



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Tracey McLaren on 98905023

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.

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

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School profile

Box Hill North Primary School is located in the Eastern suburbs of Melbourne. The school is close to several Secondary Colleges including Koonung Secondary College and Box Hill High School. The School was opened in 1955 in quiet, leafy surroundings in Elizabeth Street, Box Hill North, in the City of



Whitehorse. The Kindergarten, which operates as an integral part of the school program, was opened in 1996.

The School is situated on 2.5 hectares of land, with extensive playgrounds and excellent facilities. These include a Performing Arts centre, 5/6 Learning centre, newly extended and upgraded Kindergarten, modern air-conditioned classrooms, an art room, library and gymnasium. The Performing Arts Centre and the gymnasium also provide quality facilities for the local community.

The population of the school is steady and is made up of various socio-economic groups. The school's current enrolment is 280 students, accommodated in 12 classrooms.

Transition programs from Kindergarten through to Year 7 at every year level are a feature of the school. Our Kindergarten has its own transition program as well as providing a Kindergarten to School program which is an invaluable process for children moving into the Foundation (Prep) classes. For students moving onto secondary school, an induction program is provided. It is enhanced by secondary students from Koonung Secondary College being involved in science activities, the Year 9 'Live Life' program and Year 10 work experience placements.

Our staff focus is working and planning in teams: Kindergarten, Prep, Years 1 and 2, Years 3 and 4, Years 5 and 6 and Specialist staff. This is aimed at creating stimulating classroom programs that cater for each student's individual needs and abilities. Students are challenged to reach their full potential through active engagement in meaningful learning experiences. Each team works closely in planning and delivering curriculum along with the specialist team. The specialist team provides comprehensive programs in Visual Arts, Performing Arts, Languages (Japanese), PE and EAL (English as an Additional Language). Our 1:1 Laptop program for years 3-6 students is highly regarded and important in providing the infrastructure to support a 21st learning environment.

Box Hill North Primary School is a community where pride is taken in achievements as all strive for excellence in education. The school values the strength of partnerships between parents, staff and students.

The community focus of the school is very strong and highly valued and parents participate in all aspects of school life. Parents are involved in children's learning through participation in active learning experiences including camps, excursions, sport, classroom and school-based activities, fundraising and special events.

The school aims to provide a safe, caring environment where children enjoy and are challenged in their learning. Students are encouraged to take responsibility for their own learning in a school climate which strives to create an atmosphere of cooperation.

Our school motto is: Sharing your child's journey

2. School values, philosophy and vision

Box Hill North Primary School is a caring school that builds strong connections through friendly, supportive and innovative programs. We are a school who is seeking to be cutting edge in all areas, providing high standards and expectations in every curriculum area. We offer to develop a breadth of subject choices, to ensure students leave in readiness for secondary school as literate, numerate, technologically savvy and as well-educated citizens who have the capability, confidence and independence to make a positive contribution to our society.

We believe that learning is a lifelong journey and have an expectation that all students can and will be successful. It is our responsibility to cater for all individual student learning needs. All our students are



taught the skills and values necessary for success in education, life and work.

Our school vision is: Inspire, Learn, Create, Together for Tomorrow's World.

At Box Hill North Primary School we strongly promote the values of:

- Ambition – reach for the stars, focused, organised
- Creativity – wonder, inspired, curious, collaborative, individual
- Compassion – empathy for others, embrace difference, respect, care
- Courage – Give it a go, inner strength, be brave, bounce back.

Our Statement of Values is available online [here](#).

3. Wellbeing and engagement strategies

The Principal, Assistant Principal and Student Wellbeing Coordinator will have overall responsibility for student wellbeing. All staff are to be responsible for implementation. Implementation is to occur by the undertaking of the following:

- 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 Box Hill North Primary School use an agreed 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 Box Hill North 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 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 Junior School Council. Students are also encouraged to speak with their teachers, 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, buddies programs
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams)



- Consistent school-wide behaviour management approach is to be adopted and established through the Learning to Learn unit at the beginning of each year.
- Students are required to adhere to the Student Code of Conduct as set out in the School Strategic Plan.
- Established whole-school expectations are to be agreed upon by all students and their parents with the signing of the Student Wellbeing Book and the Computer Use- Student Code of Conduct at the beginning of each school year.
- Staff are to respond to all reports of bullying, harassment and discrimination as set out in the Staff Handbook.
- DEECD will provide a visiting teacher service for students who need support for eg school attendance and chronic illness
- Student Wellbeing Coordinator is to maintain a register of support personnel and services.
- Student safety relating to:
 - Excursions and camps
 - Safety outside the school grounds
 - Swimming and water safety programs
 - Classroom and playground equipment
 - Before and After School Care

is to be addressed as per the *Excursion Policy* and *The Victorian Government Schools Reference Guide: Section 4.4*

Student health issues are to be responded to as per the *First Aid Policy* and *The Victorian Government Schools Reference Guide: Section 4.5*

- A “*Management Plan*” procedure for students with chronic or life-threatening medical conditions including Anaphylaxis and Asthma Plans is to be maintained.
- Evacuation plan procedures are to be clearly outlined and practised regularly as per *Occupational Health and Safety Policy*.
- Leadership opportunities are to be provided to students in a range of ways including:
 - School House Captains Year 6 Captains
 - Junior School Council
 - School assembly presentations
 - Buddy Programs
 - Mentoring Program



- Implementation of a whole school wellbeing/ anti-bullying program through
 - Mindfulness
 - Whole school participation of The Resilience Project
 - School wide participation in The Respectful Relationships Program
 - Focus on the School Values of Ambition, Creativity, Compassion, Courage
- Programs implemented to support the Victorian Curriculum may include:
 - Healthy Relationships
 - Anti-bullying
 - Family Life
 - Life Education
 - Transition
 - Cross-Age Programs (Mentors and Buddies Programs)
- Celebration and reward for students' achievements and positive behaviour may include:
 - Student of the Week Certificates and recognition in Newsletter
 - Class awards
 - Star of the Day
 - Zowie Day
 - House points
- Team curriculum planning to audit the inclusion of student background / prior experience, learning styles and learning needs.
- Professional Development for teachers, and parent information sessions are to be provided for the effective implementation of wellbeing programs.
- Parents/Guardians are encouraged to:
 - Maintain open and frequent communication with school
 - Inform the Principal and/or class teacher of changing circumstances which relate to the on-going wellbeing of their child
 - Be supportive of school policies and work with the school to reinforce policy guidelines at home
 - Become involved in the school decision-making bodies and classroom teaching programs



- Attend information sessions provided.
- Provide up to date emergency contact details.

4. Targeted

Each year level has a team leader/coordinator responsible for the cohort of students, who along with the year level team, monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

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

Connect all Koorie students with a Koorie Engagement Support Officer

All staff undertaking professional development in the implantation of The Resilience Project and The Respectful Relationships Programs

All staff bring to the attention of the Assistant Principal, any students in need to further support through SSSO services

Box Hill North Primary School seeks support from the DET, SSSO and external support services (eg. OnPsych) when working with students who have experienced trauma

5. Individual

Student Support Group meetings conducted termly for students under PSDMS and Out of Home Care
<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, Assistant Principal and Student Support Services

Referral to ChildFirst, Child Protection

Box Hill North Primary School 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

Referring the student to:

- a. school-based wellbeing supports
- b. Student Support Services



- c. Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services 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

Running regular Student Support Group meetings for all students:

- d. with a disability
- e. in Out of Home Care
- f. and with other complex needs that require ongoing support and monitoring.

Further supports include:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

6. Identifying students in need of support

Box Hill North 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. Box Hill North 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
- referrals from teachers and parents
- advice and support from external services (eg. CYMHS, other allied professionals)

7. 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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

8. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Example School 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.

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 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 policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Box Hill North Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

9. Engaging with families

Box Hill North 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.

10. Evaluation



Box Hill North 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, including attendance and absence data
- SOCS

Box Hill North Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website [or insert other online parent/carer/student communication platform]
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

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 and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2022
Consultation	Education sub-committee School Council Leadership Staff
Approved by	Principal
Next scheduled review date	October 2024