



BAYSWATER PRIMARY SCHOOL

CONNECTION · EXCELLENCE · RESILIENCE · RESPECT

School No. 2163
Established 1879

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STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 97213755.

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.

Bayswater 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and Restorative Practices processes
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Bayswater Primary School was founded in 1879 and has been an integral part of the Bayswater community for over 140 years. Bayswater is an outer eastern suburb of Melbourne.

The school has extensive grounds that provide students with a variety of passive and active play areas including a large oval, soccer field and two full sized outdoor basketball / netball courts. The school also has indoor sports facilities including a school hall with a full-sized volleyball court, a half-sized basketball court and bat tennis courts.

Permanent buildings provide rooms for generalist classes as well as an Instrumental Music program, Languages & Intercultural Capabilities, Health & Physical Education, Science, Visual Arts, Additional Assistance and Buddies with venues for community groups and meetings.

Bayswater Primary School completed the construction of a new modular building in June 2020 which comprises the main administration area, meeting rooms, classrooms, staffroom and first aid.

Bayswater Primary School places an emphasis on the provision of a differentiated curriculum, addressing each child's learning needs at their point of growth. Ongoing student assessment guides our knowledge of each child's stage of development in each area of the curriculum. The school uses a variety of assessment and reporting processes including GradeXpert and provides Individual Student Assessment Portfolios and Individual Learning Plans.

The school recognises the importance of family and community partnerships fostering close links to parents and the broader school community. This partnership promotes a cooperative school culture where the child is at the heart of everything we do. Bayswater Primary School is one of the 5 schools which form part of the Bayswater Education Plan to improve educational outcomes in the Bayswater area.

Bayswater Primary School functions as a wonderfully cohesive learning community, embracing diversity and catering to the needs of all students. The school strongly emphasizes the development of social skills, operates with a restorative practices model and a sense of belonging through programs such as the Positive Education program, Connection Groups and student leadership programs.

2. School values, philosophy and vision

Bayswater Primary School's Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Connection, Respect, Resilience and Excellent at every opportunity.

Our school's vision is to empower students to be their best, develop a love of learning and fully equip them to contribute positively to society as happy, healthy young adults.

3. Wellbeing and engagement strategies

Bayswater Primary School has developed a range of strategies to promote engagement, positive behaviour, respectful relationships as well as develop an inclusive and safe environment for all students in our school. We recognise the importance of student connectedness 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

- *Having 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 connections and student's wellbeing*
- *creating a positive culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate, have a voice and feel valued*
- *welcoming all parents/carers and working collaboratively 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, to inform teaching and set improvement targets.*
- *Teachers at Bayswater Primary School use an evidence-based instructional framework which ensures an explicit, common and shared model of instruction is implemented across the school. This framework also ensures that evidenced-based, high impact teaching practices are consistently incorporated into all lessons*
- *teachers at Bayswater 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*
- *our school's 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 acknowledge and celebrated in the classroom, and formally in school assemblies and communication to parents*
- *monitor student attendance and implement attendance improvement strategies and supports 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, Education Support Staff, Student Wellbeing and Inclusion Coordinator and Principal whenever they have any questions or concerns.*
- *create opportunities for multi-aged connections amongst students through our whole school wellbeing programs/initiatives (Connection Groups), buddies' programs, concerts, athletics, and peer support programs (eg. Games clubs)*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, 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 developed a positive, inclusive and restorative approach, where students and staff are partners in learning*
- *As a school we have developed and implemented a school wide wellbeing initiative, which includes programs such as:*
 - *Respectful Relationships*
 - *Berry Street – Trauma informed practices*

- Safe Schools
- Restorative Practices
- Positive Education – based on the PERMAH PILLARS
- programs, incursions and excursions are 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

- At Bayswater Primary School we have a Student Wellbeing and Inclusion Coordinator who monitors the health and wellbeing of students, 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. All Koorie students are supported through a termly IEP, which supports their individual learning needs.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students and families are supported to feel safe and included in our school. Students with an EAL are supported through Individual Education Plans and all documentation sent home is translated into their first language. As a school we also engage with the Language Loop to ensure that there is a translator present at all parent meetings or SSG's.
- we support learning and wellbeing outcomes of students from refugee background through engaging with any supporting services, such as Foundation House and Family First. We also ensure our all staff are using best trauma-informed practices and students learning is supported through Individual Education Plans and goal which target their point of need.
- we provide a positive, inclusive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support. Through our wellbeing programs/initiatives and Respectful Relationships we apply a gender bias lens to ensure best inclusive practices.
- 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 Education Plan, a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- to support Disability Inclusion, students with a disability are supported to be able to engage fully in their learning and all 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 and collaboration with families and where required, student support groups and individual education plans
- our Student Wellbeing and Inclusion Coordinator, in collaboration with other 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

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

- Building positive, constructive and psychologically safe relationships with students who are at risk or students who are vulnerable due to complex individual circumstances. This can include implementing [Individual Education Plans](#), [Behaviour Support Plans](#), making referrals to a range of [Student Support Services](#) or creating a Disability Inclusion profile.
- Communicating regularly with students and parents and implementing [Student Support Groups](#) meetings to discuss how best to help the student engage with school.
- developing [Individual Education Plans](#), [Behaviour Support Plans](#) or Attendance Plan to positively support student engagement.
- considering if any environmental changes need to be made, for example changing the classroom set up, providing break out spaces or sensory resources.
- referring the student to:
 - school-based wellbeing supports, such as our Student Wellbeing and Inclusion Coordinator or School Chaplain
 - [Student Support Services](#)
 - On-Psych psychology services
 - [LOOKOUT](#)
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services, CHYMS or Child First
 - 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. For example, establishing Care Team meetings.
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - Students who are achieving 12 months ahead or below the expected level of achievement in both literacy and numeracy.
 - Students with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

- *personal, health and educational information gathered upon enrolment and while the student is enrolled*
- *attendance records, as well as monitoring attendance data throughout the year*
- *academic performance and achievement*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, attendance 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 Values highlight the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

- participate and engage 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 Values, our Restorative Practices and 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 our Bullying Prevention Policy.

When a student displays inappropriate and unsafe behaviour, Bayswater Primary School will institute a staged response, consistent with Restorative Practices (SEP), the Department's policies on behaviour,

discipline and student wellbeing and engagement. Parents will be informed about the inappropriate and unsafe behaviour, as well as the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and restorative interventions/processes 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 or unsafe 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, consistently and follow our Student Engagement Plan. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *Restorative Practices – Following our whole school SEP (Student Engagement Plan)*
- *Creating a Student Behaviour Support Plan*
- *Student Support Group meetings*
- *Creating a behaviour agreement, in response to the unsafe or inappropriate behaviour.*
- *teacher controlled consequences such as moving a student in a classroom/playground or other reasonable and proportionate responses to misbehaviour, following our restorative processes*
- *withdrawal of privileges*
- *referral to Student Wellbeing and Inclusion Coordinator or school Principal*
- *internal or external suspension and return to school meetings*
- *expulsion, when all other supports and options have been explored*

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 Bayswater 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

Bayswater 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, such as Parent Association, so that families can contribute to school activities
- involving families with homework and other curriculum-related activities as a way of supporting student learning
- involving families in school decision making
- coordinating resources and services from the community to support our families
- including families in Student Support Groups, and developing Individual Education plans for students.
- Working collaboratively with families through the Disability Inclusion process.

8. Evaluation

Bayswater Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students. This will allow us to measure the success of our school-based strategies and identify emerging trends or needs.

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

- Students Attitude to School survey data
- incidents data – GradeXpert
- school academic reports
- Parent Opinion Survey
- case management
- CASES21, including attendance and absence data
- SOCS

Bayswater 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

- [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	09/11/2022
Consultation	Leadership Team – 10/11/22 School Council – 15/11/22 School Community - 31/05/23
Approved by	Principal
Next scheduled review date	November 2024