



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Banyan Fields Primary School on 9782 1333.

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.

Banyan Fields 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. 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.

CONTENTS

1. School profile
2. School values, philosophy, and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School Profile

Banyan Fields Primary School is located in Carrum Downs, 6 km north of Frankston. Our Primary School is situated within the Northern Peninsula area with a population of approximately 575 students, 285 female and 290 male and seventy-six school staff members including an Inclusion and wellbeing Learning Specialist and chaplain.

Our school grounds back onto native bushland, and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or ride their bike to school. Banyan Fields Primary School has developed close ties to the local community and enjoys support from our local shops and community services.

Our school is culturally diverse with 17% of families having a language background other than English (LOTE). The school also has 3% representation from the Koorie community. We are proud of our diversity and inclusive school community.

Eligible students can access the Disability Inclusion Profile and students in Out of Home Care are supported in line with the Out of Home Care Education Commitment: Partnering Agreement.

The school has become a community hub; developing positive participation and providing a meeting place where residents of all ages can feel safe and enjoy social inclusion.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School Values, Philosophy and Vision

Banyan Fields Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community.

VISION

Banyan Fields Primary School is a proud and inclusive learning community. We provide education in an environment where students love to learn whilst feeling supported by our caring staff. Everybody feels safe and happy coming to school each day.

MISSION

At Banyan Fields Primary School's we are Learning to Thrive.

Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Belonging, Resilience, Ambition, and Integrity.

VALUES

Our school values are the basis for all interactions. The School Council believes these values are accepted within our community. Our values are:

Belonging: Including everyone using the common themes of acceptance; tolerance; caring and loyalty.

Resilience: Bouncing back using the common themes of learning from mistakes; mental toughness and never give up, even when it is hard.

Ambition: My very best effort using the common themes of high expectations of myself and others; spirit; future success; self-belief and doing my very best.

Integrity: Always doing the right thing using the common themes of truth, honesty, and trust.

3. Wellbeing and engagement strategies

Banyan Fields 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 are below:

Universal

- High and consistent expectations of all staff, students, parents, and carers
- Staff commitment to the implementation of Berry Street Educational Model and School-Wide Positive Behaviour Support with fidelity
- Promotion of a growth mindset for all students and staff
- 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
- Deliver a broad range of extra-curricular opportunities.
- Teachers at Banyan Fields 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 – Kindergarten to Foundation, Grade 6 to Secondary School, new students, moving up to the new grade level.
- Positive behaviour and student achievement is acknowledged.
- 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 Student Representative Council
- The school is committed to engaging allied services to support student's social and emotional wellbeing which could include Psychologists; Chaplain services; Occupational Therapists; Speech Therapists; or other services as required.
- We engage in school-wide positive behaviour supports with our staff and students, which includes programs such as:
 - Respectful Relationships
 - School-Wide Positive Behaviour Support

- Buddy programs

Targeted

- The school has a Berry Street Working Party with members across year levels dedicated to the implementation of the Berry Street Education Model
- Assistant Principal and Learning Specialist focussed on Wellbeing.
- 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. Students have an Individual learning plan and semesterly SSG meetings with a Koorie Engagement Support Officer
- 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.
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- Team Leaders 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 through the delivery and implementation of the Berry Street Model
- Our Tutor Learning Program (TLI) and Literacy Support Program targets of students below the expected level or not achieving expected growth.

Individual

Banyan Fields 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 students and their parent/carers to talk about how best to help the student engage with the school.
- Developing an Individual Education Plan and/or a Behaviour Support or Safety 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 - Chaplin program and Learn to Thrive
 - Disability Inclusion Profiles
 - Student Support Services

- Appropriate external support such as council-based youth and family services, other allied health professionals, Headspace, child, and adolescent mental health services or ChildFirst.
- Re-engagement programs such as Navigator and LOOKOUT.

Where necessary the school will support the student's family to engage by.

- being responsive and sensitive to changes in the student's circumstances, 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 attendance improvement plans in collaboration with students and their family.
- running regular Student Support Group meetings for all students:
 - on the DIP program (with a Disability Inclusion Profile)
 - in Out of Home Care
 - Koorie Students
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Banyan Fields Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. Staff at Banyan Fields Primary School plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Staff use 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.
- student incident records
- engagement with families
- self-referrals or referrals from peers.

5. Student rights and responsibilities

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

Students have the right to.

- participate fully in their education.
- feel safe, secure, and happy at school.

- learn in an environment free from bullying, harassment, violence, discrimination, or intimidation.
- express their ideas, feelings, and concerns.

Students have the responsibility to:

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

The School Council expects that all students, parents, staff, and visitors of the school conduct themselves in the following way:

- Listen and respond with consideration, speaking politely.
- Support, help and treat others fairly.
- Support school procedures, policies, and requests.
- Take care of the school's property and environment.
- Take pride in our school and promote community spirit.
- Report any concerns relating to student safety to the Principal or Assistant Principal in line with the Child Safe Standards.

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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and 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 our Bullying policy.

Banyan Fields have high expectations for student behaviour and hold the belief that social and behavioural skills require the same amount of teaching as academic skills.

Through the implementation of the Berry Street Educational Model and School-Wide Positive Behaviour Support framework we have developed a whole-school approach to responding to challenging behaviours and acknowledging desired behaviours.

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

Our school considers, explores, and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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:

- following our Behaviour response continuum - steps 1 to step 6.
- teacher controlled consequences such as moving a student within the classroom, to another classroom or other reasonable and proportionate responses to misbehaviour.
- withdrawal of privileges
- restorative practices
- 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 eight or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Banyan Fields 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

Banyan Fields 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 and in hard copy at the office.
- maintaining an open, respectful line of communication between parents and staff
- 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 education plans for students.

8. Evaluation

Banyan Fields 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
- student incident records
- school reports.
- parent survey
- case management
- CASES21
- SOCS

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 an annual reference in the 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](#)

REVIEW CYCLE

Policy last reviewed	August 2024
----------------------	-------------

Consultation and Endorsement	Consultation with School Council and endorsed in August 2024
Approved by	Principal- Natalie Jones Pinkett
Next scheduled review date	August 2026