



Student Engagement and Wellbeing Policy



Help for non-English speakers

If you need help to understand this policy, please contact Beaconsfield Upper Primary School on 5944 3591.

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.

Beaconsfield Upper Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Beaconsfield Upper Primary School is located on the edge of the South-East growth corridor of greater Melbourne about 50 kilometres east of the city. Situated close to the Cardinia Reservoir the school nestles amid attractive natural bush surrounds. Students are drawn from the local township and surrounding semi rural area as well as the towns of Emerald, Cockatoo, Berwick and Pakenham. The well maintained grounds and strong focus on environmental programs engage students in caring for their learning environment.

The School Family Occupation (SFO) density is 0.37 and this indicator has increased slightly indicating a decline in the socio-economic status of some families. The SFO is a broad indicator of the socio-economic status of school families and in comparison to other Victorian schools the

school is within a percentile band between the 70th and 90th percentile. Beaconsfield Upper students could therefore be expected to perform well above state means and within the top third of the state.

Only one student is enrolled that comes from a language other than English, specifically AUSLAN being the language at home. There is currently seven students enrolled under the program for students with a disability (PSD).

Classroom facilities are outstanding and learning spaces have been designed to cater for increased ICT usage and flexible student groupings. Each learning complex is inviting and vibrant displays of student work are features. Outdoor spaces cater for active and passive play and include a courtyard developed by the local community featuring seating and a covered sandpit. The school has installed tanks to harvest water from the extensive roof area to service the toilet block and provide water for the planted areas.

The school has seventeen classes and these are organised as multi-aged grades catering for Victorian Curriculum levels except for the single year level for our Foundation classes. A priority for the school has been to maintain low class sizes in junior grades. We focus on developing the students' emotional and social wellbeing as well as a strong focus on oral language. The staffing profile includes a principal, assistant principal and a mix of experienced and graduate teaching staff. Specialist teaching areas include Performing Arts, Visual Arts, Love of Literacy and Physical Education. Literacy intervention occurs within the school where required with a focus on students in the junior school. In addition, ES staff provide administrative support and integration aides provide support for the PSD program.

Extracurricular programs are a feature at the school and include camps, excursions, swimming, equestrian events, RACV Challenge, chess, interschool sport, cross country, public speaking and debating.

There is a commitment to fostering student wellbeing through a range of support programs; School chaplaincy, restorative practices are utilised and promoted. Student leadership is promoted through a Leadership Program, Junior School Council and as Environmental Warriors.

The student and wellbeing goal in our Strategic Plan is to build and strengthen student engagement and foster positive wellbeing. Our key improvement strategies as defined by the AIP is to develop resilient school community members who display growth mindsets, and behaviours and attitudes that reflect the school values.

The Student Attitude to School Survey has shown a levelling of trends in some area and slight improvement in others. In the area of Wellbeing, the school continues to work on developing student voice as the survey shows that students want more say in what they learn and making decisions. Less than 22% of students say that they have experienced bullying and 85% of students feeling they have an advocate at school.

Partnerships have been established with the local preschools, childcare, community centre and Berwick Secondary College. A transition network has enabled the school to build links with other primary and secondary schools. Membership of the Pakenham Network enables the leadership team to work cooperatively with other school leaders and to share professional learning.

An enthusiastic and committed school council and a parent club provide support and fundraising for programs and whole school activities.

2. School values, philosophy and vision

Our **purpose** is to support all students:

- strive for excellence
- develop to their full potential by providing opportunities in conjunction with guidance and support
- be independent learners and problem solvers for life
- be socially competent and demonstrate empathy towards others
- be responsible and resilient
- be able to contribute as a member to the school and wider community and global society in the future

Beaconsfield Upper Primary Schools values are Respect, Friendship, Honesty, Kindness and Community.

*We **Respect** ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.*

*We model and demonstrate **Friendship** to each other, building positive friendships with each other.*

*We are **Honest**, with ourselves our peers and our community*

*We model and demonstrate **Kindness** and take every opportunity to help others that may be in need.*

We value our Community, building positive relationships and giving back to our broader community. 'Not Just a school, but a part of the Community.'

3. Wellbeing and engagement strategies

Beaconsfield Upper Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data. Teachers at Beaconsfield Upper Primary School use an [NAME] instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Example school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Safe Schools*

- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support 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.*

Targeted

- *each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *Koorie students are 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 [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information*
- *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 including through [insert any specific strategies you have in place to support CALD students]*
- *we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)*
- *all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *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](#)*

Student Leadership

Student voice is encouraged through participation in the Student Leadership program. This incorporates, Junior School Council, School Captains, House Captains, Performing Arts Captains and Environmental Warriors. Students have multiple opportunities for input into the creation of their educational experience, including the physical learning environment which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Individual

Beaconsfield Upper Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
 - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *engaging with our regional Koorie 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.*

4. Identifying students in need of support

Beaconsfield Upper Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example 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*
- *[Amend to include other referral pathways]*

Intensive Literacy and Numeracy

BUPS is developing a consistent and whole school approach to explicit teaching and learning that differentiates the curriculum to cater for all students. We aim to enhance purposeful teaching strategies by building staff capacity. Individual learning plans are used for students achieving below or above national benchmark standards. A literacy support program is being implemented across the school.

Transition

BUPS will plan and monitor pathways for all students through school with a focus on tracking students with identified needs. The following strategies have been adopted:

- Strengthen the school's tracking of individual students and monitor social, academic, behaviour, support given and attendance factors
- Monitor and improve student transition between levels over the four years of strategic plan
- Strategically plan support for students achieving at or below NMS
- Prepare students for transition between all years by engaging staff in professional discussions about expectations and teaching and learning
- Extended intra-school transition (3 sessions in term 4, for social, literacy and numeracy activities)

Develop a Transition Booklet, outlining the process of transition across whole school for parents

5. Student rights and responsibilities

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.

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act in accordance with human rights and to consider them when making decisions and delivering services. Through consultation with staff, students, Junior School Council, School Council and the parents, we have developed BUPS rights and responsibilities.

All members of BUPS community have a right to:-		
<ul style="list-style-type: none"> Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion. Be treated with respect and dignity. Feel valued, safe and supported in an environment that encourages freedom of thought and expression. 		
All members of BUPS community have the responsibility to:-		
<ul style="list-style-type: none"> Acknowledge their obligations under the <i>Equal Opportunity Act 1995, Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 1992, Disability Standards for Education 2005 and Education and Training Reform Act 2006</i> and communicate these obligations to all members of the school community. Participate and contribute to a learning environment that supports the learning of self and others. Ensure their actions and views do not impact on the health and wellbeing of other members of the school community. 		
All students have the right to -	All staff have the right to –	All parents have the right to
<ul style="list-style-type: none"> Learn and socialise without interference or intimidation in a safe and secure environment. Be treated with respect and fairness as individuals. Expect a learning program that meets their individual needs. 	<ul style="list-style-type: none"> Expect to 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. 	<ul style="list-style-type: none"> Know that their children are in a happy, safe learning environment where they are treated fairly and with respect. Expect a positive and supportive approach to their child's learning. Expect communication and participation in their child's education and learning.

All students have a responsibility to -	All staff have a responsibility to -	All parents have a responsibility to -
<ul style="list-style-type: none"> ● Be prepared to learn. ● Explore their full potential. ● Respect the right of others. 	<ul style="list-style-type: none"> ● Build positive relationships with students as a basis for engagement and learning. ● Use and manage the resources of the school to create stimulating, safe and meaningful learning. ● Treat all members of the school community with respect, fairness and dignity. 	<ul style="list-style-type: none"> ● Build positive relationships with members of the school community. ● Ensure students attend school and have the appropriate learning materials. ● Promote respectful relationships.

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, Upper 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
- 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:

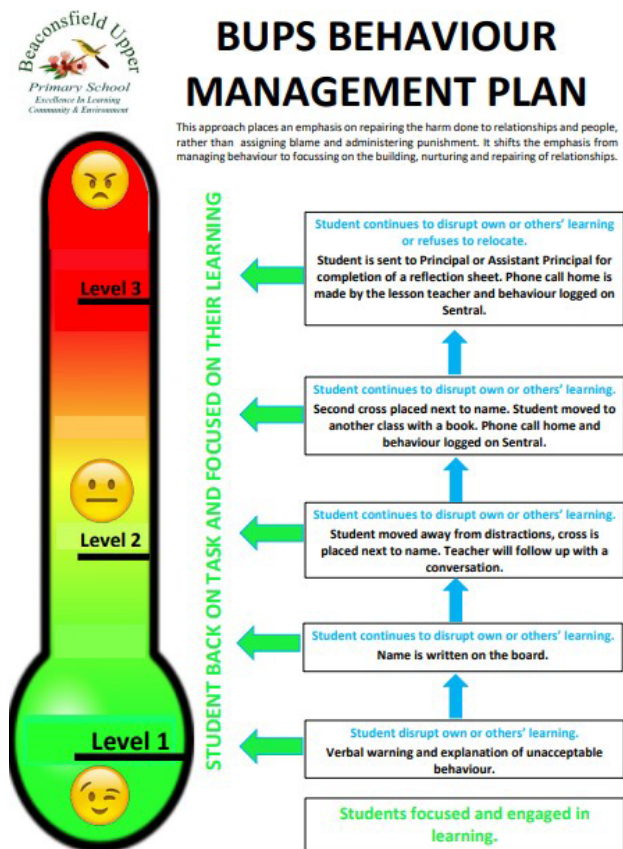
- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

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 Beaconsfield Upper 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.

Classroom Code of Behaviour



Recording of Classroom Incidents

Level 2 or 3 incidents occurring inside the classroom are to be logged on Sentral by the teacher responsible for the class at the time of the incident. In the event that a Casual Relief Teacher is required to log the incident, they will refer directly to the Assistant Principal to enter it onto Sentral.

AP will be recorded on Sentral, that is provided to every class teacher and specialist. Details of the incident are written along with the action taken by the teacher responsible.

The Wellbeing Convenor (Assistant Principal) will monitor the entries and follow up with student/parents where deemed necessary.

Ramification of Inappropriate/Unacceptable Behaviour

In the event of a student demonstrating ongoing inappropriate/ unacceptable behaviour, a 4-way Restorative conference involving the student, parent(s), teacher and principal/assistant principal will be held.

Participation in events outside the school, such as excursions/ camps/ interschool sport, by the offending student may be withdrawn at the principal's discretion, following the above conferences.

Restorative Practice

BUPS has introduced Restorative Practice to encourage engagement, and build pride, respect and responsibility to each individual student. Restorative Justice Practices is to be embedded across the school. All staff will enhance their knowledge and practice. Time will be allocated to Professional Development sessions consolidating staff knowledge and sharing practices. Provision will be made for staff to view Restorative Justice being practiced in different situations. Further resources will be purchased to assist staff in building their knowledge and confidence in implementing this practice.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness.
- Promote awareness of others, responsibility and empathy.
- Involve direct and voluntary participation of those affected by misconduct in its resolution.
- Promote relationship management rather than behaviour management.
- Separate the deed from the doer.
- Are systematic, not situational.
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied.

Support Programs

- BUPS has incorporated the 'Respectful Relationships' program into the school curriculum.
- Students have the opportunity to participate in a variety of extra curricula activities that cover a wide range of interests. E.g. Music, drama, sport, dance, gardening and chess.

How we support positive behaviour and relationships

BUPS requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through 'Getting to know you' Student Wellbeing and Engagement Policy Ratified: 11

interview' at the beginning of the year, reports, parent-teacher interviews, positive phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individual and groups. Where appropriate the school will inform and involve parents in these processes through a Student Support Group.

A restorative question approach:

When things go wrong	When someone has been hurt
<p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought about since?</p> <p>Who has been affected by what you have done? In what way?</p> <p>What do you think you need to do to make things right?</p>	<p>What did you think when you realised what had happened?</p> <p>What impact has this incident had on you and others?</p> <p>What has been the hardest thing for you?</p> <p>What do you think needs to happen to make things right?</p>

A Staged response

- This approach will be conducted in an informal way for Level 1 incidents and be embedded in classroom teaching and learning.
- Serious offences will require a more formal restorative session that involves Principal and/or Assistant Principal, persons affected in the incident and will be documented.
- There will be situations where a formal conference involving the previously noted people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'That make things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move away from a punitive consequence that is based on the establishment of wrongdoing. Rather it seeks to value and support those involved so that they feel empowered to take a positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions ensuring that personal pride and dignity is maintained.

Exclusion from School

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

7. Engaging with families

Beaconsfield Upper 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, supported by our Communicating with School Staff policy.
- 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

Beaconsfield Upper Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Beaconsfield Upper 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 in student diaries so that it is easily accessible to parents, carers and students
- 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 policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Consultation	School Council – November 2023 School Community via Newsletter October 2023 OR School Community – ongoing via offer to provide feedback as outlined on our website
Approved by	Principal
Next scheduled review date	Before October 2025