

# STUDENT WELLBEING AND ENGAGEMENT POLICY

## PURPOSE

The purpose of this policy is to ensure that all students and members of our Beaumaris North Primary School community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) the support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour

Beaumaris North 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. 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

Beaumaris North Primary School (BNPS) is a bayside school located 15 kilometres south east of the Melbourne City Centre. The school has a stable enrolment of approximately 625 students. The school community represents a broad range of occupations with a majority of professionals. Beaumaris North PS has a very low SFO density (Student Family Occupation = 0.1665) and an SFOE Index of 0.1253.

This indicates we are expected to be a high performing school and our parents have very high expectations of the school's provision in academic learning for their children. Multiculturalism is not a key influence in our school. We have a very small proportion of students and parents who speak a language other than English at home (16 families). We currently have 5 students supported by the PSD (Program for Students with Disabilities) and 2 hearing impaired students who are not funded, but who



have access to the Visiting Teacher Service. Our school is part of the Beachside Network of schools, formed during the DE&T (Department of Education and Training) schools' network initiative. The Beachside Network includes Primary, Secondary and Special schools, extending through suburbs along the bay from Beaumaris to Port Melbourne.

Beaumaris North is accredited by the International Baccalaureate Organisation to teach the Primary Years Programme. The 'PYP' is a concept based curriculum that enables our students to inquire and develop the transdisciplinary skills needed for the 21st Century. Through the International Baccalaureate learner profile attributes, the BNPS students learn and demonstrate the skills to become responsible global citizens.

In line with the IBO philosophy our school vision is to develop, in partnership with the whole school community, an effective, caring and dynamic learning community. The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn and all students have the right to become effective learners.

Beaumaris North PS has a highly skilled, professional and committed staff. There is a good gender balance and a mix of expert, accomplished and graduate teachers. All new staff members are supported by year level planning teams and a strong induction program which is managed by our Leading Teachers.

In 2021, there is a total of 69 staff working in both full time and part time capacity at BNPS.

**The breakdown of time fraction and roles is as follows:**

- 1 Principal
- 1 Assistant Principal
- 6 Leading Teachers (four non-teaching)
- 2 Curriculum Coordinators
- 2 Learning Specialists (based in the classroom)
- 1 Wellbeing Officer/Psychologist (part time - employed privately by the school)
- 28 classes with 24 full time and 8 part time teachers
- 2 Specialist Teachers (full time)
- 9 Specialist Teachers (part time)
- 5 Tutoring Program Teachers (part time)
- 1 Educational Support Officer full time - Business Manager
- 1 Educational Support Officer full time – Finance Manager
- 3 Educational Support Officers - Office staff (part time)
- 5 Educational Support Officers (5 Teacher Assistants)
- 2 First Aid Officers (part time)
- 1 Library Technician (part time)

- 2 Maintenance staff (part time)
- 1 Canteen manager (part time)
- 1 Uniform Shop Manager (part time)
- 1 OSHC Manager

Beaumaris North Primary School links with the community to provide a depth of extra-curricular activities and leadership opportunities. Students strengthen and develop their skills through participation in:

- Inter school and District sports
- Performing Arts including choir, soirees, ensembles and concerts and performances at community events and venue
- Student Leadership positions – School Captains, Vice Captains and House Captains
- Curriculum Captains for Art, Music, ICT, Library, Environment, Wellbeing
- Student Voice Team
- Year 6 links with local RSL representatives
- Weekly and Special Assemblies
- Close links with local primary and secondary colleges
- Links to local community centre
- Biennial school Fete with a mini fete on alternate years

We have active parent involvement in our programs and support for the school. We have a parent representative on our Be You – Wellbeing Committee to allow us to gain parent input and feedback. We also have a very positive partnership with parents in the provision of high-quality programs and many opportunities for parent volunteers, some include; joining the Parent and Friends Club, Fathers' Activity Club Committees or Class Representatives Program. There are opportunities for parents to volunteer and participate in the Uniform Shop, Head Hunters Program, Canteen, Bike Education Program and Excursions. We also run a biennial parent Gala and a Fete fundraising event on alternate years.

## 2. School values, philosophy and vision

### Our Values:

BNPS is continually working towards achieving a positive school environment which aims to provide safety, security and support for students. Our shared expectations are intended to support individual students and families that come to our school community from a diversity of backgrounds, communities and experiences.

We have developed shared expectations that we call 'The Essential Agreement' drawn up between students, staff and parents of the school community on what we value and demonstrate at Beaumaris North Primary School to ensure that the learning, safety and rights of all are respected.



This agreement is displayed prominently throughout the school and encompasses the 5 school values rated as the most important by the whole school community – Care, Empathy, Respect, Responsibility and Trust.

### Our School Values Statement:

*“We will CARE for others, showing EMPATHY, compassion and RESPECT towards the needs of others. We will show RESPONSIBILITY to our learning and belongings, showing self-discipline and commitment. We will show TRUST acting with integrity, honesty and a strong sense of fairness.”*

### Our Vision:

The Beaumaris North Primary School vision is to inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance.

The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn and all students have the right to become effective learners. It is important to continue to strengthen the partnership between staff, the students and their parents if this vision is to be achieved. Through our school Strategic Plan, which is underpinned by our Annual Implementation Plan, we will endeavour to develop the teaching practices and learning that supports this philosophy.

Our school community is committed to the belief – **today’s children, tomorrow’s adults**. We will use a model of professional learning that promotes and develops these effective practices and has at its core, the essential elements for learning; constructivism, inquiry, collaboration, self-responsibility and personal development in an environment of challenge and support. These core practices enable us to build a community of global learners. The professional learning of teachers will be both focused and tied to our agreed direction of improving learning and teaching, and as a result, improving student outcomes.

We value opportunities for student voice, choice and ownership of their own learning. We strive to inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance.

### 3. Engagement strategies

Beaumaris North 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.

#### **The BNPS Leadership Team will:**

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.

- Provide appropriate Professional Development opportunities for all staff to build their capacity to promote positive behaviours.

#### **BNPS teachers will:**

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students.
- Teach student social competencies through curriculum content and pedagogical approach.
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Build a collegiate relationship with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.
- Access appropriate support and expertise where necessary.

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

### **Whole school engagement strategies**

Beaumaris North Primary School is committed to ensuring that **Child Safety Standards** are adhered to and a culture of child safety is fostered in the school and our community. The staff are dedicated to ensuring the safety of our students is achieved through engaging in regular training provided by DHHS and DET.

Beaumaris North Primary School is a **Be You** school and shows great commitment to children's mental health and wellbeing. The Be You Initiative provides educators with knowledge, resources and strategies for helping children and young people achieve the best possible mental health. Our Be You Team is managed by the Wellbeing Officer and a classroom teacher. The team includes a member from the junior, middle and senior school, as well as a specialist teacher representative. The leaders liaise with a Parent Representative to ensure effective communication between the school and community on all aspects of wellbeing maintains a priority. The team meets regularly to discuss and implement strategies to promote good mental of students. The team are involved with planning wellbeing weeks which relate to bullying, body safety, positive self-esteem and kindness. At the beginning of each year, we hold a 'Be You' Day to encourage student participation in various fun activities to promote wellbeing and inclusion. This year the theme was 'Great mates'.

There is a whole school commitment to the **Resilience Project Program**, which focuses on emotional literacy, gratitude, empathy and mindfulness. Each year level participates in weekly lessons that promote wellbeing.

A key component of the school's approach to prevention is teaching positive behaviours and the use of **Restorative Practices** to encourage engagement, build pride, respect and responsibility in each individual student. Building positive relationships is at the core of our school's philosophy and behaviour management. Our curriculum covers the five core social and emotional competencies: self-awareness, social awareness, self-management, relationship skills and responsible decision making.

The **Leadership Team** regularly consult with the Wellbeing Leader, teachers, parents/carers and students to ensure that we are responsive to the student's social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in the Student Voice Team, formulation of class protocols and Essential Agreements, the Buddy System and other whole school activities.

Beaumaris North Primary School is an **eSmart** school. All students undertake a Cybersafe Program from Prep onwards and are required to discuss and sign with their parents, an eSmart Agreement before accessing any digital technologies at school. This involves discussing with students how to be safe, responsible and respectful online and defining what cyberbullying is and what you can do if you experience it.

#### **Our strategies include:**

- *creating high and consistent expectations of all staff, students, parents and carers*
- *prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *introduction of themed 'Wellbeing Weeks' focusing on themes such as 'Great mates', 'Body Safety', 'Being You' and 'Kindness'*
- *teachers at Beaumaris North Primary School use an IB Primary Years Programme framework to ensure our teaching program nurtures and develops young students as caring, active participants in a lifelong journey of learning*
- *teachers at Beaumaris North 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*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, Student Behaviour Modification data and School Level Assessment Data (e.g. PAT testing, Essential Assessment, Running Records, Torch testing)*
- *our school's Statement of Values being 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, this is complemented by our Prep-Year 5 Buddy Program.*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally, often by recognising the PYP Learner Profile Attributes both with certificates and by displaying students who are showing these attributes on the classroom Action Board*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Committee and other forums in the classroom. Students are also encouraged to speak with their teachers, Year Level Coordinator, Wellbeing Officer, Assistant Principal and Principal whenever they have any questions or concerns*
- *opportunities for student inclusion (i.e. sports teams, clubs, lunch clubs, leader roles)*

### Targeted (Year Level Specific) engagement strategies

Each year group has a Year Level Coordinator who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.

Some examples include:

- Implementing **Restorative Justices** at our school provides opportunities for the students to take on meaningful responsibilities both within the school and the broader community. This approach to wellbeing helps promote positive relationships between students.
- Delivering **targeted wellbeing lessons** based on the year levels needs. During team planning session's teachers discuss the individual and group needs of their students and discuss any specific lessons from the Resilience Project which may be covered first, or any particular book or resources they may use to promote social development and wellbeing.
- In previous years, **Girls on the Go** and **Boys on the Bounce** was implemented for the Senior School to support them with building positive relationships. This year, the Year 6 Team will be running 'Wellbeing Wednesdays' where they run social circles to discuss relevant issues to the current year group.
- In 2019, a **Youth Resilience Survey** provided by the Bayside City Council was given to the Year 3-6 students to complete. Following this survey, targeted interventions were introduced to support a need for the Year 5 Cohort of boys following the results. This included a Martial Arts Program.
- In 2019, we also engaged **Bayside Council Youth Services** who made several visits to the school to engage students in life size games of Chess and team building activities during lunch time to promote student wellbeing.
- Last year we introduced an Online Transition Support Program for the Grade 6's.

### **Restorative Justices Approach**

TABLE ONE

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> <li>▪ What happened?</li> <li>▪ What were you thinking at the time?</li> <li>▪ What have you thought about since?</li> <li>▪ Who has been affected by what you have done? In what way?</li> <li>▪ What do you think you need to do to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What did you think when you realized what had happened?</li> <li>▪ What impact has this incident had on you and others?</li> <li>▪ What has been the hardest thing for you?</li> <li>▪ What do you think needs to happen to make things right?</li> </ul>

Where the restorative approach has previously been conducted and the behaviour continues, the school will establish a Student Support Group to devise strategies to address the behaviour.

## Individual engagement strategies

Beaumaris North Primary School implements a range of strategies that support and promote individual engagement.

### These include:

- Building constructive relationships with students that are at risk or students who are vulnerable due to complex individual circumstances.
- Implementing Individual Education Plans and Behaviour Support Plans.
- Providing programs for Students with Disabilities.
- Accessing **Student Support Services** from the Bayside Peninsula Area. Ilana Sher, our Student Support Service Officer attends the school on a fortnightly basis and provides guidance and support to our school on how to best engage students who may have learning barriers or difficulties.
- Referral to Student Support Services.
- Accessing appropriate external supports such as Headspace, Child FIRST, Orange Door, Family Life, council based youth and family services, other allied health professionals and child and adolescent mental health services.
- Meeting with students and their parent/carer to talk about how best to help the student engage with school.
- Referring to the Student Wellbeing Policy and Guidelines - <https://www2.education.vic.gov.au/pal/student-engagement/policy>

### 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
- 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

The students at BNPS who are funded through the Program for Students with Disabilities (PSD) program are supported through a Student Support Group meeting (SSG) which are held on a regular basis.

The following students are provided with an Individual Education Plan (IEP) which is sent home to the parents and reviewed and updated each term:

- students with Disabilities
- students who require reasonable adjustments to the curriculum and its delivery to ensure access
- students who are attending the Tutoring Program

#### 4. Identifying students in need of support

*Beaumaris North Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership and Be You (Wellbeing) Team develop and implement strategies to help identify students in need of support. Beaumaris North 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

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn

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

## 6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values which outline as a community how we will care, respect and show empathy for others. Student bullying behaviour will be responded to consistently with Beaumaris North Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Beaumaris North Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

***When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below and using the Restorative approach (see Table One above).***

- *Talking to the students and referring them to the shared expectations of the school*
- *Pointing out the behaviour breached in our Essential Agreement on Playground Behaviour*
- *Making adjustments to the student's learning program*
- *Holding a Restorative Practices conference as per the restorative script. Drawing up an agreement and having students sign it. If the agreement is breached the following will occur, a withdrawal of privileges which may include yard duty withdrawal during recess or lunch or from the classroom*
- *Contacting parents*
- *Discussing the behaviour problems and reaching an agreement for future behaviour*
- *Explicit Teaching of appropriate behaviours*
- *Time in – allowing students a cooling off period to re-regulate themselves, as they will be allowed access to a quiet reflective space*
- *Withdrawal – the student may be withdrawn from an activity, class, excursion or camp due to inappropriate behaviour and provided with an alternative educational setting within the school*
- *Counselling – referral to the Wellbeing Officer or DE&T support staff for individuals in order to modify inappropriate behaviour*
- *Discipline / Student Support Group Meeting – involving parents / carers and / or relevant DE&T support staff or outside agencies to assist with modifying behaviour*

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

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

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

## 7. Engaging with families

Beaumaris North 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 through a variety of forums (e.g. purple folder, email, phone call, face-to-face)
- providing Meet and Greet sessions, Parent Teacher Interviews and Student Led Conferences
- providing Open Classroom sessions where parents can enter the classroom and see the learning in action
- 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 North 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 used:

- discussions with the Wellbeing Officer
- teacher feedback and anecdotal records
- student survey data
- behaviour management incident recording
- school reports
- parent survey
- CASES21

## FURTHER INFORMATION AND RESOURCES

The following Beaumaris North Primary School Policies can be found here -

<https://beaumarisnorthps.vic.edu.au/policies-index/>

- Bullying Prevention Policy
- Child Safety Policy



BEAUMARIS  
NORTH  
PRIMARY  
SCHOOL



- Child Safety Code of Conduct
- Child Safety Responding and Reporting Obligations Procedures Policy
- eSmart Policy

Beaumaris North Primary School's Vision and Values can be found here -

<https://beaumarisnorthps.vic.edu.au/about-us/vision-values/>

Child Safe resources can be found here – <https://beaumarisnorthps.vic.edu.au/protect-det-child-safe-standards-index/>

## REVIEW CYCLE

This policy was last updated on 9<sup>th</sup> March, 2021 and is scheduled for review in 2024.