importance of establishing procedures that will enhance the process of reinforcing positive behaviour. The regular and systematic recognition of positive behaviour will encourage a framework of positive tones throughout the school. By establishing a positive approach to learning and behaviour issues, we can encourage children to believe that they can make a positive contribution to all aspects of life, both now, and in future years.

Our school recognises that student engagement and school connectedness underpin effective learning. The positive school culture is supported by a range of programs and support systems that are described in this section:

- Programs, resources and practices that provide for the emotional health of students, support a safe environment and encourage open discussion, such as 'Bounce Back', 'Getting It Right', 'Calmer Classrooms', use of Restorative Practices and Class Circles will be implemented across the school.
- The curriculum will be broad, will provide for the needs of individual students and will be developed to cater for multiple intelligences.
- Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.
- Student work and achievements will be regularly celebrated and showcased.
- Student behaviour at Belvedere Park Primary School will be managed using procedures, strategies and resources that ensure procedural fairness
- All staff will undertake professional development on student engagement, behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, and loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.
- Class teachers begin each year with an emphasis on establishing a positive class environment with shared and clear expectations, using the 'Getting it Right' program.
- 'Circle Time' is a regular practice in all classrooms. It promotes emotional intelligence and respect for the rights of all individuals within the school. Clear expectations of acceptable behaviour are based around the school rules and restorative conversations form the basis of 'making it right' and repairing the relationship. Consequences are clearly delineated, and the focus is on maintaining a positive learning environment.

Student engagement, regular attendance and positive behaviours will be supported through relationship-based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environment
- ensuring student participation in the development of classroom and whole-school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator
- tutoring/peer tutoring
- mentoring and/or counselling

- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example, experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies
- The school actively promotes an ‘Every Day Counts’ policy and follows up absences. Borrowing of sports equipment provides alternatives and enrichment for students during lunchtimes. A space in the Library is staffed each recess and lunchtime to supervise students who are withdrawn from the yard.

**Guiding actions for staff are to:**

- Remain courteous and calm
- Accept the person- reject the behaviour
- When the time is right, engage the student in a Restorative Conference- listen to the child/both sides of the story
- Encourage the child to accept the consequence of their actions
- Focus on the positive aspects of the child’s behaviour

When a student acts in breach of the behaviour standards of our school community, Belvedere Park 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.

Behavioural consequences 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.

Behavioural consequences 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, loss of Electives Time, participation in Positive Behaviour Club
- referral to the Year Level Coordinator and/or Learning Specialist or Assistant Principal
- restorative practices
- 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 Belvedere Park Primary School 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

Belvedere Park Primary School values the input of parents/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.

### Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> <li>• Access the principal, teachers and support involved in the education of their children</li> <li>• Be treated with respect and fairness</li> <li>• Be involved in the education of their children</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Recognise the rights of students, staff and other parents</li> <li>• Instil in their children a positive attitude to learning, discipline and school</li> <li>• Support and contribute to the school’s policies and curriculum</li> <li>• Be supportive of the staff in their efforts to provide a high standard of education</li> <li>• Communicate openly, through correct channels, issues that may affect a student’s performance at school</li> <li>• Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</li> <li>• Ensure their child’s regular attendance</li> <li>• Send students to school punctually and in the correct, clean school uniform and in a rested state</li> <li>• Engage in regular and constructive communication with school staff regarding their child’s learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

## 8. Evaluation

Belvedere Park 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 surveys
- case management
- CASES21, including attendance and absence data
- SOCS
- Belvedere Park Primary School will also regularly monitor Compass Chronicle reports ensuring any wellbeing or engagement issues are acted upon promptly 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 and Compass Education for all enrolled families
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

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

## FURTHER INFORMATION AND RESOURCES

- <https://www.belvedereparkps.vic.edu.au/>

## POLICY REVIEW AND APPROVAL

Policy last reviewed	8 <sup>th</sup> August 2022
Consultation	Staff and parents Term 4 2021
Approved by	Principal 8 <sup>th</sup> December 2021
Next scheduled review date	December 2023