



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact our office staff at Bourchier Street Primary School (Ph:58213488) who will arrange for a translator to communicate with you.

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.

Bourchier Street 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 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

Bourchier Street Primary School is located in the City of Shepparton in the North-East of Victoria. The school was founded in the 1950's and is located in a residential area to the north of the centre of town.

The school engages approximately 600 students. Our community is quite diverse accommodating different socio economic and cultural families.

We recognise diversity and value differences amongst our students. We want to prepare and empower our students to master essential academic content, to think critically and solve real-world problems, to work collaboratively and communicate effectively, to be self-directed in their education and to have a growth mindset in the face of adversity and challenge.

The school is composed of six distinct building areas and several large play areas which accommodates all children.

The staffing profile of Bouchier Street Primary School includes a leadership team, classroom teachers, specialist teachers, interventions support staff (teachers and education support) and several administration support staff.

The school's curriculum is based on the Victorian Curriculum and literacy and numeracy are the core work. Intervention for students who require extra support (Literacy, Numeracy, PSD and EAL) is provided as part of the school's inclusive education for all policy.

The school uses student-centered learning approaches including inquiry learning We engage our students every day through programs that are exciting and fun but all about learning. Inquiry is a philosophy that runs through all learning where our students are challenged to be inquisitive, creative and successful.

We have developed a collaborative culture where high impact teaching and supportive partnerships enable students to become active and motivated learners who can connect, succeed and thrive. We have committed teachers who work hard to provide the best opportunities for the children here at Bouchier Street Primary School.

Visual Arts, Performing Arts and Physical Education are specialists' subjects offered to develop skills linked to talents, interests and special qualities of our students. Italian is taught through an immersion program. A Kitchen Garden program supports a sustainable environment and encourages healthy eating. The Blue Earth program builds confidence in our students and helps them learn about the benefits of being active. We have a Kids Shed program where hands on learning is valued. A school band supports the interests of our musical students.

A camps and excursions program operates from Foundation to Year 6.

The school's well-being program for students is supported by speech, occupational therapy, social work and psychology services. A chaplain is employed to work with students and families. An Out of School Hours Care program operates.

Parents are encouraged to be actively involved in the school's programs and a range of whole school events are well attended by parents. We value our families immensely and encourage them to work with us as we endeavour to provide a learning environment that is vibrant and exciting.

Out of School Hours care is available. We offer playgroup and The Mother Goose program for families with pre-schoolers.

2. School values, philosophy and vision

Bourchier Street Primary School's vision is that all students are empowered to become lifelong learners and shape the world around them.

Bourchier Street Primary School has in place a set of core values that underpin the vision of our learning community. The values have been developed by parents, staff and students. These values provide a basis for decision making and action and helps shape the way we work together and remain focused on what is important. We want our learners to be happy, safe and ready to learn. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Learning and Contribution at every opportunity.

Our Statement of Values is available online at: <https://www.bourchierps.vic.edu.au/projects-3>

3. Wellbeing and engagement strategies

Bourchier Street 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 whole school, group specific and individual engagement strategies used by our school is included below:

Whole School

- 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 that allows for students' interests to be pursued, their strength enhanced and aspirations fostered.
- teachers at Bourchier Street Primary School follow an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons.
- teachers at Bourchier Street 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.
- playground equipment and organized activities play an important role during recess and lunch time breaks.

- 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 Student Representative Council. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through whole school events such as book week and harmony day celebrations.
- all students are welcome to self-refer to their classroom teacher, teachers within their year level, school Chaplain, Assistant Principals 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
 - Bounce Back (resource only)
 - Smiling Minds
- lead school in the Respectful Relationships rollout.
- weekly lessons from the Respectful Relationships curriculum are facilitated in all classes school wide with the concepts reinforced during other curriculum lessons, circle time and restorative discussions with students.
- our students from years three to six are engaged in Talking the Talk (sexuality education).
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. stranger danger).
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- buddy programs.
- 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.

Group

- each year group has a Year Level Leader, who together with team members, monitor the health and wellbeing of students in their year, and act as points of contact for students who may need additional support.
- all students will be assisted to develop goals to support their future growth as learners and responsible citizens.
- connect students with wellbeing concerns with the school chaplain.

- 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. We have a KESO, a Marung Lead and a Cultural Support teacher who engage with our Koorie students and families. They also provide resources for our classroom programs
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school. Harmony Day is celebrated annually. We acknowledge and celebrate the traditions and customs of the children from the many cultures in our school.
- we support learning and wellbeing outcomes of students from refugee background through immersion and inclusion in all classroom programs. The English Language Centre is a resource and supports children as they transition into our mainstream school.
- 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](#) .
- 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 support mentor, having an Individual Learning Plan and a Student Support Group (SSG) and 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.
- all 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 Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour – Restorative Justice](#)
- [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](#)
- [LOOKOUT](#)

Bourchier Street Primary School implements a range of strategies that support and promote individual engagement. These 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 ([Individual Education Plans / Behaviour Support Plans](#)).
- considering if any environmental changes need to be made, for example changing the classroom set up.
- referring the student to:
 - school-based wellbeing supports (eg Principal, Assistant Principals, Chaplain).
 - Student Support Services ([Student Support Services](#)).
 - Appropriate external supports such as youth and family services, other allied health professionals, child and adolescent mental health services or Childfirst/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 Plans in collaboration with the student and their family.
- engaging with our regional Koorie Engagement 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.
 ([Student Support Groups](#))

4. Identifying students in need of support

Bourchier Street Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our staff together play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Bourchier Street 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. 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 - 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, Bouchier Street 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 an Assistant Principal.
- 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 Bouchier Street 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

Bouchier Street 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 home learning 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

Bourchier Street 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.
- CASES21, including attendance and absence data.
- SOCS.

Bourchier Street 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

<https://www.bourchierps.vic.edu.au/projects-3>

POLICY REVIEW AND APPROVAL

Policy last reviewed	31 August 2022
Consultation	Leadership Wellbeing team School Council
Approved by	Principal
Next scheduled review date	February 2024