

Student Engagement, Wellbeing and Inclusion

1. PURPOSE

Belle Vue Park Primary School provides a positive school culture and a supportive, safe school environment while promoting respectful relationships that value diversity.

This policy defines our schools' expectation in the areas of Behavioural Engagement, Emotional Engagement and Cognitive Engagement.

- Behavioural Engagement is participation in a broad ranging academic, extracurricular and social education that allows each student to make the most of the opportunities to support his or her development.
- Emotional engagement is the level of connectedness and identification with the work of the school and classroom. Strong emotional links allow students to learn effectively and display the commitment to succeed.
- Cognitive engagement is the level of self-regulation, motivation and investment made in learning. Cognitive engagement is critical and influences both present and future achievement.

This policy is in place to ensure:

- The collaborative development and implementation of a fair, respectful and inclusive whole-school approach to student engagement and behaviour management.;
- Curriculum programs provide for the development of positive values and respectful relationships;
- Students have opportunities to be active participants in the school and their education;
- Families are recognised as partners in the education of their children; they are encouraged and supported to be engaged as active members of the school community;
- Social, emotional and academic support is provided to all children as required.

2. SCHOOL GOALS

Our school goals are:

- To improve student attendance;
- To provide ongoing monitoring and refinement of student welfare and support structures;
- To continue to investigate and implement student leadership programs; and
- To strengthen the link between student engagement and effective classroom practices.

3. SCHOOL PROFILE STATEMENT

Belle Vue Park Primary School (originally known as Gowrie Park PS) was established in 1962. The school is located in the northern metropolitan region of Melbourne, in the suburb of Glenroy which falls under the local council of the City of Moreland.

The school has impressive contemporary facilities after undergoing a total refurbishment in recent years. Our facilities are fantastic – with large, light filled classrooms with break out spaces and meeting areas available for teachers and students – in other words a flexible, nurturing environment.

The design supports the concept of learning neighbourhood (infant, middle and senior areas) where classrooms flow into a common shared space which allows for a variety of activities – one-to-one, small, or large groups. This has created a teaching and learning environment that is flexible, contemporary and can accommodate a variety of learning situations and activities.

4. STUDENT COHORT:

Our students are drawn from a wide range of nationalities and our school community is diverse ethnically, culturally and relatively homogeneous socio-economically. Over 70% of students come from homes where English is not the main language spoken. In a typical year the school will welcome and support new arrivals and/or asylum seekers. The index of Community Socio-Educational Advantage (ICSEA) is 915, with the Australian average being 1000. 53.1% of total school enrolments are currently identified and funded as English as Second Language (ESL) students. Each year we cater for students funded under the Program for Students with Disability (PSD)

5. WHOLE SCHOOL PREVENTION STATEMENT

Belle Vue Park Primary School's values and philosophy demonstrates the schools commitment to all students, staff and the community.

6. SCHOOL VALUES, PHILOSOPHY AND VISION

Our school encourages and promotes the importance of personal effort, learning, showing initiative and caring for others.

The schools core values of respect, honesty and tolerance reflect this philosophy as they set the foundation for each student's education and form the basis of the interpersonal relationships of staff, students and parents. Positive and effective relationships between staff, students and families are seen as essential to the success of every child. These relationships are maintained by upholding our school values which are key to the philosophy of the school along with inclusion and community involvement.

Our school maintains positive relationships with our community, validated by parent opinion survey results which have been consistently at or above state benchmarks; and also, our student attitude to school survey results which indicate connectedness.

Belle Vue Park Primary School's Annual Implementation Plan states a specific strategic intent in the area of student engagement and wellbeing. It outlines improvement in student attendance, student safety and conduct and to improve student peer connectedness.

Key Improvement strategies and significant projects are identified in order to maintain a focus on school attendance, monitoring and reporting procedures.

Programs used to accomplish the schools goals and further develop student engagement are as follows:

- Promoting student attendance and punctuality.
 - To encourage every child to attend school every day and on time.
 - This is achieved through individually meeting with students and parents, phone calls and letters.

- Social psychoeducation programs that encourage:
 - social skills,
 - friendship making,
 - conflict management and
 - anger management.
- Whole school approach initiatives such as:
 - Behavioural management program known in the school as ‘the traffic light system’;
 - Class and/or area meetings;
 - Peer support programs;
 - Foundation-Year 6 buddies program;
- Year level appropriate initiatives such as:
 - Life education;
 - Drug education;
 - Cyberbullying; and
 - Health and development programs.
- Providing leadership and confidence building projects such as Junior School Council and peer mediation, school and sports captains.
- Recognising elements of the Physical, Personal and Social Learning strand framework and exercising the personal and social dimensions into confidence building programs.
- Allocating significant time and resources to the transition program for the kinder and grade 6 students.
- Assigning a Student Welfare Officer and having access to the Educational Psychologist offers extra support to meet the social and emotional needs of students, staff and the community. These enable the school to offer counseling to students, mediation or dispute resolution, and support families to access community agencies.

7. RIGHTS AND RESPONSIBILITIES

“Everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.” *Rights and Responsibilities p 14 2.2.3 Element 2 “Engaging schools are effective schools.”*

Statement of Rights.

Belle Vue Park Primary School staff and volunteers are aware of our legal obligations and responsibilities as outlined in legislation has complied the following statements of rights. (*Equal Opportunity Act 1995, Charter of Human Rights and Responsibilities act 2006, the Disability Discrimination act 1992 & the Education and Training Reform act 2006*)

STUDENTS	
RIGHTS	RESPONSIBILITIES
Every student has a right to: <ul style="list-style-type: none"> Actively pursue high levels of academic, social and emotional development; The opportunity to learn in a safe, supportive and inclusive environment; Learn without disruption or interference from other students; Feel safe and be free from any form of detrimental behaviour including, but not limited to, bullying, harassment, physical or verbal harm, discrimination, intimidation, or cyberbullying; Be treated with respect and dignity.; Expect positive and respectful relationships from school teachers and/or school staff, other students and parents/carers. 	Students have a responsibility to: <ul style="list-style-type: none"> Follow school values and adopt appropriate behaviours; Contribute positively to the school; Participate fully in their education; Demonstrate the school values of Honesty, Respect and Tolerance; Wear the correct school uniform at school and on excursions.; Report bullying without repercussion; Avoid participating in detrimental behaviour including, but not limited to, harassment, physical or verbal harm, discrimination, intimidation, or cyberbullying; Demonstrate appropriate manners and respect for all; Respond positively to requests from teachers and/or school staff and others in the school community.
ALL STAFF	
RIGHTS	RESPONSIBILITIES
Every staff member has a right to: <ul style="list-style-type: none"> Be informed, within Privacy Principles, of matters relating to students they engage with, where such matters may impact on the students' teaching and learning Work in a safe, supportive and inclusive environment; Feel safe and be free from any form of form of detrimental behaviour including, but not limited to, bullying, harassment, physical or verbal harm, discrimination, intimidation, or cyberbullying; Be treated with respect and dignity; Participate in ongoing Professional Development. 	Staff have a responsibility to: <ul style="list-style-type: none"> Maintain a safe, stimulating environment and provide programs consistent with DEECD guidelines; Provide an environment conducive to learning; Report any form of detrimental behaviour including, but not limited to, bullying, harassment, physical or verbal harm, discrimination, intimidation, or cyberbullying to the principal and/or assistant principal; Recognise the rights and needs of students, staff and parents/carers; Assess their own performance and participate in professional development; Be caring and respectful to others; Be well prepared to solve and/or resolve problems that may occur in the school environment; Be a positive role model.
TEACHERS	
RIGHTS	RESPONSIBILITIES
Every teacher also has a right to: <ul style="list-style-type: none"> Be informed, within Privacy Principles, of matters relating to students they teach, where such matters may impact on the students' teaching and learning Participate in ongoing Professional Development. 	Teachers also have a responsibility to: <ul style="list-style-type: none"> Demonstrate the standards set by Victorian Institute of Teaching regarding effective teaching methods, content, planning and assessment; Create and maintain a safe environment which challenges students to learn using a range of strategies to engage and encourage students to be effective in their learning; Fairly, reasonably and consistently implement the Student Engagement, Wellbeing and Inclusion Policy.
PARENTS / CARERS	
RIGHTS	RESPONSIBILITIES
Every Parent/Carer has a right to: <ul style="list-style-type: none"> Be involved in a learning partnership with teachers and students; Know that their child's learning environment is safe and happy; Be informed of school activities and participate in school community decision making; 	Parents / Carers have a responsibility to: <ul style="list-style-type: none"> Ensure their child attends school daily and is punctual; Engage in a partnership with teachers and students; Take basic care of their children; Support and encourage their children's responsible, safe and courteous behaviour; Attend advertised/notified meetings to keep informed;

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<ul style="list-style-type: none"> • Have access to school policies and documents pertaining to direction of the school programs. 	<ul style="list-style-type: none"> • Support the schools dress code and ensure children wear the correct attire; • Attend student/parent/teacher conferences and information evenings; • Reflect a positive and supportive attitude towards the programs provided by the teaching and/or wellbeing staff; • Ensure their child attend school with enough food for recess and lunch • Ensure their child's appearance is neat, tidy and clean. 	

8 SHARED EXPECTATIONS

At Belle Vue Park Primary School the expectations of procedures, intervention, positive behaviours, actions and consequences are jointly negotiated, owned and implemented by all members of the school community, including students, teachers, other school staff and parents/carers.

To work effectively, Belle Vue Park Primary School has developed high expectations for the whole school community, these include:

Students:

- Encouraged and supported to take greater responsibility for their own learning
- To experience the concept of agency and voice to promote greater involvement in school decisions.
- Setting goals and managing resources to achieve these goals
- With support, children are expected to participate fully in the school's educational program, including attending school regularly.
- Display positive behaviours that demonstrate respect for themselves and the whole school community
- Demonstrate respect for the rights of others, including the right to learn
- Exposure to the concept of agency/voice to promote greater involvement in decisions.

Teachers/School Staff:

- Will adhere to the school values, modelling a positive learning environment
- Apply inclusive teaching practices, which are relevant, challenging and appropriate, allowing each child to experience success in their learning.
- Make accessible educational provision for all students, including appropriate student services.
- Create positive and supportive partnerships with parents/carers and the wider community.
- Follow the Teaching Profession Code of Conduct: <https://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>

Parents/Carers

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- Work co-operatively with the school, including regular and constructive communication with the school regarding their child's learning and wellbeing.
- Actively support their child's engagement in the school environment.
- Support the school through maintaining a safe and respectful learning environment for all students.
- Ensure regular attendance, model positive behaviours and assisting their child with their learning.

9. SCHOOL ACTIONS AND CONSEQUENCES

Section 2.2.5 School Actions/Consequence

Belle Vue Park PS ensures that consequences for student/s whose behaviour and/or attendance is of concern are clearly outlined:

- Attendance Guidelines include an Attendance Meeting followed by implementation of a Student Attendance Improvement Plan and/or Individual Learning Plan.
- A Return to School Plan for extended absences/holidays.
- Suspension and Expulsion Procedures as per DEECD Student Engagement & Policy Guidelines (Appendices 12-19).

10. EQUAL OPPORTUNITY STATEMENT

We recognise and accept the equality of men, women and people of all races, regardless of their religious or political convictions, their impairments, or their age.

Under the Equal Opportunity Act it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical health, political beliefs, pregnancy, race, religious beliefs or personal associations.

11. CHARTER OF HUMAN RIGHTS STATEMENT

We respect and promote the following four basic principles of human rights and responsibilities:

1. freedom,
2. respect,
3. equality and
4. dignity.

When making decisions, we act compatibly with human rights and consider each of the following;

1. the right not to be discriminated against,
2. the right to privacy and reputation,
3. the right to freedom of thought, conscience, religion and belief,
4. and cultural rights.

Staff, students and parents understand that with human rights comes a responsibility to respect the human rights of others.

12: DISABILITIES STATEMENT

- As detailed in the DET program for Students with Disability policy our school is committed to embedding inclusive education for students with disability and additional needs.

- Schools must meet their legal obligations under the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and also the Disability Standards for Education 2005 (Cth) to make reasonable adjustments to accommodate students with disability. These obligations apply to all students with disability, not just those who are eligible for support under targeted funding programs.

Our school is committed to making reasonable adjustments to accommodate students with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

13: ENGAGEMENT STRATEGIES

Whole School	Targeted	Individual
<p>Provision of a safe, inclusive, positive and comfortable environment for all students.</p> <p>Delivery of Victorian Curriculum, including specific programs focused on social and emotional development including Respectful Relationships.</p> <p>Use of a range of researched approaches to cater for the diverse learning needs and stages of students.</p> <p>Communication of the school's Engagement, Wellbeing and Inclusion Policy to all families.</p> <p>Communication of clear expectations and consequences for behaviour, and ongoing reference to the school values.</p> <p>Modeling of hyper-dignity by all staff through care, protection, compassion and forgiveness.</p> <p>Provision of opportunities for students to provide feedback and be actively involved in their own learning, as well as to contribute to the school as a whole.</p> <p>Development of effective relationships with students and families.</p> <p>Regular communication with parents/carers through the school newsletter, SMS, social media, website and other communication.</p> <p>Provision of opportunities for parents/carers to contribute through formal avenues such as School Council as well as through surveys and volunteering</p>	<p>Planning in teams to ensure differentiation and 'best practice' in every classroom.</p> <p>Analysis of data to guide teaching, measure student growth and evaluate programs.</p> <p>Provision of remediation and extension programs where possible</p> <p>Engagement of families in the education of their children.</p> <p>Monitoring of students' social, emotional and academic growth.</p>	<p>Identification of, and provision for, individual student needs.</p> <p>Meetings with families to discuss student progress, concerns, and to celebrate successes. This includes formal Student Support Group meetings.</p> <p>Provision of resources to support students through the Program for Students with Disabilities.</p> <p>Development of individual learning plans to address specific needs.</p> <p>Collaboration with Student Support Services and outside agencies, and referral as needed.</p> <p>Use of technology to communicate learning with families e.g. SeeSaw</p>

14. ATTENDANCE

Regular school attendance is considered a key factor in improving student outcomes. Students enrolled at Belle Vue Park Primary School are expected to attend school daily.

14.1 ATTENDANCE EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Attend school every day Return to class on time after breaks	Update enrolment details as needed Ensure daily attendance of their child/ren Ensure their child/ren arrive at school on <u>time</u> Advise the school as soon as possible of absences and provide a reason for all absences Consult with the school in regard to unavoidable extended absences due to illness and support their child/ren to continue learning Notify the school if students will be having an extended holiday or intend to leave the school	Promote regular attendance Record attendance and absences accurately and in a timely manner Follow up all unexplained absences promptly and consistently Support students with problematic attendance in consultation with families/carers Report attendance data in the school's Annual Report

14.2 FOLLOWING UP DAILY ABSENCES

Parents are required to provide a written note with a satisfactory explanation (personal visit or telephone call is also appropriate but must be documented) for each absence from school.

When no explanation is received from parents, the absence is recorded as an "unexplained" absence. Where no parent explanation is received within 3 days of return to school, the school send home an 'Unexplained Student Absence' letter.

If there is no response to the letter, the school will contact the parent by phone requesting a verbal explanation.

Where there are frequent long and/or regular absences e.g. one day weekly, more than 5 days per term (even if reasonable explanation/s are given) the class teacher should seek advice and support from senior staff.

If children do not return to class immediately after a recess or lunch break:

- check that all students are in attendance,
- allow a few minutes for tardiness,
- if any students are not accounted for, notify the office IMMEDIATELY.

14.3 FOLLOWING UP CHRONIC ABSENCES

- Step 1 Class teacher to inform Assistant Principal of student's high absences.
- Step 2 The AP to send home a note informing the parent of the number of absences.
- Step 3 Class Teacher to keep AP informed of Child's future absences.
- Step 4 Parent Support Group meeting for parent to meet with AP and Class Teacher - Attendance goals discussed and recorded.

Step 5 If attendance does not improve support from the Regional Guidance officer to be sought.

15. LEARNING

A positive climate for learning is established through; intellectual engagement and self-awareness, setting expectations and promoting inclusion, empowering students and building school pride, and considering health and wellbeing issues.

15.1 LEARNING EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Have all personal school equipment available for use	Support their child/ren in preparing for the school day/term/year	Comply with their duty of care obligations
Attempt all activities and do their best	Encourage their child/ren to attempt activities and support the development of resilience	Consider the needs of students in the development of a safe and supportive learning environment
Allow others to learn	Communicate with the school staff in relation to their child's involvement in school activities	Provide opportunities for students to reflect on, and have input into their learning
Contribute to a safe and comfortable environment.		Ensure all students experience success

16. BEHAVIOUR

High standards of behaviour by students, parents/carers and staff are expected at all times. Expectations will be clearly communicated to all members of the school community at the start of each year and throughout the year as required.

16.1 BEHAVIOUR EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Demonstrate the school's core values	Have high expectations of their children/s behaviour	Deliver an inclusive and comprehensive curriculum
Safety	Understand and support the school's behavioral expectations	Model and promote positive behaviours
Refraining from any sort of abuse or bullying (physical, verbal, cyber)	Work in partnership with staff to enforce consequences and develop strategies to address individual needs	Address the social, emotional and academic needs of all students
Obeying all reasonable staff instructions Using equipment carefully	Communicate changing circumstances, health issues and other relevant matters to school staff	Use a staged response to deal with behavioural issues
Thinking before acting	Work respectfully with staff and demonstrate the school's core values	Consistently apply the Student Engagement Wellbeing and Inclusion Policy
Responsibility		Reinforce the school Respect Ambassador model "is it safe, is it kind, is it fair?"
Accepting the consequences for actions Doing what you say you will		
Making good choices & acting to help others		
Cooperation		
Sharing and taking turns - solving problems peacefully		
Including others		

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<ul style="list-style-type: none"> Being helpful Honesty Telling the truth Following the rules of games Doing the right thing when no-one is watching Being yourself respectfully Respect Using manners Considering the rights of others Treating all people fairly Looking after the environment Learning Listening carefully Asking questions Giving 100% Making mistakes 		

16.2 RESPONDING TO CHALLENGING STUDENT BEHAVIOUR

Where a student acts in breach of the expected behaviour standards, a staged response will be initiated.

Factors that may have contributed to a student's behaviour will be considered prior to consequences, that are proportionate to the behaviour and uphold procedural fairness, being instated.

Corporal punishment is prohibited in all Victorian schools and must not be used under any circumstances.

Suspension and expulsion may only be used when the grounds set out by the Department of Education and Training are met and may only be approved by the Principal.

16.3 STAGED RESPONSE FOR MINOR BREACHES OF EXPECTED BEHAVIOUR

Minor Breaches include, but are not limited to, initial refusal to work, talking out of turn, speaking harshly to others; i.e. incidents of a minor nature where no harm is done:

Step 1	State expected behaviour e.g. 'I notice most people are speaking nicely in their group today.'
Step 2	Name the child and give a brief, clear positive instruction e.g. 'Sam, speak nicely to Fred.'
Step 3	Name the child, state the required behaviour, and the consequence if the undesired behaviour continues: e.g. 'Sam, our classroom we show respect by speaking nicely to others. If you continue to speak like that I will ask you to; 1. Work by yourself; or 2. Move to another area of the classroom; or 3. Or sit alone and reflect on your behaviour for 5 minutes
Step 4	Name the child and enforce the consequence stated in step 3 After 5 to 10 minutes, speak to the child about their behaviour and if they are ready, allow them to join back in with the original activity/group
Step 5	If the student continues with the behaviour and/or refuses to comply with the consequence: Name the child, and state that they are to move directly to another classroom for the remainder of the class session (if the

	<p>session is more than half over, the student is to remain out of the classroom for the whole of the next session.</p> <p>After the child returns to the classroom, and at a convenient time, talk to the child about their behaviour, clearly state the desired behaviour and decide for them to complete any unfinished learning tasks due to being exited (if appropriate).</p>
Step6	<p>If the student refuses to leave the classroom, contact the office and the Principal / Assistant Principal will attend:</p> <p>The Principal / Assistant Principal will give the student time to calm down and ask them to explain their behaviour. Discussion with the student to include actions to restore damaged relationships and school expectations. Parents may be notified at the discretion of the Principal / Assistant Principal.</p> <p>Update student record folder if required.</p>

16.4 STAGED RESPONSE FOR SERIOUS BREACHES OF EXPECTED BEHAVIOUR

Serious breaches include, but are not limited to, purposeful swearing, purposeful hitting or kicking, teasing in a group situation, damage to etc. - incidents of a more serious nature in which emotional or physical harm is caused.

STEP	ACTION	CONSEQUENCES
Step 1	Withdraw the student from the situation immediately and provide time for the student to calm down (if necessary and appropriate)	<p>Possible Consequences</p> <ul style="list-style-type: none"> • A student to act to repair relationships • A student to 'pay' for damage caused • A restricted play area in the yard • A inside supervision during school breaks • A withdrawal of student from activity/class/event • A in-school suspension • A suspension • A expulsion <p>Possible Supports</p> <ul style="list-style-type: none"> • A behaviour plan • A behaviour contract • A referral to support services
Step 2	<p>Assist the student to tell their side of the story (document response)</p> <p>Talk to any reliable witnesses (document responses)</p> <p>Form a belief regarding the circumstances of the event</p>	
Step 3	<p>Determine consequences from the list to the right</p> <p>Implement consequences or Go to Step 4</p>	
Step4	<p>Contact parents/carers and discuss the event and consequences</p> <p>Determine if support for the student is required (see list on right). Plan to provide the required support</p> <p>Document a time for review of the support provided</p>	
Step 5	Update school records	
Step6	Review supports with parents/carers	

16.5 RESPONDING TO UNREASONABLE BEHAVIOUR OF ADULTS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business include when a person;

- is rude, aggressive or harasses others
- sends rude, confronting or threatening material
- is manipulative or threatening
- speaks in an aggressive tone
- uses social media to raise concerns or make complaints about the school
- Is physically intimidating

These sorts of behaviours and/or failure to uphold the school values may lead to further investigation and the implementation of appropriate consequences.

This may include:

- mediation
- the use of alternative means of communication
- issuing a formal notice restricting or preventing entry to the school or attendance at school events
- seeking of an intervention order
- informing the Police or other authorities.

17 PROVISION OF SUPPORT FOR STUDENTS

All students at Belle Vue Park Primary School will be provided with the support they require to be successful.

Individual needs will be determined through;

- information gathered on enrolment
- ongoing discussion with parents/carers
- attendance and academic (specifically English and mathematics) data
- observations by staff in relation to behavior and attitude
- appropriate assessments by DET staff and outside agencies

EVALUATION:

This policy will be reviewed as part of the school's three-year review in November 2023.

RELATED POLICIES DET:

Policy Requirements and Development Student Support Groups
Detention Suspension Expulsion