



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.

Belle Vue Park PS 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.

1. SCHOOL PROFILE

Belle Vue Park Primary School (originally known as Gowrie Park PS) was established in 1962, and was established as a result of a merger of Hadfield & Gowrie Park schools in 1997.

Belle Vue Park Primary School is located in the City of Moreland in the north western suburb of Glenroy, which falls under the local council of the City of Moreland; and is approximately 18 kilometres from the Melbourne Central Business District.

The schools 2020 confirmed SRP indicated a Student Family Occupation (SFO) Index of 0.7680 in 2020 and a Student Family Occupation and Education (SFOE) index of 0.6276.

Most students that attend our school live locally and may walk or ride their bike to school. Belle Vue Park PS has developed close ties to the local community, and enjoys support from our local shops and community services. Our students are drawn from a wide range of nationalities and our school community is diverse ethnically, culturally and relatively homogeneous socio-economically. Our school is culturally diverse with over 70% of families having a language background other than English (LOTE), with the largest LOTE groups being Arabic speaking, Lebanese or Turkish. The school also has representation from the Koorie community. 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). We are proud of our diversity and inclusive school community.

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.



Belle Vue Park P.S. has 9 classrooms that are inter-connected through large sliding doors. The rooms can be used for discrete teaching and also cater for open learning and whole cohort sessions. Each teaching team has their own office area. The year 5/6 facility also has a gallery space and green screen room. The school has a full-size gym, a planning and data room, a library/ICT centre, the Bamboo oral language room, as well as numeracy, literacy & science resource centres.

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.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

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

2. 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. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

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's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

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 counselling to students, mediation or dispute resolution, and support families to access community agencies.

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.

3. WELLBEING AND ENGAGEMENT STRATEGIES

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;



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- 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.

Belle Vue Park PS 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:

3.1 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 Belle Vue Park PS use an 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 Belle Vue Park PS 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 Representatives 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, 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:
 - Rights, Resilience and Respectful Relationships
 - Social Stencil
 - Bully Stoppers
 - 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, breakfast or gardening 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.

3.2 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.
- 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 connecting the student/s with the PS Wellbeing Officer and/or Arabic speaking Integration Aide.
- we support learning and wellbeing outcomes of students from refugee background through connecting the student/s with the PS Wellbeing Officer and/or Arabic speaking Integration Aide
- 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 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](#)

3.3 Individual

Belle Vue Park PS 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 to accommodate the needs of an individual student with a disability
- referring the student to:
 - school-based wellbeing supports
 - Student/Family Support Services such as our in-school provider RelateWell Counselling Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services (CAMHS) or ChildFirst

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 Education 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. 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.

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;**
 - 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.
 - At Belle Vue Park PS 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.
- **Charter of Human Rights and Responsibilities act 2006;**



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- 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.
- **Disability Discrimination act 1992;**
 - 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.
- **Education and Training Reform act 2006.**



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STUDENTS

RIGHTS	RESPONSIBILITIES
<p>Every student has a right to:</p> <ul style="list-style-type: none"> • participate fully in their education and actively pursue high levels of academic, social and emotional development • The opportunity to learn in a safe, supportive and inclusive environment so they feel safe, secure and happy at school • Learn without disruption or interference from other students and in an environment free from bullying, harassment, violence, racism, discrimination or intimidation or any detrimental behaviour including, but not limited to, physical or verbal harm, or cyberbullying • express their ideas, feelings and concerns. • Be treated with respect and dignity.; • Expect positive and respectful relationships from school teachers and/or school staff, other students and parents/carers. • Report bullying without repercussion • 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. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in their educational program • respect the right of others to learn. • Contribute positively to the school and demonstrate appropriate manners by adopting the school values of Honesty, Respect and Tolerance; and exhibiting appropriate positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community • Wear the correct school uniform at school and on excursions.; • Avoid participating in and/or report detrimental behaviour including, but not limited to, harassment, physical or verbal harm, discrimination, intimidation, or cyberbullying; • Respond positively to requests from teachers and/or school staff and others in the school community.

ALL STAFF

RIGHTS	RESPONSIBILITIES
<p>Every staff member has a right to:</p> <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. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Maintain a safe, stimulating environment and provide programs consistent with DET 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



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RIGHTS	RESPONSIBILITIES
<p>Every teacher also has a right to:</p> <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. 	<p>Teachers also have a responsibility to:</p> <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
<p>Every Parent/Carer has a right to:</p> <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; • Have access to school policies and documents pertaining to direction of the school programs. 	<p>Parents / Carers have a responsibility to:</p> <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; • 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.

5. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Statement of Values and Student Responsibilities.

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:



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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.

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 and Harassment Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Belle Vue Park PS 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.

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

Disciplinary measures that may be applied include:

- 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.
- 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 the Year Level Coordinator
- 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 policies on:

- Suspensions
- Expulsions
- Restraint-Seclusion

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 Belle Vue Park PS 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.

6. 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.



6.1 ATTENDANCE EXPECTATIONS

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

6.2 ABSENCES PROCEDURES

6.2.1 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.

6.2.2 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.

7. 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.

7.1 LEARNING EXPECTATIONS

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

8. 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.

8.1 BEHAVIOUR EXPECTATIONS

Students are expected to	Parents/carers are expected to	Staff are expected to
Demonstrate the school's core values of Respect, Honesty and Tolerance <u>Safety</u> Refraining from any sort of abuse or bullying (physical, verbal, cyber) Obeying all reasonable staff instructions Using equipment carefully Thinking before acting <u>Responsibility</u> Accepting the consequences for	Have high expectations of their children/s behaviour Understand and support the school's behavioural expectations Work in partnership with staff to enforce consequences and develop strategies to address individual needs Communicate changing circumstances, health issues and other relevant matters to school	Deliver an inclusive and comprehensive curriculum Model and promote positive behaviours Address the social, emotional and academic needs of all students Use a staged response to deal with behavioural issues Consistently apply the Student



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<p>actions Doing what you say you will Making good choices & acting to help others</p> <p><u>Cooperation</u> Sharing and taking turns - solving problems peacefully Including others Being helpful</p> <p><u>Honesty</u> Telling the truth Following the rules of games Doing the right thing when no-one is watching Being yourself respectfully</p> <p><u>Respect</u> Using manners Considering the rights of others Treating all people fairly Looking after the environment</p> <p><u>Tolerance</u> Accepting others differences Understanding cultural differences Acknowledging the right of all to their own religious or spiritual beliefs Acknowledging the Traditional Owners of our Land</p> <p><u>Learning</u> Listening carefully Asking questions Giving 100% Making mistakes</p>	<p>staff</p> <p>Work respectfully with staff and demonstrate the school's core values</p>	<p>Wellbeing and Engagement Policy</p> <p>Reinforce the schools Respect Ambassador model “is it safe, is it kind, is it fair?”</p> <p>Reinforce the schools Social Stencil model in middle and upper year levels.</p>
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8.2 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.



8.3 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 session is more than half over, the student is to remain out of the classroom for the whole of the next session. 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).
Step 6	If the student refuses to leave the classroom, contact the office and the Principal / Assistant Principal will attend: 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. Update student record folder if required.

8.4 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	Assist the student to tell their side of the story (document response) Talk to any reliable witnesses (document responses) Form a belief regarding the circumstances of the event	
Step 3	Determine consequences from the list to the right Implement consequences or Go to Step 4	
Step 4	Contact parents/carers and discuss the event and consequences Determine if support for the student is required (see list on right). Plan to provide the required support Document a time for review of the support provided	
Step 5	Update school records	
Step 6	Review supports with parents/carers	

8.5 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 via passing notes or using any form of technology
- 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 and/or other relevant authorities.



9 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 behaviour and attitude
- appropriate assessments by DET staff and outside agencies

10. ENGAGING WITH FAMILIES

Belle Vue Park PS 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.

11. EVALUATION

Belle Vue Park PS 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

Belle Vue Park PS 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.

12. COMMUNICATION link:

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



Student Wellbeing and Engagement Policy

June 2023

- Made available in hard copy from school administration upon request

Our school ensures 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](#)

13. 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

14. POLICY REVIEW AND APPROVAL

Policy last reviewed	9 th June 2022
Consultation	Teaching Staff and ESO Staff; School Council
Approved by	Principal
Next scheduled review date	9 th June 2024