



Belgrave South Primary School

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Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Belgrave South Primary School.

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.

Belgrave South Primary School is committed to providing a nurturing and challenging student-centred environment that is safe, inclusive and supportive. Where student diversity is embraced and we promote a sense of community.

The Belgrave South School community is committed to the provision of a safe, stimulating and engaging learning environment. Student overall wellbeing is a primary focus, and our aim is to ensure that students attend school regularly, participate in engaging programs, learn and display positive behaviours in line with the School Wide Positive Behaviours Framework. We foster a whole school approach of promoting and modelling respect and equality through the educational program Respectful Relationships. It also supports educators to teach our children how to build healthy relationships, resilience and confidence.

We aim to promote a safe, happy and cooperative environment where learning and growth occurs for all and we celebrate our successes.

At Belgrave South our approach to student welfare and discipline is underpinned by the belief that positive reinforcement for appropriate behaviours is the most effective long term means of promoting healthy and appropriate social skills while at the same time increasing young people's sense of worth and their overall wellbeing.

In initiating the National Law Act, the Victorian Act prohibits the use of corporal punishment by providers, nominated supervisors, staff members, volunteers and family day care providers of an approved education and care service (see Part 6, section 166).

The school owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

This is supported by our Student Engagement Policy Guidelines By -

- the encouragement of educational achievement and excellence
- fostering a healthy school culture in which high levels of achievement take place through engagement within a positive social environment

- providing students with a safe learning environment where the risk of harm is minimized, and students feel physically safe and emotionally connected
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice
- building a school culture based on positive behaviours and values
- providing cognitive, behavioural and emotional prevention and intervention for those students at risk of falling behind in their learning
 - empowering students to take ownership of their growth and development
 - promoting school engagement, well-being and inclusivity

Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for all students, staff and members of our community.

We strive to support learners in becoming curious, reflective and critical in their thinking as global citizens. Our school aims to provide a dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. Belgrave South Primary School provides a safe and supportive community of lifelong learning where respect, diversity and pride are valued by all.

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

Belgrave Primary School is in the foothills of the Dandenong Ranges. *Our school grounds back onto native bushland, and we are surrounded by a supportive community.* Students at Belgrave South Primary School enjoy a learning environment in a semi-rural environment. *Most students that attend our school live locally and tend to walk or ride their bike to school. Belgrave South Primary School has developed close ties to the local community and enjoys support from our local shops and community services.*

The school has a rich history in participating in local and interschool events and prides itself on the ongoing excellence within the school. Our parents, caregivers and families are vital partners in the educational process, and we seek their active participation in all aspects of the school.

- There is a mixed social demographic with some large land holdings to rented accommodation which impacts on student participation in some programs.
- The school population has increased in recent years.
- The current student family occupation (SFOE) index is 0.2380
- The current student population of students 355
- There are 2 Principal Class officers, 18 teachers, School Chaplain, Mental Health clinician and a Support Staff of 8.
- There are 9 students supported by the Program for Students with Disabilities.

Whole-school prevention statement

Preventative School Culture

The foundation of our positive school culture is the active participation of all members of the school community, so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the School's approach to prevention is teaching positive behaviours and social skills and the use logical consequences to address appropriate and inappropriate behaviour.

The School Council and Staff regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation the Student Representative Council, Student Leadership opportunities, varies Student Forums, formulation of classroom protocols, daily circle time in all classrooms and decision-making committees including representation at school council.

The School continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is based on student engagement being the basis for learning. To support this, the School is actively engaged in developing classroom practice to ensure that our teaching and curriculum engages all students by recognising and responding to their diverse learning needs.

Our instructional practices will be research based, engaging and challenging while supporting different learning styles. Our staff will create a stimulating learning that promotes collaboration, reflection and ongoing professional growth.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative teaching of the Victorian Curriculum.

Prevention Practices

Quality Teaching and Learning

Belgrave Primary School has developed whole school instruction practices based on Gagne's Nine Events of Instruction. The instructional design model provides a framework for designing effective instruction by outlining a sequence of events that enhance learning and promote the acquisition of knowledge and skills. This ensures that our students are taught in a coherent way during all parts of their day.

Restorative Practices and School-wide Positive Behaviour

Belgrave South Primary School implements Restorative Practices to develop a climate that encourages engagement and builds care and compassion, understanding and inclusion, resilience, integrity, doing your best and responsibility in each individual student. This underpins personal and social learning across the school and all our personal interactions.

On those occasions when students make poor choices in relation to their conduct, staff will assist them to learn from the incident so that a similar mistake will not be repeated.

Respectful Relationships

Respectful Relationships aims to embed a culture of respect and equality in our school community. Our school supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build healthy and respectful relationships, resilience and confidence.

Attendance <https://www.belgravesouthps.vic.edu.au/>

The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The importance of regular attendance is continually reinforced. School attendance is included in formal reports to parents each semester. Teachers have a procedure and proforma for following up on unexplained absences. Student absences are recorded electronically onto Compass daily.

Parents/carers are expected to:

Ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school via Compass as soon as possible.

In the event of a prolonged absence due to a family holiday, parents/carers are expected to notify their child's teacher in writing prior to the event, so that a holiday plan can be provided to continue the students learning.

Inclusion, Wellbeing & Transitions

All foundation students have a mentoring relationship with a year five buddy. There are transition programs for year six students and extensive Transition program for our incoming foundation students and families. All students participate in an end of year transition process.

International students will be allocated a buddy to assist their transition and follow up meetings will be conducted to ensure their wellbeing and safety.

2.School values, philosophy and vision

At Belgrave South Primary School, we work together to build a positive community where we show RESPECT for ourselves, others and our environments as we lead, learn and grow.

Belgrave South Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect for self, Respect for others and Respect for the Environment.

At Belgrave South Primary School, the following values underpin student behaviour in the classroom and at all school events and activities:

Core Values

All Settings:

RESPECT FOR SELF, OTHERS AND OUR ENIRONMENTS

- *We show whole body listening*
- *We seek help when we needed*
- *We follow staff instructions*
- *We move safely around the school*
- *We are inclusive*
- *We keep our hands and feet to ourselves*
- *We direct our attention to speaker or performer*
- *We leave shared spaces clean and tidy*
- *We use equipment and spaces for intended use*

Respect for Self

Students, staff and the school community promote an attitude of respect and kindness for everyone by developing positive relationships, teamwork and communication.

Respect for Others *Showing regard for their abilities and worth, valuing their feelings and their views, even if you do not necessarily agree with them. Accepting them on an equal basis and giving them the same consideration you would expect for yourself.*

Respect for our Environment

Students, staff and the school community promote an attitude of respect and care for our school environment and the surroundings in which we live. By providing learning environments that are welcoming, flexible, content-rich, and organized. We actively participate in maintaining well-kept buildings, our gardens and outdoor spaces are inviting, inclusive and accessible by all. We model sustainability and we are environmentally responsible.

Application of Values

In the Classroom:

Respect for Self

- *We have a go at all assigned tasks*
- *We have learning materials organised and ready*

Respect for Others

- *We put our hand up, and wait our turn, to share*
- *We use kind words and manners*
- *Respect for our Environment*
- *We take care of belongings and equipment*
- *We return equipment to agreed storage spaces*
- *We move quietly, calmly and sensibly in the classroom*

In the Playground

Respect for Self

- *We move from problem situations*
- *We ask others politely to join in games and activities*

Respect for Others

- *We include others in games and activities*
- *We follow agreed rules for games and activities*

Respect for our Environment

- *We take and return play equipment*
- *We take care of plants, trees and structures*
- *We use bins provided for our rubbish*

Our Statement of Values and School Philosophy is available online at:

<https://www.belgravesouthps.vic.edu.au/>

3. Wellbeing and engagement strategies

Belgrave South Primary School 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:

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 Belgrave South Primary School use an UbD 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 Belgrave 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 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 can contribute to and provide feedback on decisions about school operations through the Student Representative Council 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, School Chaplain, 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:*
 - *Respectful Relationships*
 - *School Wide Positive Behaviours Framework.*
 - *Berry Street Model*
 - *Trauma Informed Practice*
- *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, 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.*

Targeted

- *each year group has a Year Group Leader/Coordinator, 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 – refer to our Aboriginal Learning, wellbeing and Safety Action Plan for further information. Appointment of Murrung Lead*
- *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*
- *we support learning and wellbeing outcomes of students from refugee background*
- *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](#)*

Individual

Belgrave South 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:*
 - *school-based wellbeing supports (EG School Chaplain, Mental Health Clinician, Teacher Mentors, Kids Hope Program)*
 - *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*
 - *Re-engagement programs such as Navigator*

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 Engagement 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. Identifying students in need of support

Belgrave 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. Belgrave 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*

Links to information on the Department's Policy and Advisory Library such as:

- [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](#)

5. Rights and responsibilities

All Members of Belgrave South Primary School community have a right to:

- fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion;
- be treated with respect and dignity;
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All Members of our Primary School community have a responsibility to:

- acknowledge their obligations under the Equal Opportunity Act 2010 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community;
- participate and contribute to a learning environment that supports the learning of self and others;
 - ensure their actions and views do not impact on the health and wellbeing of other members of the school community

Students

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying (including cyber-bullying) harassment, violence, racism, discrimination or intimidation

- express their ideas, feelings and concerns.
- they can fully develop their talents, interests and ambitions

Students have the responsibility to:

- participate fully in the school's educational program and to attend regularly
- display positive relationships that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students
- as students' progress through school, they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community
- this involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- students should, with support, be expected to participate fully in the school's educational program and to attend regularly.
- Students should also through their social interactions demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

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.

Parents/Caregivers

Parent /carers have a right to:

- expect that their children will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents/carers have a responsibility to:

- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive relationships
 - ensure their child's regular attendance at school
 - engage in regular and constructive communication with school staff regarding their child's learning
 - support the school in maintaining a safe and respectful learning environment for all students.

Teachers have a right to:

- expect that they will be able to teach in an orderly and cooperative environment
- be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.

Teachers have a responsibility to

fairly, reasonably and consistently, implement this student safety, engagement and wellbeing policy

- know how students learn and how to teach them effectively
- know the content they teach
- know their students
- plan and assess for effective learning
- create and maintain safe and challenging learning environments
- use a range of teaching strategies and resources to engage students in effective learning.

Positive Relationships

6. Student behavioural expectations and management

Belgrave South Primary School will support and promote positive relationships by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to social issues.

Belgrave South Primary School is committed to engaging all students and will only exclude students as a matter of last resort and in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to social issues by incorporating student wellbeing at the core of school business
- monitor the profile of social issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive relationships and relational learning
- Ensure Teacher Professional Learning is given high priority at Belgrave South Primary School to ensure the strategies and approaches adopted are implemented with integrity.

Teachers at Belgrave South Primary School will:

- use the school values as a basis for negotiating a class-based set of shared norms with students
- teach students social competencies through curriculum content and pedagogical approach
- employ relationship management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own relationship management approach
- involve appropriate specialist expertise where necessary.

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, Belgrave South Primary 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 (see below) 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.

How we build and support positive behaviour and relationships

The School's unique physical location in the centre of the township, allows for all members of the community to be involved in school life. Sporting and community clubs are encouraged to share our facilities where appropriate. For example, Junior Basketball, fitness, local football club, music programs and self-defence groups are regular uses. Their participation builds positive relationships with the School and at the same time, provides activities for our students to be involved with outside school hours.

The School organises many activities to further enhance the building of positive relationships with all members of the school and wider community. These events include: an annual school fete, family picnic, school concert, and production, multi-age theme days, sporting activities, classroom assistance and the support of local experts for specific projects.

The School requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through first term interviews, reports, parent-teacher interviews, phone calls, meetings, the use of diaries (at senior level) and community events.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal.

When this occurs, the School will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the School will inform and involve parents in these processes through a Student Support Group.

The following restorative approach will be used.

Strategies for restoration:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves a Principal Class Officer; all persons affected in the incident and be documented.
- There will be situations where a formal conference involving the student/s, parents, and support persons concerned along with a convener will be required. Any imposed consequence will be embedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrongdoing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Actions and Consequences

Explicit Teaching of Social Skills

Belgrave South Primary School has a proactive approach to promoting student wellbeing and engagement and we have programs in place such as Respectful Relationships, SWPB framework, Berry Street Model for the explicit teaching of social skills at all levels of the school.

These are part of the staff’s expected practices and are outlined in the attached matrix.

The class teachers are supported by the Principal class officers, the School Chaplain and the Student Support Service Officers.

Appropriate Behaviour

Belgrave South Primary acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Appropriate behaviour will be recognised by:

- Celebration at class level and at school assemblies
- Reports and letters to parents
- Newsletter items
- Leadership opportunities
- Positive phone calls, feedback to students and parents
- The right to represent the school.

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns as part of staged response a range of strategies will be used. These may include:

Discussing the behaviour problems and reaching an agreement for future behaviour

Formation of Individual Behaviour Improvement Plan

Explicit Teaching of appropriate behaviours.

Monitoring and providing feedback (Student diary)

Establishing clear understandings of expected behaviours

Planning and establishing a **Team Teach** approach

Time Out allowing students a “Cooling Off” period

Withdrawal a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.

Counselling for individuals to modify inappropriate behaviour

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DET support staff, Outside Agencies to assist with modifying behaviour

Detention will be given to a student for serious and/or continual misconduct. Detention will be taken after parents/caregivers have received notification.

Suspension & Expulsion: For serious disciplinary measures we follow DET Guidelines developed in response to Ministerial Order No.1125

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 Belgrave South 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.

7.Engaging with families

Belgrave 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

Belgrave 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
- School Level Report data

case management

- CASES21, including attendance and absence data
- SOCS

Belgrave South 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
- Included in staff induction processes
- 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](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Safety, Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Aboriginal Learning, Wellbeing and Safety Action Plan
- Statement of Values and School Philosophy
- Duty of care Policy
- Camps and excursion Policy
- Child Safety Responding and Reporting Obligations
- Yard Duty Supervision Policy
- Attendance Policy
- SunSmart Policy
- Digital Learning (Internet, social media and digital devices)
- This policy should be read in conjunction with Ministerial Order 870- Child Safe Standards, and Ministerial Order 625 and the guidelines are underpinned by Ministerial Order 1125- Procedures for Suspension and Expulsion of Students in Government Schools
- This policy should be read in conjunction with School-wide Positive Behaviour Support (SWPBS) Framework [School Wide Positive Behaviours Framework](#)
- The prohibition of corporal punishment is also outlined in the Education and Training Reform Regulations 2007 and the Education and Care Services National Law Act 2010.
- Corporal punishment was banned in government schools in 1985. It was banned in non-government schools in 2006 following the enactment of the Education and Training Reform Act 2006 (Vic.).

References

Disability Standards for Education 2005	https://www.legislation.gov.au/Details/F2005L00767
Disability Act 2006	https://www.legislation.vic.gov.au/in-force/acts/disability-act2006/047
Charter of Human Rights & Responsibilities Act 2006	https://www.legislation.vic.gov.au/in-force/acts/charter-human-rightsand-responsibilities-act-2006/015
Education and Training Reform Act 2006	https://www.legislation.vic.gov.au/in-force/acts/education-andtraining-reform-act-2006/083
Equal Opportunity Act 2010 & Commonwealth Sex Discrimination Act 1984	https://www.legislation.vic.gov.au/in-force/acts/equal-opportunityact-2010/030 https://www.legislation.gov.au/Details/C2023C00003
Respectful Relationships	https://www.vic.gov.au/respectful-relationships
VIT Teacher Code of Conduct https://www.vit.vic.edu.au/maintain/conduct/codes	https://www.vit.vic.edu.au/maintain/conduct/codes
PROTECT	https://www.vic.gov.au/protect
Child Safe Standards	https://ccyp.vic.gov.au/child-safe-standards/
Education Services for Overseas Students Act 2000	https://www.legislation.gov.au/Details/C2022C00066
School-wide Positive Behaviour Support (SWPBS) Framework	https://www2.education.vic.gov.au/pal/behaviour-students/guidance/5school-wide-positive-behaviour-support-swpbs-framework https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/MinisterialOrder1125SIGNED.PDF

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Consultation	Consultation of this policy with School Council and Parent/Carers via the school newsletter providing a link to the policy
Approved by	Belgrave South Primary School
Next scheduled review date	August 2026

POLICY REVIEW AND APPROVAL

Policy last reviewed	2024
Consultation	Consultation of this policy with School Council and Parent/Carers via the school newsletter (providing a link to the policy)
Approved by	Principal
Next scheduled review date	2026