

Student Wellbeing and Engagement Policy

Brunswick South Primary School

Policy	Review Date:	Responsible for
Implementation Date:	2023	Review:
2022		Policy Subcommittee

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.

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

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values. Constant learning, Mutual Learning, Compassion and Sense of Responsibility.

Scope

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

Contents

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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Policy

1. School profile

Brunswick South Primary School is an innovative English Italian bilingual school. The school population is currently at 332. As indicated by the Student Family Occupation (SFO) data, since 2010, the school has experienced a steady increase in socio-economic status, a trend that is expected to continue over the coming years. Our learning spaces include two recently refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces and there is a 'wonderful synergy between the old and the new.'

Central to all our work is wellbeing. Brunswick South Primary School prides itself on promoting an unrelenting focus on building positive and caring relationships. We aim for high quality and low variability in the quality of instruction for every student. This is scaffolded by effective leadership, professional learning, high expectations of all students and all teachers and the provision of a safe and secure learning environment. We actively seek ways to enhance student learning by partnering with families, other education and training institutions and community organisations. To encourage community involvement, our practices encourage openness, welcome new ideas and consider fresh perspectives. We are welcoming to all, are inclusive and celebrate diversity. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Vision

Our school's vision is to empower students to live meaningful and rewarding lives: valuing and being valued as members of diverse communities, contributing to the wider world.

Values

The moral fibre that guides our culture

- **CONSTANT LEARNING:**

- Committed to learning from each other
- Seek to accomplish something worthy and purposeful
- Try hard and pursue excellence

- **MUTUAL RESPONSIBILITY:**

- Be accountable for one's own actions
- Contribute to society and to civic life
- Support one another's wellbeing, development and success
- Stand up for the rights of others
- Take care of the environment

- **COMPASSION:**

- Be aware and inclusive of others and their cultures
- Treat all people fairly

- **SENSE OF POSSIBILITY:**

- A deep belief in the potential of all learners
- Ensuring educational opportunities for all

3. Engagement strategies

Brunswick South Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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:

Whole School

School Wide Positive Behavior Support Program is a whole-school framework which provides school professionals with an approach to promote improved behaviour at BSPS. School Wide Positive Behavior Support framework has been developed from evidence and data, demonstrating the most effective ways to prevent and respond to problem behaviour at school.

Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.

SWPBS uses a tiered intervention framework which invests in prevention (tier I), identifies and provides targeted supports for individual students at risk for developing challenging behaviour (tier II), and provides individualised and intensive interventions for students with significant support needs (tier III). SWPBS counteracts the “wait-to-fail” model of other frameworks and moves schools to a prevention-based approach.

Brunswick South Primary School promotes:

- 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
- 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 Brunswick South Primary School 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 Brunswick South 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 Statement of Values 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, Learning Legends and communication to parents
- student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- create opportunities for cross—age connections amongst students through school plays, athletics, performing arts programs and Jigsaw cross age activities
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships

- Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

See Appendix 1 School Wide Positive Matrix

Targeted

- each year group has a Year Level PLC leader, 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
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Headspace
- Lookout

Brunswick South Primary School implements a range of strategies that support and promote individual engagement. These include:

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

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
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Brunswick South Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Brunswick South Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *referral to the Learning Leader*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

See Appendix 2 School Value and Reflection Sheet

7. Engaging with families

Brunswick South Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families

- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Further Information and Resources

Review Cycle

This policy was last updated in April 2022 and is scheduled for review in April 2023.

SCHOOL WIDE POSITIVE BEHAVIOURS MATRIX



Brunswick South
PRIMARY SCHOOL
BRUNSWICK SOUTH PRIMARY SCHOOL

	Learning areas	Outside (Turf & Playground)	Assembly/Events	Moving around the school	Toilets	Online
We value Constant Learning We value Constant Learning using the Character Strengths Courage, Perseverance, Creativity, Curiosity, Love of Learning, Zest & Bravery	We challenge ourselves to reach our full potential and celebrate our effort and achievements	We try to solve problems with friends	We listen in assembly and move calmly and quietly in the space	We respect the rights of others to learn and feel safe	We go to the toilet only when we need to	We use technology in our learning
We demonstrate Mutual Responsibility using the Character Strengths Teamwork, Fairness, Kindness, Social Intelligence, Leadership, Judgement, Honesty	We work together to create a safe learning environment	We look after each other and care for the environment	We make good choices about where we sit	We move safely in the buildings, stairways and around the school	We wash our hands after going to the toilet	We talk to an adult when online content makes us feel uncomfortable
We show Compassion using the Character Strengths Forgiveness, Humility, Self-Regulation, Prudence, Perspective, Love	We value all cultures and care for and help each other	We include others in our play and play fairly	We celebrate the accomplishments of others	We welcome visitors and new students to our school	We go in and get out quickly	We report cyberbullying
We have a Sense of Possibility using the Character Strengths Hope, Humour, Spirituality, Appreciation of Beauty & Excellence and Gratitude	We approach our learning with persistence	We understand that anything is possible when we persist	We are open to the viewpoints of others	We are aware of our surroundings	We leave it clean	We use friendly and polite language

Appendix 1: School-Wide Positive Behaviours Matrix

Appendix 2: School Values Notice

Date:

Student's Name:

Grade:

Today, it was necessary to speak with your child due to the following behaviour:

This behaviour is not in line with our BSPS and Department of Education & Training values.

CONSTANT LEARNING	Seek to accomplish something worthy and purposeful	Try hard and pursue excellence
MUTUAL RESPONSIBILITY	Be accountable for your own actions	Support one another's wellbeing, development and success
COMPASSION	Treat all people fairly	Stand up for the rights of others
SENSE OF POSSIBILITY	Ensure educational opportunities for all	
RESPECT	Treat others how you wish to be treated	Care for property

Your child will receive/has received a recess/lunch time detention on

At Brunswick South Primary we establish and expect high standards of behaviour from all students and in this instance, your child's behaviour is unacceptable. We need your support to help your child develop positive behaviours. Please discuss this matter with your child to help reinforce the expected behaviours.

A copy of this notice has been kept on file at school.

Kind regards,

Signed _____

Teacher _____

Signed _____

Principal/Assistant Principal

Restorative Practices

Included in our commitment to student engagement and wellbeing, at BSPS, Restorative Practices is part of our practice. The philosophy and practice of restorative practice is to promote resilience in both the student who is harmed and the one who causes harm. The focus is on helping students become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation

Restorative practices create opportunities for students to:

- Become aware of the impact of their behaviour
- Understand the obligation to take responsibility for their actions
- Take steps toward making things right.

Restorative practices encourage accountability, improve school safety, help strengthen relationships and create more positive outcomes for students and the school community.

Teachers will be using the following scripted question in this process:



Ask...

- 1. What happened?*
- 2. What were you thinking and feeling at the time?*
- 3. Who has been harmed by what you have done?*
- 4. What can you do to make things right?*
- 5. If this happened again, what would you do differently?*