 <p>Belmont High School 'Strive for the Highest' <a href="http://www.bhs.vic.edu.au">www.bhs.vic.edu.au</a></p>	<h1>Student Wellbeing &amp; Engagement Policy</h1>	
<p>Policy Status: Final</p>	<p>Document Owner: Principal and Wellbeing</p>	<p>Authorised by: BHS School Council and Principal and Leadership Team</p>
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## 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.

Belmont High 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, 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

Belmont High School is a large secondary school in the City of Greater Geelong, Victoria. Established in 1955, the majority of the student enrolment is drawn from the Belmont/Highton area.

Student Learning is our core purpose with our motto "Strive for the Highest" underpinning our work to achieve this.

The overall socio-economic profile registered "Mid" (Middle) on a 5-section scale. There are a number of students with Aboriginal or Torres Strait Islander background. The school has a strong focus on teaching and learning practices using the Belmont Lesson Framework including High Impact Teaching Strategies (HITS) within Professional Learning Teams (PLTs).

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Enrolments continued to be very strong and were at capacity in most year levels. The school’s Year 7 & 8 Middle Years structure provides an innovative program, and the school has a Year 9 “Strive” program, which focuses on community links and employability skills. The school’s onsite English Language Centre and its Accredited International Student Program attracts overseas students. We cater well for students of all abilities with our school’s acceleration and enrichment programs providing a wide range of opportunities for students. These include our Select Entry Accelerated Learning Program (SEALP), which continues to grow, as well as a strong program of support for students with learning difficulties.

The school’s highly successful vertical House System provides strong support to students together with the wellbeing team made up of a Mental Health Practitioner and several qualified staff that all contribute to providing outstanding services and support to our students. Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, together with sporting, camping, performance, and leadership opportunities. There are strong enrolments in VET and VCE-VM. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses. The school has an extensive overseas travel program, which gives students the opportunity to be immersed in another culture to help build global citizens and support their language skills. The Victorian Bio-science Education Centre (BioLAB) is located on site as a Statewide resource and delivers specialist bio-science, health and sports science programs. The school runs a detailed form assembly program that addresses the Respectful Relationships curriculum as well as a number of wellbeing programs that address issues of bullying, resilience and inclusion.

The school attaches great importance to the maintenance of high academic standards; students striving for personal excellence; the development of student self-discipline and independence; personal development of students whilst maximising their potential; the building of mutual respect and cooperation between staff and students; and within each of these groups, the provision of opportunities for students to exhibit leadership and citizenship.

## 2. School values, philosophy and vision

Belmont High School’s Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.


Our school’s vision is to strive for the highest.

Our Statement of Values is available online and can be viewed at this link: [Statement of Values](#)

### Wellbeing and Engagement strategies


Belmont High 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:

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### Universal


- the House system and form room in particular are the fundamental pastoral structures within the school. It is also recognised, however, that pastoral care permeates all areas of activity within the school community.
- 'Ready to Learn' guidelines ensure students are aware and expected to be prepared both physically and emotionally for learning
- the 6 R's model focuses on how to maintain respectful relationships in the classroom. Staff and students have a clear expectation of classroom behaviour and the stepped process when these expectations are not being met.
- 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
- 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 VET programs, VCE and VCE-VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Belmont High School use a BHS lesson 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 Belmont High 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
- 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 student focus groups, and other forums including year and house group meetings and Peer Support Groups (such as Stand Out Group). Students are also encouraged to speak with their teachers, House Leaders, Assistant Principals and Principal whenever they have any questions or concerns.
- Leadership programs across all year levels to develop life long skills and create student voice opportunities
- create opportunities for cross—age connections amongst students through the House System and through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Form Teachers, House Leaders, Assistant Principal 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

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- an online reporting system for anti bullying
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Safe Schools
  - Cyber Safety
  - Anti Bullying
  - Resilience
  - Community Understanding and Safety Training (CUST)
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

### Targeted

- The House system ensures that students from year 7 to 12 are maintained in the same House to ensure that there are strong relationships built over time with both staff and students alike. Each house has a leader, assistant and group of form teachers that have responsibility for the pastoral care and the monitoring of health and wellbeing of the students in their care and act as a point of contact with those that need additional support. Each form has two teachers to develop this positive environment
- all students from Year 10 and have the opportunity to work with the careers team to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Belmont High School assists particular students to take up work experience and work placement in a range of programs such as Headstart.
- 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
- training will be provided to staff to ensure they apply a trauma-informed approach to working with students who have experienced trauma
- the STRIVE Program works with the year 9 cohort and develops school and community engagement and builds their employability skills
- the Middle Years program at years 7 and 8 builds strong relationships with core teachers and students, as well as developing intrinsic motivation through the learning program
- in the senior school, students engage in a range of leadership and study skills programs.

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### Individual


- Student Support Groups
- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Wellbeing Coordinator and Student Support Services
- Referral, eg. to The Orange Door, Headspace
- Navigator
- Lookout
- School based targeted programs for social skills and engagement

Belmont High 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
- developing the staff capacity to address complex individual needs
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support and/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
  - Student Support Services e.g. Visiting Teacher Network
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or The Orange Door
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family/guardians 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
- sharing mental health resources with families/guardians
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - Aboriginal and Torres Strait Islander identifying students
  - and with other complex needs that require ongoing support and monitoring.

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### 3. Identifying students in need of support

Belmont High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team and the House Leaders plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example 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

### 4. Student rights and responsibilities

All members of our school community have a right to experience a safe, inclusive 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 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.

### 5. Student behavioural expectations

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

Violence 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.

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When a student acts in breach of the behaviour standards and values of our school community, Belmont High School will institute a staged response using the **6Rs**, 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 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 through the 6Rs include:

- Indicating to a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student within a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- exiting the classroom and relocating to the House Leader Office or Year 12 class
- referral to the House Leader
- restorative practices
- detentions
- positive behaviour plans (tier 1 and tier 2)
- 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 and Training.

The Principal of Belmont High 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.



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## The 6R Process

# RESPECTFUL RELATIONSHIPS

### REMIND

The teacher will remind you that you're not meeting the classroom expectations.

### REPOSITION

If this continues after a reminder you will be moved within the classroom to a position beneficial to the learning of all.

### RESTORE

Restorative conversation between student and teacher. The House Leader may be included in this process.

### RESET


If unsuccessful, an opportunity to reflect outside will be provided. The aim is for you to re-enter 'Ready to Learn'.

### RECORD

Teacher will record on Compass a description of events.

### RELOCATE

If your behaviour continues to negatively impact on the learning of others, you will be exited to an alternative room.

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## 6. Engaging with families

Belmont High School values the input of parents and carers, and we will strive to support families/guardians 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
- parent involvement in the Parent Association, Music Band Support Group, School Council and fundraising committee
- maintaining an open, respectful line of communication between parents and staff, supported by our [Communication 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
- valuing family and student voice as participants in Student Support Groups and in the development of individual education and support plans

## 7. Evaluation

Belmont High 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
- attendance data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Belmont High School will also regularly monitor available data dashboards such as Child Link 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

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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 RENEWAL

Policy last reviewed	29/4/2025
Consultation	Consultation with School Council April 2025.
Approved by	Joshua Baker, Principal
Next scheduled review date	April 2027