Beechworth Primary School

Be ...

Respectful, **S**afe, **P**ersistent, **C**aring ... **A**lways!

STUDENT WELLBEING AND ENGAGEMENT POLICY

Beechworth Primary School is committed to the implementation of Child Safe Standards to promote the safety and wellbeing of all young people.

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

VICTORIA State Government

Gold Award 2024

Interpreter

Help for non-English speakers

If you need help to understand the information in this policy, please contact Ngaire King at Ngaire.king@education.vic.gov.au

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.

Beechworth 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.

CONTENTS

1. School profile
2. School values, vision and mission
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

Beechworth Primary School was established in 1875 and is located in the historic town of Beechworth, Victoria. With approximately 200 students enrolled from Prep to Grade 6, we pride ourselves on our close-knit, supportive environment, where each child is valued and encouraged to reach their full potential. Our dedicated team of educators and support staff work collaboratively to create a learning space that is welcoming, inclusive, and inspiring.

Nestled in a picturesque setting on 5 acres, our school provides students with a unique connection to nature and the historical charm of Beechworth. Surrounded by a strong and supportive community, many of our students live locally, often walking or riding their bikes to school.

Beechworth Primary School has deep ties to the local community, actively nurturing relationships with local businesses, services, and organisations. We value inclusivity and diversity, acknowledging and respecting the Aboriginal carers and guardians of this land, past, present, and emerging. Our commitment to reconciliation and cultural understanding is embedded in our curriculum and everyday practices, ensuring students develop a strong sense of respect and connection to First Nations perspectives.

Our school is firmly dedicated to student wellbeing and engagement, prioritising a safe, supportive, and nurturing environment where every child feels empowered to thrive academically, socially, and emotionally. We implement a range of wellbeing initiatives, including friendship programs, social-emotional learning frameworks, and school wide positive behaviour support. Through positive behaviour strategies and inclusive education practices, we foster resilience, confidence, and a strong sense of belonging among our students.

At Beechworth Primary School, we believe that engaged students are successful learners, which is why we provide a dynamic and interactive curriculum tailored to meet diverse learning needs. Our classrooms are enriched with hands-on experiences and collaborative learning opportunities. We actively encourage student voice and leadership, ensuring that every child feels heard, valued, and connected to their learning journey.

By fostering strong partnerships with families and the wider community, we create a holistic support network that champions student wellbeing and engagement.

Together, we strive to cultivate a school culture where respect, inclusivity, and a love for learning are at the heart of everything we do.

2. School values, philosophy and vision

VISION

At Beechworth Primary School, we nurture every student in a supportive and inclusive environment to thrive.

MISSION

At Beechworth Primary School, we are committed to creating an inclusive and engaging learning environment where students develop the values of Respect, Persistence, Safety and Caring. Through innovative teaching, strong partnerships with families, and high expectations, we empower every student to achieve their full potential.

OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to drive the key improvement strategies and strive to achieve the goals contained in our SSP.

SCHOOL MOTTO

Respect, Safety, Persistence and Caring … Always!

VALUES

Beechworth Primary School's values are:

- **Respect:**
  At Beechworth Primary School, we demonstrate respect to ourselves, our peers, our teachers and visitors to the school.

- **Safety:**
  At Beechworth Primary School we seek to make our school community a safe place for students, staff, families and all visitors.

- **Persistence:**
  At Beechworth Primary School we seek challenges in our education and we work hard towards achieving our goals. We continually grow as individuals and as learners by giving/trying our best in the classroom, in the playground and at home.

- **Caring:**
  At Beechworth Primary School we strive towards caring for ourselves, others and our environment. We are a caring school community that displays kindness and understanding to others through our words and actions.

3. Wellbeing and engagement strategies

Beechworth 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:

<u>Universal (whole school)</u>

- holding 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,
- deliver a broad curriculum including STEM, French, PE, Art and VHAP to ensure that students are able to participate in subjects and programs that are tailored to their interests, strengths and aspirations,

- teachers at Beechworth Primary School use our BPS 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 Beechworth 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 entering our school and 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 Student Representative Council. Students are also encouraged to speak with their Teachers, Education Support Staff and Leadership whenever they have any questions or concerns,
- create opportunities for cross—age connections amongst students through school plays, athletics, and peer support programs such as buddies,
- all students are welcome to self-refer to the Student Wellbeing Coordinator 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 (SWPBS) with our staff and students, which includes programs such as:
    - Respectful Relationships
    - Berry Street
    - UR Strong - Friendology
    - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Private allied health sessions run within the school, Wellbeing SEL small groups),
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities),
- buddy programs, peers support programs,
- Policies 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.

<u>Targeted</u>

- across the school, our Wellbeing Coordinator monitors 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 RAP (Reconciliation Action Plan) for further information,

- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support [insert any specific measures at your school to support LGBTIQA+ 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 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

Beechworth 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
    - 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 ChildFirst
    - 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

Beechworth 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. Beechworth 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
- Student Support Services (SSS), Koorie Engagement Officers, Allied Health, Safe Schools & Disability Inclusion

5. Student rights and responsibilities

At Beechworth Primary School, 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.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's School Wide Positive Behaviour Framework and our Statement of values.

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, Beechworth 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 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 – Positive Behaviour Program
- referral to the Wellbeing Coordinator
- 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 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Beechworth 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

Beechworth 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

Beechworth 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

Beechworth 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.

ATTACHMENTS

- BPS Whole School Wellbeing Approach
- BPS Student Behaviour Strategies
- BPS Wellbeing Pathway

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 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
- 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

The following Beechworth Primary School policies are also relevant to this Student Wellbeing and Engagement Policy:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	5/6/2025
Consultation	Leadership School Staff – Teachers and Education Support SRC School Council School community via Newsletter
Approved by	Principal – Susan McDonald 20 August 2025
Next scheduled review date	5/8/2027

Beechworth Primary School
Whole School Wellbeing Approach

OUR SCHOOL VALUES: BE RESPECTFUL, SAFE, PERSISTENT, CARING... ALWAYS!

Educators are:
Calm
Consistent
Brief
Immediate
Respectful

Social Emotional Learning
We have aligned our Friendology and Respectful Relationships Scope and Sequence with the Victorian Curriculum's SELF domain. Ensuring that, at BPS, students learn emotional intelligence and develop skills to navigate the world around them effectively.

School Wide Positive Behaviour Support
Respect, Safety, Persistence and Caring... Always
Our Matrix reflects our core values, is prominently displayed throughout the school, and is incorporated into daily practices. Students are acknowledged with awards at our weekly assemblies, with the SRC supporting award presentations and school fundraising efforts.
A whole-school focus is determined during monthly wellbeing meetings, guided by our behavioural data.

Berry Street
At Beechworth Primary School, Berry Street is our trauma-informed practice and supports all students in thriving.
We begin each day with a Morning Circle, creating a space for students to share their feelings and feel valued and respected.
Regular brain breaks are incorporated throughout the day, helping students process their learning and prioritising their wellbeing.
We foster and sustain positive relationships with all students by consistently demonstrating positivity and respect.

Respectful Relationships
Respectful Relationships education is a key element of the Victorian Curriculum, spanning from Foundation to Year 12. It focuses on fostering a culture of respect and equality throughout the school community.

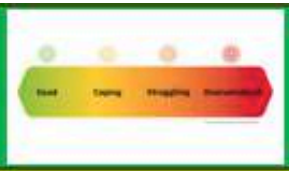
At Beechworth Primary School, Respectful Relationships is integrated into our Friendology program and delivered through dedicated lessons every week.

Friendology
A school-wide friendship program designed to empower students to resolve their own friendship challenges and make choices that foster positive, healthy relationships. Delivered weekly in every classroom.

Start Right
Each year, we begin Term 1 with our Start Right booklet, which runs for the first four weeks of the term.
Every student completes this booklet, gaining an in depth understanding of our values and behaviour expectations at Beechworth Primary School.

Once completed, the booklet is shared with families.

Beechworth Primary School
Student Behaviour Strategies



OUR SCHOOL VALUES: BE RESPECTFUL, SAFE, PERSISTENT, CARING... ALWAYS!

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WE FOLLOW RESTORATIVE PRACTICES TO SUPPORT STUDENT BEHAVIOUR

Unconditional Positive Regard: Consistently showing students respect and acceptance, regardless of behaviour, to foster trust and emotional safety. We see students as individuals and are interested in their lives. This is ongoing and integrated into daily interactions.

Ready to Learn Scales: Strategies that help students prepare for learning by identifying needs and supports. These are implemented at the start of learning sessions and take just a few minutes.

Morning Circle: A brief whole class gathering (5–10 minutes) where students connect, share, and set intentions for the day, promoting a positive classroom culture.

Check-Ins: Quick, structured moments (1–3 minutes) where teachers assess student wellbeing, either one-on-one or as a group.

Teaching Expected Behaviour: Explicitly modelling and reinforcing positive behaviours using real examples and practice. This can be done in brief discussions (5 minutes) or embedded into lessons.

Discouraging Unexpected Behaviours: Using restorative strategies like redirection, reflection, and restorative conversations to guide students back to appropriate behaviour. These can be immediate (30 seconds) or part of a longer discussion if needed.

TIME INVESTMENT ↕ IMPLEMENTATION

WE SUPPORT EACH OTHER TO REPSOND TO STUDENT BEHAVIOUR RESTORATIVELY

- We solve all behaviour and wellbeing problems restoratively
- We teach behaviour and wellbeing using our whole school wellbeing approach.
- Educators look to address behaviour starting with teaching expected behaviours.
- We are consistent about the restorative process.
- We include parents in both the positive and negative behaviour patterns of their children.
- From time to time, educators may need to send students to a focus table or buddy classroom with a view to later repairing the relationship.
- Educators are always supported by leadership to implement restorative behaviour strategies.
- Educators use the behaviour strategies as needed.
- When students are removed from the classroom, they will be exposed to restorative conversation facilitated by all staff.
- All incidents are documented on our Compass Portal.

RESTORATIVE QUESTIONS

For those that have been 'Mean-on-Purpose'
What happened?
What were you thinking/feeling at the time?
Who was affected by what happened?
What needs to be done to make things right?

For those who have been hurt
What did you think when you realised that had happened?
Did you use your quick comeback?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

Have you got a Friendship Fire or was your friend Mean-on-Purpose?

Beechworth Primary School Wellbeing Pathway

OUR SCHOOL VALUES: BE RESPECTFUL, SAFE, PERSISTENT, CARING... ALWAYS!

Educators are:
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Immediate
Respectful

Concern Identified
(by Staff, Parent, Peer or Student)

↓

Log Concern in Compass
(Compass Chronicle Entry)

↓

Leadership/Wellbeing Review
(Within 48 hours)

↓

Use DET Wellbeing Check
(if appropriate)

↓

Determine Level of Support
(Tier 1, 2 or 3)

↓

Plan Support & Communicate
(with staff & family)

↓

Document, Monitor & Review
(Compass + SSG if needed)

Step 1: Initial Concern Identified
Who: Any staff member

- Observe behavioural, emotional, social, or physical concerns.
- Record observation/anecdotal notes if possible.
- If urgent (e.g., risk of harm), notify a member of Leadership immediately

Step 2: Log Concern in Compass Chronicle
Who: Staff member who identified the concern

- Log a Wellbeing entry in Compass Chronicle:
  - Select appropriate event type (e.g., Wellbeing, Minor or Major).
  - Use concise, factual language.
  - Tag relevant staff (Admin level)
  - Attach supporting documentation if needed

Step 3: Coordinator Review
Who: Principal or Wellbeing Coordinator

- Review the Compass Chronicle entry within 48 hours.
- Determine appropriate next steps:
  - Monitor and support within classroom
  - Arrange a wellbeing check-in with the student
  - Contact family to discuss observations
  - Schedule a Student Support Group Meeting

Step 4: Conduct DET Wellbeing Check (if required)
Who: Wellbeing Coordinator or Classroom Teacher

- Use the DET Wellbeing Check Tool (available here).
- Complete the checklist to determine risk level and required action/support.
- Record findings and actions taken in Compass

Step 5: Plan and Provide Support
Who: All staff involved

- Develop an appropriate support plan:
  - Tier 1: Whole-class strategies or teacher-led support
  - Tier 2: Small group work, check-ins, visual supports, etc.
  - Tier 3: Referral to DET Student Support Services (SSS) or external agency
- Set review date and communicate plan with key staff and family

Step 6: Document and Monitor
Who: All Staff involved

- Continue documenting relevant updates via Compass Chronicle.
- Monitor the student's engagement and response to support.
- Hold follow-up meetings as needed.
- Update and adjust support plans.