



Student Wellbeing and Engagement Policy

Barwon Valley School is committed to safety and wellbeing of all children and young people and has zero tolerance for child abuse.
(Child Safe Standards)



Help for non-English speakers

If you need help to understand the information in this policy please contact Barwon Valley School on 5243 1813.

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.

Barwon Valley 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.

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POLICY

1. School profile

Barwon Valley School is a Special Developmental School located in Belmont, Geelong. We cater for students with disabilities from the Greater Geelong area. Our student enrolment criterion is that students have a moderate to severe intellectual disability. All students are on the Program for Students with Disabilities and range in age from 5 to

18. Amongst our student population we have a large cohort of students with autism and over a third with physical disabilities. The student population is currently 220.

Environmental

Our facility incorporates an administration building linked by covered walkways to all areas of the school. The school is divided into 2 Learning Communities, each with their own playground and facilities: Junior Learning Community & Senior Learning Community. Within the Senior Learning Community there is also BVAC, which consists of students that are completing their final 2 years of schooling. There are also 2 combined Senior Learning Community classes located off campus at Oberon High School and a Junior Learning Community class at Oberon South Primary School.

All classes have immediate access to bathrooms and many classrooms have a safe courtyard adjoining them. All rooms are heated and air conditioned and have been purpose built to cater for students with mobility issues. The Hall / Therapy area incorporates a hall, gym, parent room, therapy offices, sensory room, kitchen and toilets. An Aquatic Learning Centre has been built and is being utilised by class groups from both learning communities. A circular bus area is used as an activity area during school time. We strive to develop our grounds as secure and safe leisure areas for students and have accessed Commonwealth funding for water tanks to assist us in maintaining the grounds. Currently there are 3 Mod 4 portables that were installed to accommodate our student population.

Educational

Each student has an Individual Learning Plan devised by teachers, parents and therapists. Students are encouraged and supported to participate in SSGs to develop their ILP goals. The school uses the Victorian Curriculum scope and sequence to ensure an inclusive and holistic education is provided to all students. Student progress is measured according to DET guidelines for students with disabilities.

Technological

We strive to maximise student engagement through the use of technology. Each classroom has access to iPads and an IWB or screen projector to engage students in their learning.

2. School values, philosophy and vision

Barwon Valley School celebrates diversity and is dedicated to positive learning outcomes for all students. Our school strives to:

- Provide a challenging and achievable curriculum.
- Prepare students for the future.
- Develop skills, critical learning, knowledge, flexibility and social competence.
- Develop positive partnerships between staff, parents and the wider school community.

Our vision and values underpin positive interactions between students, staff and the community.

Our VISION

To be an inclusive community centred on students achievement, wellbeing and engagement.

Our VALUES

We are a TEAM
who, with RESPECT and DIGNITY,
SUPPORT each other
to do and be our best
while having FUN!

Our MOTTO

Be the Best You Can Be

BVS Values: TEAMWORK RESPECT FUN DIGNITY SUPPORT

We abide by the following policies set by DET

- Barwon Valley School is committed to safety and wellbeing of all children and young people and has zero tolerance for child abuse. (Child Safe Standards)
- Barwon Valley school is committed to addressing bullying, including cyberbullying
- DET Restraint of Students policy
- The Education Training and Reform Act (2006) which prohibits the use of corporal punishment in any Victorian Government school.

3. Wellbeing and engagement strategies

Barwon Valley 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.

Barwon Valley School uses the School Wide Positive Behaviour Support framework. SWPBS is an evidence-based multi-tiered framework for preventing and responding to student behaviour to improve achievement, engagement and wellbeing outcomes. There are 3 tiers within this framework, with each tier designed to be fluent as students move through tiers in both a progressive and descending manner. Regardless of which tier the student currently requires, Tier 1 interventions/strategies are constant across all tiers.

The key attributes of the framework include:

- **System:** The system refers to the support provided to staff on the implementation of these practices.
- **Data:** The data is used to inform practice/interventions/strategies and to monitor and evaluate ongoing success.
- **Practices:** This is what the staff do by implementing practices/interventions/strategies. These practices are evidenced based and achievable.
- **Outcomes:** Outcomes are measurable and supported by data. Student Achievement, Engagement and Wellbeing outcomes are improved when System, Data and Evidence based practices are implemented across the school.

The Student Engagement Team will support the staff to implement SWPBS with fidelity across the school. The Student Wellbeing Team will support staff to implement Berry Street Education Model and implement therapeutic strategies to support students that have experienced trauma.

Tier 1 Strategies- (Universal)

- High and consistent expectations of all staff, students, parents and carers
- Prioritise positive relationships between staff and students and the importance of building and maintain these relationships to promote and support student wellbeing.
- Creating a culture that is inclusive, engaging and supportive
- Teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning needs and strengths of our students and follow the standards set by the Victorian Institute of Teaching
- Teachers use the HITS instructional practices, BVS Literacy Framework and e5 instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based practices are incorporated into all lessons
- All students have an ILP that is developed at an SSG with parent/carer and students are strongly encouraged to participate in the process
- School rules are explicitly taught through the Learning to Learn unit at the start of the year and the first 2 weeks of each term. Staff refer to rules and behaviour expectations regularly to support behaviour corrections
- Monitor student data:

- Attendances data is monitored and strategies are implemented to support students to return to school
- Incident data to support the implementation of strategies/supports/interventions to improve student outcomes.
- Creating a positive learning environment for all students through programs such as:
 - Zones of Regulation
 - Berry Street
 - SoSafe!
 - eSmart
 - Bully Stoppers; At Barwon Valley School we have conducted professional development with staff around Bully Stoppers and provided many open ended learning activities that can be implemented across all levels. For example making posters and developing individual classroom rules. Visual supports (social story, PCS) have been provided as resources. Curriculum links and the alignment of Bully Stoppers to school based programs such as SoSAFE! and Respectful Relationships have been documented. Specific data collection has been developed to inform staff of patterns of behaviour, which students need to be monitored and follow up actions that need to be taken.
- Positive behaviour and student achievement is acknowledged in the classroom, at Whole School assembly and communicated to parents through the communication diary and Seesaw
 - Student are acknowledged using the following strategies across all areas of the school:
 - Good ones: Students receive Good Ones for following the school rules and displaying expected behaviour. Students accumulate Good Ones and they can use them for a student-directed choice activity or Go Shop.
 - 'Be the Best You Can Be' award. This is given out weekly at assembly and each student receives at least 1 award each year.
 - Principals Morning Tea which is rotated fortnightly between the Junior Learning Community and Senior Learning Community.
 - Sending home a post card. These are mailed out as a minimum of 1 per semester.
- Visual supports and AAC are used to support student communication and to provide an inclusive environment
 - BVS Coreword board
 - Students robust device (Proloquo2go, Word Power, LAMP, PODD)
 - Individual schedule
 - First and then
- Students are encouraged to take breaks in their learning. These can be both scheduled by the teacher/classroom staff or requested by the student
 - Break cards are visible in the room and easily assessable by students
 - Break card visuals are uploaded to the students robust AAC device
 - Breaks can include but are not limited to:
 - Brain breaks
 - Movement breaks
 - Sensory breaks
- Clear, consistent and predictable consequences are provided to support students to learn the behaviour replacement.
 - Replacement behaviours are acknowledged through Good Ones.
 - Refer to the Consequence chart for minor and major behaviours for more details.
- Incidents are to be logged on COMPASS: Refer to Consequence chart for more information

Tier 2 Strategies (Targeted): These strategies/interventions are provided in addition to the Tier 1

- Career Action Plan, to support future planning and ILP goal develop for the BVAC years of schooling
- Koorie Literacy and Numeracy Program (KLNP) for students in the Junior Learning Community

BVS Values: TEAMWORK RESPECT FUN DIGNITY SUPPORT

- All students in Out of Home Care will be appointed a Learning Mentor
- Clubs: To support students that require an alternate play program
- Therapy programs /sensory diets to support regulation and is supported by the Zones of Regulation framework and Berry Street Education Model
- Data Collection: MAS, ABC, FBA, incident reports on COMPASS

Tier 3 Strategies (Individual): These strategies/interventions are provided in addition to Tier 1 and Tier 2 supports

- Behaviour Support Plans
- Risk assessments
- Alternate Learning programs/ Re-engagement programs
- Care team meeting with parent/carer, external therapists to discuss how best to support the student engage with school
- Referral to appropriate external supports
- Data Collection: MAS, ABC, FBA, incident reports on COMPASS

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 by maintaining communication channels
- Collaborating, where appropriate with external allied health professionals, services or agencies that are supporting the student
- Organising regular Student Support Group meetings for all students

4. Identifying students in need of support

Barwon Valley 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. Barwon Valley 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
- attendance of Care Team meetings
- Implementation and embedding the SoSafe! framework
- Implementation of the Berry Street Education model
- Support staff when Mandatory Reporting

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 and be involved in decisions about their learning.
 - the opportunity to be involved in their SSG meeting.
 - Be involved in the development of their Career Action Plan (CAP) document

- reasonable adjustment with learning tasks
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that reflect the school rules and values
- attend school regularly

Students have the opportunity to communicate with staff if they have any worries at school. Staff have the capacity to differentiate learning tasks to provide a successful and inclusive learning environment for all students.

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 Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

Barwon Valley School believes that by embedding the school's values and rules into the regular programs and school structures, the basis is established for shared expectations throughout the entire school community. These shared expectations include behaviour and attendance, participation, resources, relationship building, curriculum, the physical environment, provision of support and partnerships.

Shared expectations of students include:

- Understanding what the school values and rules look like in practise and to interact with peers, staff and resources in accordance with the school values: FUN, SUPPORT, DIGNITY, TEAMWORK, RESPECT and school rules: Be Safe, Be Responsible and Be a Learner

Teachers are expected to complete Behaviour Support Plans for identified students that require the tier 3 support during term 1. These are reviewed at 6 month intervals or when required due to behaviour changes and if interventions are no longer effective.

Barwon Valley School prohibits the use of corporal punishment.

Disciplinary measures that may be applied include:

- Verbal Prompts to support the student with the replacement/positive behaviour
- Verbal Redirection to support student behaviour corrections
- Directing a student to a regulation break
- Reinforce positive behaviour with a motivator
- Reteach the replacement behaviour
- Refer to consequence chart for both minor and major behaviour responses.

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

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Barwon Valley School is responsible for ensuring all suspensions and expulsions are recorded on Compass.

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

7. Engaging with families

Barwon Valley 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

Barwon Valley 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
- Compass
- SOCS

Barwon Valley School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	
Approved by	Principal
Next scheduled review date	August 2024