



# THE BASIN PRIMARY SCHOOL

## Student Wellbeing and Engagement Policy

### 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.

The Basin 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 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, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
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8. Evaluation

### Policy

#### 1. School profile

The Basin Primary School is located in the foothills of the Dandenong Ranges between Boronia and Kilsyth, and is set on over 5 hectares of beautiful open land. The Basin Primary School is committed to continuous improvement and achieving excellence in teaching and learning at every Grade level. We focus on the development of the 'whole' child. We encourage each student to maximise their potential, to have respect for themselves, others and the environment. It is important to us that our students grow into well-balanced, happy and productive members of society by participating in a variety of academic, language, visual and performing arts, sporting and social programs. The school prides itself on the long-standing close partnership it shares with parents, students, staff and members of our local community. This school has the equivalent



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full-time staff of 3 x Principal class, 30.8 x teachers and 7 x ESS staff. Our enrolment continued to increase: in 2019 = 571 students, 2020 = 607 students. This increase is due in part to the changing socio economic area and our school's positive reputation. The school is organised into a combination of both straight and composite classes, generally having mostly straight classes.

The curriculum is organised according to the Victorian Curriculum and teaching includes all key learning areas with specialist areas of Physical Education, Performing Arts, German, Visual Arts, Digital Technology and Science.

The school has a range of opportunities for parental and community involvement including local preschool centres, government and non-government primary and secondary schools and local groups and services.

There are a variety of co-curricular activities for the students to participate in including; excursions and incursions, school athletics and swimming sports, round robin winter sports, inter-school cross country, athletics and sport teams, chess, maths competitions and a wide variety of Performing Arts experiences and competitions.

### **2. School values, philosophy and vision**

At The Basin Primary School, we are totally committed to our focus of the 'whole child' balancing the academic, social and personal development of our students. Our school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are partners in this process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value their learning. Our school aims to provide a challenging environment that develops individual differences and encourages and motivates students through their positive actions to become independent learners in a global society.

Our Statement of Core Values is available online at: [Core Values](#)

### **3. Engagement strategies**

To realise our vision, TBPS has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognize that some students as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the schools values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours, which can negatively impact on the learning environment of the self, and others.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### **Universal**

- TBPS will deliver a broad curriculum which will include a range of specialist programs and extra-curricular activities



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- TBPS will adopt a range of teaching and assessment approaches to effectively respond to diverse learning styles, strengths and needs of our students
- TBPS will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
- TBPS will regularly acknowledge examples of positive behaviour and students achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents
- All students will have the opportunity to participate in a social and emotional learning curriculum program which focuses on the school values
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the classroom program, leadership program, student surveys and Junior School Council
- TBPS has implemented the 'Play is the Way' a practical methodology for teaching social and emotional learning. It is behaviour education across the school taught through physically interactive games. It aims to help staff, students and parents create a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other. To develop students of strong character and decency with the social and emotional competencies to live and learn well. To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.

### **Targeted**

- All students at risk will be monitored by Teachers, Core Leadership and the Wellbeing Coordinator. Support will be offered to the students and/or their family including through the SSSO, Family Services or other agencies
- All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
- Staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year
- Relevant teaching staff will apply a trauma-informed approach (using [Calmer Classrooms: A Guide to Working with Traumatised Children](#), and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care

### **Individual**

Strategies to support attendance and engagement of individual students include:

- Meet with student and their parent/carer to talk about how best to help the student engage with school
- Establish a Student Support Group
- Seek extra resources under the Program for Students with Disabilities for eligible students
- Develop a Behaviour Support Plan and/or Individual Learning Plan
- Consider if any environmental changes need to be made, for example changing the classroom set up
- Refer to internal support services e.g. Student Wellbeing Coordinator or Student Support Services



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- Refer to external support services including Child First, Local Government Youth Services, Community agencies such as Monash Family Health Services

#### 4. Identifying students in need of support

*The Basin 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. The Basin 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*

#### 5. Student rights and responsibilities

All members of our community have the right to feel safe and welcome within our school.

Students have the right to:

- work in a secure environment where, without intimidation, bullying (including cyber bullying) or harassment they are able to fully develop their talents, interests and ambitions.
- participate fully in the schools education program.

Students have the responsibility to:

- Participate fully in the schools educational program and to attend regularly. Students should also be expected to display positive behaviour that demonstrates respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have the right to:

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



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Parents/carers have the responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular and punctual attendance.
- 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 the 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 the responsibility to:

- Fairly, reasonably and consistently implement the engagement 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 a safe and challenging learning environment.
- Use a range of teaching strategies and resources to engage in effective learning.

### 6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Core Values of Caring, Honesty, Confidence, Persistence, Trust and Respect. School expectations are developed through classroom rules and establishing a predictable, fair and democratic environment. We acknowledge students positive behaviour in the classroom and through phone calls home, notes, awards and at assemblies. In 2019, we also introduced 'Play is The Way'. This is a practical methodology for teaching social and emotional learning that will be embedded within our school's classrooms and environment. This empowerment of students will create confident, responsible learners who are empowered through their own decision making.

Student bullying behaviour will be responded to consistently with The Basin Primary School's Bullying Prevention policy. This policy, along with our school values can both be found on our website.

When a student acts in breach of the behaviour standards of our school community, The Basin Primary School will seek to understand the student and their circumstances before instituting 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.

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



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student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. These 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
- restorative practices
- timeout from recess or lunchtime
- detention – undertaken at a reasonable place or time
- convening of a support group
- suspension
- expulsion

Students will always be provided with an opportunity to be heard.

Broader support strategies include:

- supporting the parents/caregivers
- involving other school support personnel eg. Chaplain, psychologist
- convening student support group meetings
- developing individualised learning, behaviour or attendance plans
- providing broader educational programs
- involving community support agencies

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

### 7. Engaging with families

TBPS 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:

- Seeking feedback from families via the Parent Opinion Survey



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- 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

TBPS 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
- SOCS

### Further information and resources

Bullying Prevention Policy

Play Is The Way - <https://playistheway.com.au/>