



STUDENT WELLBEING AND ENGAGEMENT

POLICY - PROCEDURES

PURPOSE

The purpose of this policy is to ensure that all students, staff and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- our school's procedures for responding to inappropriate student behaviour
- support available to students and families
- the whole school initiatives that drive a proactive approach to wellbeing and engagement.

Bell Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture 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 values.

SCOPE

Bell Primary School recognises that student learning outcomes are inextricably linked to student engagement and wellbeing. The school promotes this link both within the classroom and the school environment through the related policies, initiatives and practices referenced within this policy. Therefore, this policy applies to all school activities, including camps and excursions that focus on developing students' social and emotional competencies and positive behavioural expectations. This policy works alongside the school's bullying approach, however specific procedures for bullying situations are outlined the Bell PS Bullying Prevention Policy and Procedures document.

VISION, VALUES AND PHILOSOPHY

School Vision

Bell Primary School is a caring community that rosters a love for learning in young people. At school and beyond, students are confident to think critically and empowered to thrive in a rapidly evolving world.

School Values

We are grounded by our School Values of Respect, Creativity, Curiosity, Collaboration and Resilience that establish clear expectations around the attitudes and behaviours that support a positive and productive learning community.

Respect - We foster a culture in which people feel safe to be themselves and are inclusive of others. We take care of our environment and enjoy the wonders it offers.

Creativity - We are open to novel ideas and explore new ways to solve problems.

Curiosity - We are excited to explore new and challenging ideas.

Collaboration- We work together to share ideas and knowledge in order to achieve a common goal.

Resilience - As learners we embrace challenge and don't give up. We can overcome obstacles and bounce back from difficult situations.

School Philosophy

Bell students are literate, numerate and curious learners, supported by a differentiated curriculum that provides explicit teaching and opportunities to pursue their interests and curiosity about the world that they live in as members of the school community, the local Darebin area and as global citizens.

The learning journey for a student at Bell Primary School will continue to develop their sense of self and achievement, as they move along a learning continuum guided by the Victorian Curriculum.

Wellbeing and Engagement strategies

Bell Primary School has developed a range of strategies to promote engagement, positive attitudes and behaviour, and respectful relationships for all students in our school. We believe all students need to learn about social and emotional competencies and acknowledge that some students may need extra support at school to progress their overall development. We recognise that the needs of students will change over time as they grow and learn.

The teachers at this school work collectively to ensure that all students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning styles and rates of learning; intervening early to identify and respond to individual student needs.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviours and attitudes, based on the school's values and school-wide expectations. There are also intervention strategies in place to address undesirable school behaviour.

A summary of the universal (whole of school), targeted (specific group or year level) and individual wellbeing and engagement strategies used are as follows:

Universal

- Implementation of the Child Safe Standards so we provide a safe environment for all children.
- Creating a culture that is inclusive, engaging and supportive by welcoming all families and being responsive to parents/carers as partners in learning.
- Our school values are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community.
- Student attendance is coordinated between classroom teachers and the school attendance officer using Compass. Student attendance is regularly monitored with contact with families when unexplained absence are more than three days. Concerns with student attendance will be discussed with parents/carers with engagement and wellbeing at the forefront of conversations.
- The school prioritises positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing outcomes.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student learning and wellbeing survey and academic reports.
- High and consistent expectations of all staff, students and parents/carers is an essential element for a positive school environment with teachers following the standards set by the Victorian Institute of Teaching.
- Teachers at Bell Primary School ensure best practice and incorporate High Impact Teaching Strategies into all lessons.
- Teachers at Bell 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.

- Student success is acknowledged and celebrated in daily classrooms, grade level showcases, newsletters, formally in school assemblies, and in other communications to parents/carers.
- Students have the opportunity to contribute to and provide feedback on school operations and facilities development through Junior School Council representation. Student leaders provide feedback directly to the Principal and Assistant Principal on a regular basis.
- Student voice and agency is formally exercised through regular classroom meetings, within Individual Learning Plans (where appropriate) and the twice annual learning and wellbeing survey.
- Opportunities are provided for cross—age connections amongst students through the bi-annual school concert, sports carnivals, music and art programs, and other special events throughout the year.
- All students are encouraged to discuss any concerns with their classroom teacher a trusted staff member. The Engagement and Wellbeing Leader, Learning Specialist, Assistant Principal and Principal are an additional support that they can talk to.
- The school utilises evidence-based Intervention models and additional teaching staff to support and monitor students who face difficulty with learning/and or challenging behaviour.
- Opportunities are provided for students to develop their interests and strengths including sports teams, junior and senior art, rock band, senior vocal ensemble and a range of recess and lunchtime clubs to promote inclusion and diversity across the school.
- The school fosters an inclusive attitude amongst all students, and acknowledges and celebrates the diversity of backgrounds in our school community.
- The school implements a number of whole school initiatives to develop positive wellbeing and engagement outcomes, such as:
 - School-Wide Positive Behaviour Support (SWPBS) for clear and consistent expectations
 - Respectful Relationships Curriculum to promote social and emotional competencies and respect for all
 - Berry Street Educational Model (BSEM) e.g. morning circle time, ready to learn scales/plans, positive primers, golden statements, brain breaks and mindfulness
 - Health & Human Development Curriculum from P-6.
- A carefully planned transition programs and handover is implemented to support students moving into different stages of their schooling.

Targeted

- Each grade level has a Team Leader whose role is to support the classroom teacher who is always the primary contact for students and parents/ carers.
- If the school has an enrolment of Koorie students, the families will be connected with a Koorie Engagement Support Officer (KESO) to ensure the families and school are aware of any eligible support programs
- Program for Students with Disabilities (PSD) will be fully implemented for eligible students with the wellbeing leader overseeing all aspects of the program
- If there are students in Out of Home Care, they will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Staff will undertake professional learning in response to needs identified by student wellbeing observations and evidence
- Leadership responsibilities will be offered to students e.g. Grade 6 School Captains, Grade 3-6 students as Junior School Council representatives, Grade 6 Flag leaders, Grade 1 as Prep buddies.

Individual

Where necessary, the school will support the student and their family by implementing approaches that support and promote individual engagement and wellbeing:

- Developing Individual Learning Plans and/or a Behaviour Support Plans for students with identified needs.
- Facilitating all relevant elements of the Program for Students with Disabilities providing funded support for eligible students.

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- Monitoring individual student attendance and developing Attendance Improvement Plans in collaboration with students and their families.
- Meeting with vulnerable students and their parents/carers to talk about how best to help the student engage with school.
- Being responsive and sensitive to changes in the student's or their family's circumstances.
- Considering if any environmental changes need to be made e.g. changing the classroom set up.
- Collaborating, where appropriate with existing external allied health professionals, services or agencies that are supporting the student.
- Referring students to the appropriate programs and initiatives including:
 - school-based wellbeing supports
 - Student Support Services e.g. psychologists, speech therapists
 - Visiting Teacher Service
 - appropriate external supports such as local council-based youth and family services, other allied health professionals, Orange Door, child and adolescent mental health services.
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - Koorie students
 - with other complex needs that require ongoing support and monitoring.

For details about Student Support Groups, see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

The School has an Engagement and Wellbeing Leader whose role primarily focuses on the health and wellbeing of the students within the Bell PS community. Responsibilities include:

- Overseeing the Program for Students with Disability and co-ordinating all Education Support (ES) involved with PSD students
- Support teachers to create Individual Learning Plans with specific goals strategies and assessments to address needs for students with a disability, in Out of Home Care, Koorie students and students with other complex needs
- Liaise with Student Support Service Officers (SSSO) including speech therapists and psychologists to provide targeted programs for eligible students
- Co-ordinate Student Support Groups (SSG) meetings or students with a disability, in Out of Home Care, Koorie students and students with other complex needs with all relevant parties e.g. families, ES staff plus SSSOs and external agencies where appropriate

All additional programs are linked into a student's Individual Learning Plan, which is developed by the classroom teacher. The Engagement and Wellbeing Leader works as a facilitator and mentor for students with a disability, in Out of Home Care, Koorie students and students with other complex needs, working collaboratively with the classroom teacher towards the goals that have been set. Learning tasks are developed and assessed by the classroom teacher, with the support of ES Staff (where required). Parents/c are engaged in the process via informal conversations and at formal SSGs

The Wellbeing Key Improvement Team (KIT) supports the leader to implement a range of initiatives and related operational tasks.

At Bell Primary, we use Berry Street Educational Model (BSEM) strategies. BSEM is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. The BSEM comprises five domains or 'pedagogical lenses': BODY, STAMINA, ENGAGEMENT and CHARACTER, all anchored by the fifth domain RELATIONSHIP.

Identifying students in need of support

Bell Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing KIT plays a significant role in developing and implementing strategies that help identify students in need of support.

Bell 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
- Time-out/Thinking Moments and Suspension Data
- Engagement with families
- Bell PS Learning and Wellbeing Survey.

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school values **Respect, Creativity, Curiosity, Collaboration and Resilience** clearly emphasis the rights and responsibilities of members of our community and the attitudes and behaviours expected across the school.

Students have the right to:

- participate to the best of their ability in educational programs offered
- 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.
- Attend class ready to learn and not interfere with the learning and play of others.
- 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.

Student behavioural expectations and management

Bell Primary School expectations of students' behaviour is driven through the implementation of the School-Wide Positive Behaviour Support (SWPBS). This whole school framework:

- supports the improvement of social behaviour outcomes for all students
- includes preventive activities, data-based decision making, and a problem-solving orientation
- is integrated with the Berry Street Educational Model (BSEM) linking behaviour and wellbeing
- incorporates the school values as the foundation to promote common language and consistent expectations
- ensures behavioural expectations are explicitly taught and referred to daily via the classroom matrix (see Appendix A)
- focuses firstly on positive feedback and acknowledgement (plus 1s, general praise etc) and thinking minutes

when expected behaviour are not followed

- provides behaviour definitions (minor, major, severe) and consequential actions defined in the school-Wide Consequence Flowchart (see Appendix B and C)
- is a relationship based approach using whole school practices, including targeted and individual support where required.

When positive behaviours are not demonstrated by individual students in the classroom or in specialist classes the following responses are put in place:

The teacher will have reflective/restorative conversations with the student/s and provide opportunities for them to self-monitor and modify their behaviour. This includes:

- Follow the the school-wide consequence flowchart (see Appendix B) after determining if actions are minor, major or severe. *Note-the flowchart will be revised to incorporate a trauma-based lens from the Berry Street Educational Model using BSEM consultants as support agents.*
- Consider a wellbeing lens to incorporate BSEM strategies where appropriate to reset minor behaviours is the preliminary stages.
- Using BESM strategies from the Body and Relationship t domains to help identify triggers and underlying causes, and apply wellbeing actions to support the students when necessary.

Note: At any stage, these steps may be bypassed for safety reasons. At teacher discretion, a child may be removed from the classroom to maintain a positive learning environment. A member of the leadership team will be involved immediately in these situations

There are ongoing behavioural issues in all schools, and across the wider community; there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school in consultation with parents, may implement the following strategies:

- Discussing the behaviour problems and reaching an agreement for future behaviour with the student.
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback- this may be in a parent communication book or diary or regular email exchanges.
- Development of a Behaviour Management/Safety Plan.
- Withdrawing a student from an activity, class or sporting event, incursion or excursion. (prior warning is essential)
- Providing an alternative educational setting within the school.
- Counselling for individual students to modify behaviour.
- Student support meetings which may involve parents, the principal, relevant DET staff or outside agencies.
- Application for extra resources for support under the Program for Students with Disabilities program (for eligible students).
- In school suspensions for serious and/or continual misconduct or expulsion if necessary.

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.

Engaging with families

Bell Primary School will support families to engage in their child's learning and build their capacity as active

learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community. We aim 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/carers and staff,
- providing families with a variety of opportunities to contribute to school activities and engage in their child/ren's learning
- involving families in school decision making via surveys, forums and School Council governance structures such as sun-committees and working groups
- coordinating resources and services from the community for families

Evaluation

Data will be collected each year to understand the frequency and types of wellbeing and engagement 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 include:

- Analysis of discussion notes and actions captured on Compass Chronicles
- Bell PS Learning and Wellbeing Survey (twice per year)
- Attitudes to School Survey
- Parent Opinion Survey
- School Level Report Data (SPA)

Related Policies and Resources

Bell Primary School Policies:

- Bullying Prevention Policy - Procedures
- Duty of Care and Supervision Policy - Procedures
- Inclusion and Diversity Policy
- DigiTech Policy including Acceptable Use Agreement and Video Conferencing Guidelines
- Enquiries, Concerns and Complaints Policy
- Child Safe Policy
- Attendance Policy

Berry Street Education Model [website](#)

Document Status





Reviewed	School Council Ratification	Next Review
December 2020	December 16, 2020	December 2023

APPENDIX A – School-Wide Positive Behaviour Matrix

Bell Primary-OUR EXPECTED BEHAVIOURS

SCHOOL VALUES	IN CLASSROOMS
RESPECT We foster a culture in which people feel safe to be themselves and are inclusive of others. We take care of our environment and enjoy the wonders it offers	<ul style="list-style-type: none"> ✓ being kind, caring and respecting other's personal space ✓ encouraging others ✓ listening ✓ being fair ✓ accepting everyone for who they are ✓ care for your things and the property of others
RESILIENCE As learners we embrace challenge and don't give up. We can overcome obstacles and bounce back from difficult situations	<ul style="list-style-type: none"> ✓ being brave and having a go ✓ bounce back ✓ learn from mistakes ✓ shake it off
CREATIVITY We are open to novel ideas and explore new ways to solve problems.	<ul style="list-style-type: none"> ✓ trying out ideas ✓ solving problems ✓ stretching your thinking ✓ being positive and unique
CURIOSITY We are excited to explore new and challenging ideas.	<ul style="list-style-type: none"> ✓ wondering and exploring ✓ giving learning a go ✓ asking questions
COLLABORATION We work together to share ideas and knowledge in order to achieve a common goal.	<ul style="list-style-type: none"> ✓ working together ✓ trusting and sharing with others ✓ getting along ✓ being part of the team

Bell Primary School Behaviour Categories

Minor Behaviours	Major Behaviours	Severe Behaviours	
<ul style="list-style-type: none">Running insideLingering in toiletsLitteringMisusing equipment: Failing to store items correctly, Throwing things indoors (nonviolent), Reversible low level damage of property (e.g. drawing on table).Swearing: Non-targeted or non-confrontational swearing out of frustration.Leaving classroom without permission e.g. Going to toilet/get a drink with friend without permission, late to class from breaks.Snatching/ grabbing/ monopolising equipmentIgnoring the rules of the game/ poor sporting behaviorDistracting others, interrupting learningShouting/ screamingIgnoring personal spaceStealing: Stealing of school item of low value (e.g. pencil, ruler).Defiance: Ignoring instructions e.g. Refusing workDisruption: Causing interruption to instruction.Disrespect: Argumentative; rude comments, insensitive actions, talking back.Minor internet/ social networking/ mobile phone violations e.g. not using the correct website during learning time.Teasing/threat: Verbal teasing, low level name calling.One-off acts of meanness or spite- Not liking someone or a single act of social rejectionArguments and disagreements (where there is no power imbalance)Physical: Non-serious but inappropriate contact.Sexual behaviours- part of normal and healthy development (Ref-Traffic Light brochure)	<ul style="list-style-type: none">Property: Deliberate damage of property; graffiti/ vandalismSwearing: Targeted swearing at an individual.Leaving classroom/ school grounds without permission.Stealing: Stealing of teacher or student item; Stealing of school item with value.Defiance: Repeated failure to follow instructions.Disruption: Consistent interruption to instruction.Disrespect: Lying or cheating involving others (e.g. accusing someone else of an action).Internet/ social networking/ mobile phone violations e.g. accessing inappropriate content or websites.Lying/ deception/ manipulationTeasing/threat: Serious threat with intent to harm; Gang or group threatsPhysical: Aggressive behaviour OR serious contact with intent to harm.Isolated incidents of aggression, intimidation or violence.Sexual behaviours which cause concern (Ref-Traffic Light brochure)	<ul style="list-style-type: none">Possessing/ using/ threatening to use a weapon.Drug or alcohol related events including smoking.Truancy: Failure to attend school (wagging)Intentional racismSerious unprovoked or physical assaultBullying: ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm including through the use of internet/ social networking/ mobile phone.Sexual behaviours which indicate or cause harm (Ref-Traffic Light brochure)	
		Compass Chronicle Ratings	
		Green 	Recognition of positive behaviours
		Grey 	Information Sickbay Attendance ILPs Parent Meeting/ SSG Minutes
		Amber 	Repeated Minor Behaviours Major Behaviours 3 Thinking Minutes Time Out
		Red 	Severe Behaviours Suspension



Compass Chronicle Rating

Grey (Information)

Amber (Repeated minor)

Compass Chronicle Rating



Amber

Compass Chronicle Rating



Red

CLASSROOM WELLBEING & BEHAVIOUR MANAGEMENT FLOW DIAGRAM

(To be reviewed using a BSEM lens)

CURRICULUM

- A range of curriculum and/or educational programs are taught that focus on school values and responsible behaviour.



PROMPT

- Prompt for expected behaviours and acknowledge students / peers displaying the expected behaviours – Refer to the School Wide Positive Behaviours Matrix.



EXPLICIT PRAISE/ACKNOWLEDGE (plus ones, a smile, a nod, verbal praise, thumbs up etc)

CONSEQUENCES FOR NOT UPHOLDING OUR SCHOOL VALUES

THINKING MINUTES – there are NO prior warnings, the first is simply a thinking minute which indicates a warning. Each thinking minute is recorded.



THREE THINKING MINUTES

- Student sent to neighbouring room for reflection time. A note should be sent with student where possible.



Three more THINKING MINUTES

- If a student is given 3 more thinking minutes the student is removed from classroom for the rest of the day (depending on the time)/or minimum of **two hours of the day** with leadership.



Persistent Unhelpful Behaviour

BEHAVIOURAL INDIVIDUAL LEARNING IMPROVEMENT PLAN (ILIP)



NO Change in Behaviour or a one off Behaviour that has placed the safety and wellbeing of others at risk.

INTERNAL SUSPENSION



New BEHAVIOURAL INDIVIDUAL LEARNING IMPROVEMENT PLAN



EXTERNAL SUSPENSION