POLICY: STUDENT WELLBEING AND ENGAGEMENT

Help for non-English speakers

If you need help to understand this policy, please contact the office on 9702 2022.

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.

AIM:

Brentwood Park 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.

CONTENTS of POLICY:

1. School profile
2. School purpose, values and beliefs
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
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BRENTWOOD PARK PRIMARY SCHOOL PROFILE STATEMENT:

BPPS is a large school that has been operating since 1995. It is located in a housing estate established in a growth corridor in the outer suburban area of Berwick. The school is well placed within its community with the pre-school and secondary college on either side. Further along the road are a community centre, medical facilities and small shopping centre.

Our school is culturally diverse with 58% of families speaking a language other than English, with the largest groups being Sinhalese, Mandarin, Tamil, Punjabi, Hindi and Chinese nfd. The school also has representation from the Koorie community. We are proud of our diverse and inclusive community.

SCHOOL PURPOSE, VALUES AND BELIEFS:

Our purpose is to develop socially well-adjusted children by providing a safe, supportive, and enriched learning environment where self-esteem and attainment of personal best is promoted and enhanced through differentiated, high quality and parent involved educational programs.

The values which Brentwood Park are committed to and form the basis of our actions within the community are:

- Responsibility
- Respect
- Excellence
- Teamwork

Beliefs about learning:

- All students can learn
- Teachers make a difference
- Parents, teachers, and students work together to assist learning
- Assessment is essential for directing our student learning

IMPLEMENTATION:

1. WELLBEING AND ENGAGEMENT STRATEGIES

The 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

All staff take responsibility for all children's learning and wellbeing. Our teachers continually present a positive role model for children, having consistently high expectations. The personal relationship between the teacher and child is the foundation of learning in our school. Parents are encouraged to be involved in the school's daily programs by assisting in the classroom, participating in whole school special activity days, celebrations and other events.

Engagement strategies used:

- our school's values 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
- high and consistent expectations of all staff, students and 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 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 data, Parent Survey data, student management data and school level assessment data
- teachers utilising explicit, common and shared models of instruction (CAFÉ, Words Our Way, VCOP, Big Ideas in Number) to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- carefully planned transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, formally in school assemblies and communication to parents
- monitoring of student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- implementing Student Leadership programs of which the School Captains, House Captains, Specialist Captains, Peer Mediators and Student Representative Council are the main programs
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council, Peer Mediation and class level meetings. Students are also encouraged to speak with their teachers, assistant principals and principal whenever they have any questions or concerns
- creating opportunities for cross age connections amongst students through school productions, athletics, Multi-Cultural Day events and the Buddy program
- promoting collaborative and cooperative relationships, with Lunchtime Clubs.

- all students are welcome to self-refer to the Student Wellbeing Leader, assistant principal and principal if they would like to discuss a particular issue or feel as they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, and other forms of discrimination or harassment.
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
    - The ***Learning and Growing Together*** Program undertaken by the whole school at the commencement of the year aims to achieve a learning community based on building positive relationships. To have all members learn and grow together; to think about themselves as learners and to think about their relationships with others. The program involves:
        -the students participating in 'Getting to Know You' activities.
        – the students outlining the reasons why they are at school.
        -the students establishing a MISSION: To make our class a happy and good place to learn well.
        -the students forming a VISION: What is a good classroom, a good student and class teacher
        -the students exploring shared values and school community values: RESPECT, RESPONSIBILITY, EXCELLENCE and TEAMWORK.
        -the students exploring the relationships that they will build for the year.
        -the value of teamwork being reinforced.

    - The ***You Can Do It!*** Program is facilitated once a week in the classrooms with a focus on a goal per term. The program's main purpose is to build character strengths by instilling values, attitudes and skills in all children, through the goals of achievement, relationships, wellbeing and social-emotional blockers. The skills taught are confidence, persistence, organisation, getting along and resilience.

    - ***Respectful Relationships*** embeds a culture of respect and equality. The program supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. This approach leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

  These programs are under the umbrella of **Be You,** which provides a content framework to implement a whole learning community approach to children and young people's mental health and wellbeing. The vision of Be You is to build an education system in which every learning community is positive, inclusive and resilient – where every child, young person, staff member and family can achieve their best possible mental health. Be You provides a content framework to implement a whole learning community approach to children and young people's mental health and wellbeing.

Targeted

- class teachers and parents monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support and can be referred to the Mental health and Wellbeing Leader or assistant principals
- 'mental health check ins' is provided by the Mental Health and Wellbeing Leader
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Child Safety Policy.
- English as a second language students are supported through the school's programs, and all cultural and linguistically diverse students are supported to feel safe in the school.
- The school provides a positive and respectful learning environment for students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support.
- 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 Disability Inclusion such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- 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
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- monitoring of student achievement and programs implemented, such as Tutoring programs

Individual

- 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 or Individual Education Plan and/or a Behaviour Management Plan
- referring the student to:
    - school-based wellbeing supports
    - DoE Student Support Services
    - school based allied health professionals
    - appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or 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 school based or 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
        - -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
        - -engaging our regional Koorie Engagement Support Officers

2. IDENTIFYING STUDENTS IN NEED OF SUPPORT

The school is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. We 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
- engagement with families
- self-referrals or referrals from peers

3. STUDENT RIGHTS AND RESPONSIBILITIES

At Brentwood Park every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Every community member deserves to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal, with dignity, rights and responsibilities. While the charter demands equality for all, it also emphasises the value of difference.

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.

All members of Brentwood Park Primary School community have the right to-

- fully participate in an environment free of discriminatory behavior including racist, sexist, religious, ability-based harassment, bullying, including cyber-bullying (e-Smart), 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 Brentwood Park Primary School community have a responsibility to-

- acknowledge their obligations under the Equal Opportunity Act 1995, Disability Discrimination Act 1992 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community
- participate and contribute to a learning environment which supports the learning of self and others
- ensure their actions and views do not impact on the health and wellbeing of other community members

All students have the right to-	**All staff have the right to-**	**All parents have the right to-**
• learn and socialise without interference and intimidation in a safe and secure environment • be treated with respect and fairness as individuals • expect a learning program that meets their individual needs	• 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 the school community	• know that their children are in a safe, 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 the responsibility to-	**All staff have the responsibility to-**	**All parents have the responsibility to-**
• be prepared to learn • explore their full potential • respect the rights of others	• build positive relationships with students as basis for engagement and learning • use and manage the resources of the school to create a stimulating, safe and meaningful learning environment • treat all members of the school community with respect, fairness, and dignity	• build positive relationships with members of the school community • ensure students attend school regularly and punctually, and have the appropriate learning materials • promote respectful relationships

4. STUDENT BEHAVIOURAL EXPECTATIONS

The values which Brentwood Park Primary School are committed to, and which form the basis of our actions within our community are:

Responsibility:	A responsible person is someone who can be counted on by others to do the right thing at all times
Respect:	A respectful person treats others in a caring and valued way
Excellence:	A person who shows excellence is someone who tries to be the best they can, in everything they do
Teamwork:	A person who displays good teamwork, works positively with others to achieve a goal

Brentwood Park has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out the behaviours that are expected and appropriate for our community.

Supporting positive behaviour and relationships

The school seeks to foster a cooperative approach with parents through informal discussions and formal parent-teacher interviews, meetings and phone calls. In encouraging and building this cooperative approach it is acknowledged there will be behaviours and incidents that compromise this ideal. When this occurs the behaviour and incident are investigated, and the school uses a restorative approach to repair damaged relationships. Consequences for inappropriate behaviour are outlined in the 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, we 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. The school informs the parents of serious issues and will encourage parents to participate in a meeting.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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.

Corporal punishment is prohibited by law and will not be used in any circumstance. Behavioural expectations of students, staff and families are grounded in our school's values.

The Student Code of Conduct details the Classroom Expected Behaviour and Incentives negotiated with the students, and Consequences that are consistent across the whole school.

Appropriate Behaviour

Brentwood Park acknowledges students who meet the shared expectations through recognition by:

- positive feedback
- class incentives as outlined in the Code of Conduct
- certificates, such as Star of the Week awarded at assembly
- 'Catch Them Being Goo' award
- 'Aussie of the Month' award
- leadership opportunities

Inappropriate Behaviour

- discussing appropriate behaviours in the classroom through Learning and Growing Together, You Can Do It! and Respectful Relationships programs
- talking to the students and referring them to the school's values and shared expectations
- using restorative practices when mediating both parties
- withdrawal from playground/ classroom
- withdrawal of rights i.e. excursions, camp
- suspension
- expulsion
- corporal punishment is prohibited and will not be used in any circumstance

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.

The Principal of Brentwood Park Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Ongoing Behaviour Issues

- A Student Behaviour Management Plan is when a contract is completed outlining expected behaviours with parent awareness/involvement
- Explicit teaching of appropriate behaviours
- Monitoring and providing feedback
- Withdrawal of the student from the playground or restricted to a designated play area or withdrawal from activities, such as excursions or camp, if behaviour demonstrates risk to others or themselves
- Counselling from school based or outside agencies personnel
- Student Support Group meetings- involving parents/carers and DoE or outside agencies personnel

5. ENGAGING WITH FAMILIES

We value 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
- developing individual plans for students.
- including families in Student Support Groups

6. EVALUATION

The school will collect data each year to identify 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 data

7. 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

8. FURTHER INFORMATION AND RESOURCES

The following Department of Education 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
- 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
- Student Wellbeing and Discipline Policy

9. POLICY REVIEW AND APPROVAL

Policy last reviewed	18/2/2025
Consultation	Consultation with school council
Approved by	James Bell, principal and school council
Next scheduled review date	February 2027