

BRIGHTON BEACH PRIMARY SCHOOL



Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact 9591 0888.

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.

Brighton Beach Primary School (BBPS) 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 the close correlation between student wellbeing and student learning outcomes.

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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2. School values, philosophy and vision
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POLICY

1. School profile

Founded in 1878 Brighton Beach Primary School (BBPS) is located within walking distance of historic Brighton Beach, Brighton. Situated on a compact 1.3 hectares, in an attractive residential area, the school draws the majority of its students from a relatively small zone of high socio-economic families and has a Students Family Occupation (SFOE) of 0.09. The school's enrolment range is 260-300 students, with approximately 30 staff, including education support staff.

BBPS embraces the inclusion of students from diverse backgrounds and is committed to the Child Safe Standards, as outlined by the Victorian State Government. BBPS considers the diversity of all children when creating a safe and supportive learning environment. This includes the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children, regardless of gender or identity.

BBPS families predominately come from English speaking backgrounds with 9% of the school population speaking a Language other than English at home. Approximately 15% of students are identified as having a diagnosed disability.

At BBPS, relationships are at the heart of everything we do. We strive to provide a nurturing and challenging environment that empowers students to understand themselves as learners, both academically and socially, to reach their personal best.

2. School values, philosophy and vision

Our school's vision is **Building Better Pathways to Success: A community learning together.**

In an environment marked by continuous change, our vision is to prepare students for future success, reflective of each individual's own journey and personal strengths. We believe that a sense of belonging and connectedness underpin the development of active global citizens of tomorrow. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

BBPS' Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Instilled into the ethos of BBPS are our core values, referred to as 'The 6Rs'. The descriptors have evolved through a student consultative process, honoring student voice within our community.

Our Statement of Values is available on the [School Website](#)

RELATIONSHIPS: Using all the Rs to get along with others to work as a team

RESPONSIBILITY: Taking ownership of your own actions and property

RESPECT: Valuing differences and treating people how you would like to be treated

RESILIENCE: Trying our hardest, bouncing back and never giving up

REFLECTION: Looking back, retracing our steps and learning from others and ourselves

RECONCILIATION: Strengthening relationships for the benefit of all Australians

3. Wellbeing and engagement strategies

BBPS 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 supported. 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 school), targeted (year group specific) and individual wellbeing and engagement strategies used by our school is included below:

Universal

This section includes whole school strategies to promote positive behaviour and inclusion:

Learning

- Consistent pedagogy and instructional framework across BBPS to ensure an explicit, shared model of instruction based on evidence-based research. See Teaching and Learning Policy.
- Partnership between home and school, with parents/carers as partners in learning. This includes opportunities throughout the year to share student learning, e.g. in three way conferences; open classrooms; parent helper reading program; and open communication between classroom teacher and the family.
- Analysis and understanding of whole school data sets to inform future planning and whole school goals, including Attitudes to School Survey, Parent and Staff Opinion Surveys, Resilience Youth Survey, student management data and school level assessment such as PAT (Portable Applied Testing).
- Ongoing staff professional development linked to evidence-based practice and annual implementation priorities in the areas of Learning and Wellbeing.
- Established Specialist program, where students engage weekly in Physical Education, Performing Arts, Visual Arts and LOTE.
- Provision of extra-curricular activities and programs based on student interests and passions – such as Enrichment@BBPS; STEM program; Chess and Art Club; Student-led lunch time clubs.

Wellbeing

- High and consistent expectations of all staff, students and parents and carers, as outlined in our BBPS Statement of Values and Code of Conduct.
- 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
- Celebration of student achievement, both academic and wellbeing, at school assemblies, merit awards, newsletters.
- School wide positive behaviour support for our staff and students, which includes a commitment to:
 - Respectful Relationships
 - Partnership school with The Resilience Project and School of Play
 - eSafety Commission
 - Upstanders Network
 - Senior Leadership Program Gr 5 and 6
- Established school wide Student Wellbeing Support Plan, linked to our school values and outlining expectations and processes of follow through (see section 6)

- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Opportunities for cross—age connections amongst students, including bi-annual school production and art show, multi-age friendship lunches, annual carnivals
- Carefully planned transition programs to support students moving into different stages of their schooling
- Community engagement program with feeder kindergartens
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other student-led forums
- Promotion and sharing of resources to support student mental health, via school communication platforms including the newsletter. See [Mental health toolkit](#).

Targeted

This section includes more specific strategies employed by BBPS, designed to address particular concerns in certain age groups or peer groups:

- Distributive leadership model, with middle leaders across the school leading level teams and core curriculum areas, in line with our School Strategic Plan. Middle Leaders support teachers to plan engaging and authentic learning experiences linked to the Victorian Curriculum; monitor the health and wellbeing of students in their cohort; and act as an additional point of contact for staff, parents or students who may need additional support.
- Ongoing staff professional development is provided throughout a school year, specific to the needs of a cohort, group of students, or individuals. E.g. in the areas of specific learning disorders such as dyslexia or disabilities such as Autism Spectrum Disorder, high-ability extension, learning support and intervention, wellbeing priorities such as eating disorders or trauma informed practice.
- Weekly engagement with an established whole school Social and Emotional Program. In addition to the school-wide positive behaviour supports in place (described above), wellbeing focus is differentiated across the year levels in response to varied student needs. Teachers use the following age-specific resources to inform their planning and implementation:

Level	Social and Emotional Learning Programs
Foundation (Prep)	Zones of Regulation – emotional regulation Better Buddies – friendship (w Grade 5)
Level 2 (Grade 1/2)	Be the Boss of Your Brain – emotional regulation (gr 1) Fun Friends – social skills (gr 2)
Level 3 (Grade 3/4)	Social Stencil – social skills (gr 3) Friends for Life – emotional regulation (gr 4) Cybersafety, in partnership with Project Rockit
Level 4 (Grade 5/6)	Upstanders – bully prevention (grade 5) Family Life (Grade 5/6 every second year). Digital Citizenship, in partnership with the eSafety Commission

- Student engagement in additional program, Life Education (P-6 every two years).
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- Our English as a Second Language students are supported through our integrated classroom EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through small group learning intervention, partnership and assessment from network English Language Schools.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.

- We support learning and wellbeing outcomes of students from refugee background through specific strategies that support trauma informed practice.
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#).
- 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 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

BBPS implements a range of strategies that support and promote individual or small group engagement on a case by case basis. These can include:

Targeted intervention

- Small group and 1:1 literacy and numeracy intervention P-6
- Wellbeing support programs: Social Skills groups (e.g. We Thinkers); Art Therapy
- Extension: Victorian High-Ability Program; small group intervention

Referral to additional support

- [Student Support Services](#)
- Appropriate external supports such as council based youth and family services, child and adolescent mental health services or Child First
- Allied Health – BBPS have a number of private allied health services who facilitate sessions within school time and on school grounds, including Psychologists, Occupational Therapists, Speech Therapists, Physiotherapy. Recommendations can be provided upon request.

Establishment of an Individual Education Plan

The school, in consultation with a parent/carer, will determine if an [Individual Education Plan \(IEP\)](#) or [Behaviour Support Plans \(BSP\)](#) is required for an individual student. An IEP/BSP is a written statement that describes the adjustments, goals and strategies in place at school to meet a student's individual educational needs, both in learning and wellbeing.

Criteria for a child to have an IEP is determined as per Department recommendations:

- For students in out of home care or youth justice
- Koori students
- Students supported by Department funding (Disability Inclusion Funding)
- A student 12 months or more behind in a curriculum area
- A student who has a documented diagnosis such as ADHD, Autism, dyslexia or dysgraphia, and requires specific additional support.

Teachers collect anecdotal data throughout the term against set goals. Teachers then meet termly with parents/guardians to provide feedback on progress and next steps.

BBPS teachers view this process as an opportunity to work closely with families to ensure we are meeting each child's academic and social needs.

The BBPS IEP/BSP review cycle is as follows:

Term 1	Term 2	Term 3	Term 4
Meet and Greet interviews – go through term 1 IEP	IEP review meeting (wk 1-4)	IEP meeting (wk 1-4)	End cycle IEP meeting Current teacher creates suggested IEP for following year.

Disability Inclusion

BBPS is committed to building strong relationships with all students and families, working in partnership to meet the varied needs of students (see BBPS Inclusion and Diversity Policy). 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 group and individual education plans. Where necessary the school will support the student's family to engage by:

- communicating regularly with parent/carers to talk about how best to help the student engage with school
- developing individual plans in partnership with parent/carers
- 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
- making adjustments as appropriate, to ensure student needs are met (e.g. environmental changes to classroom set up)
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- working closely with families to further understand opportunities for [Disability Inclusion Funding](#) to further support school adjustments
- 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
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

BBPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. BBPS 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

See Appendix A for flow chart of referral for additional support

5. Student rights and responsibilities

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

Students have the right to:

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

Students have the responsibility to:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

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 Parent Complaint Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values / 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, as set out in the BBPS Code of Conduct, BBPS will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Our follow through process is outlined in the BBPS Student Wellbeing Plan (*Appendix B*). 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 implements positive and non-punitive interventions to support student behaviour, focused on reflection, learning from mistakes, and repairing relationships. Strategies might include:

Reflection through writing and drawing: Students are asked to reflect on their behaviour choices, considering who was involved and how they will rebuild the relationship. These written and pictorial reflections are recorded on a Student Think Paper or as a Written Conversation, and are shared with relevant stakeholders inclusive of class teacher, Year Level Coordinator, Assistant Principal/Principal and parents depending on the severity and frequency of the behaviour. The students are then offered the opportunity to negotiate how they can make things right and how they will rebuild the relationship.

Class meetings and reflection: Circle Time (Yarning Circles) is a daily process within classrooms that provides opportunities for students to share or discuss concerns and to unpack situations that might arise with peers.

Under the condition of anonymity - “no naming, no blaming, no shaming” - students generate solutions, role play and establish agreements to resolve issues and enable students to build strategies to manage future interactions.

Individual Communication Books: For students in need of more personal reflection and assistance, an individual reflection book might be introduced. These books are used to communicate any information which is useful to assist with consistent student behaviour guidance. These books may be set up in response to individual needs or whole class needs. The purpose is to provide a written communication link between two parties. This could be teacher/parent, teacher/teacher, teachers/student/parent. Communication books include accounts of events and actions and encourage reflection. Positive events and events requiring follow up reflection and restorative responses are included.

Behaviour incidents are recorded electronically, and are monitored for frequency and behaviour patterns. Individual student behaviour logs are kept, as necessary, at the discretion of the classroom teacher or relevant staff members, in keeping with the Privacy Act.

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 will be determined in line with the whole school follow-through process (see BBPS Student Wellbeing Plan). Disciplinary measures will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures may include (and are not limited to):

- 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 / community service
- referral to a member of leadership
- behaviour support and intervention meetings
- established short-term individual management / play / safety plans
- 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.

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](#)

The Principal 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

BBPS values the input of parents and carers, and we 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 Communication Policy and Code of Conduct.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with the classroom learning program and other curriculum-related activities
- involving families in school decision making, where appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

BBPS 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
- incident report data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

BBPS 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 in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this Student Wellbeing and Engagement 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 Wellbeing and Engagement Policy, and can be found on our [School Website](#) :

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

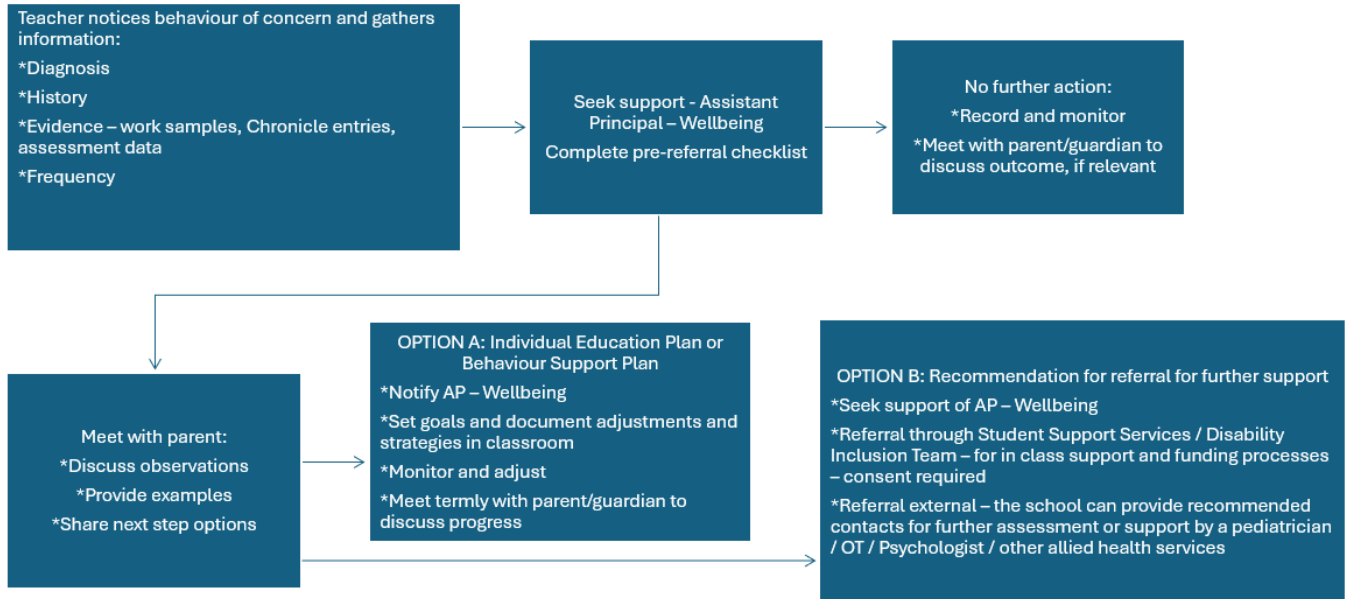
REVIEW CYCLE AND EVALUATION

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years.

Policy last reviewed	August, 2025
Consultation	School Council consultation, August 2025 Student Representative consultation, August 2025 Staff consultation, August 2025
Approved by	Principal
Next scheduled review date	August, 2027

APPENDIX A: Process of Referral

Process for student support referral



APPENDIX B: BBPS Student Wellbeing Support Plan (reviewed 2024)

Resilience <u>Self - Management</u> Managing emotions Goal Setting	Responsibility <u>Responsible decision making</u> Analysing situations Assuming personal responsibility Respecting others Problem solving	Relationships <u>Relationship skills</u> Communication Building relationships Negotiation Refusal	Respect <u>Social awareness</u> Perspective taking Appreciating diversity	Reflection <u>Self-awareness</u> Identifying emotions Recognising strength	Reconciliation <u>Repairing after conflict</u> Strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.
Having a growth mindset to set positive goals Be aware of how to express emotions both with your words and your body Stay strong when you face challenges	Treat others fairly Be honest about your actions and decisions Look after yourself, others and belongings	We act in ways that make everyone feel comfortable and safe Be a friend who is kind and trustworthy We can find ways to work in teams and on our own	Noticing how people feel from what they say and do Seeing things through someone else's eyes Be equally kind to everyone no matter what their differences are	Understands and can label own emotions Understands effects of body language Controls actions and words Knows own and other's strengths Understand what others are feeling by using empathy	Healing a relationship Not holding onto anger or ignoring people Taking ownership over actions
Minor Behaviours				Major Behaviours	
Uniform Late back from play Calling out Refusal Saying something mean (put down) Negative body language Mutual disagreements Disrupting others		Speaking rudely to adults Continuous failure to follow instructions Negative online interactions Racial comments Swearing Repeated put downs Exclusion		Direct racial comments Sexually inappropriate behaviour Ongoing bullying Physical reactions to others Property damage Theft Possession of weapon Truancy	
FT 1	FT 2	FT 3	FT 4 (zero tolerance)		
Verbal reflection w CT / yard duty teacher Revisiting expectations Rule reminder Circle Time Rebuild and repair - restorative conversation	Think Paper reflection Setting personal goals Teach and rehearse expectations Parent informed Community Service	Written conversation w <u>Leadership</u> BSP / IEP Additional support and intervention / Referrals for support Student Support Group Meeting Removal of privilege	In school suspension Re-entry plan and parent meeting Out of school suspension Expulsion		