

Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 03 5973 9100.

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.

Benton Junior College 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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2. School values, philosophy and vision
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POLICY

1. School profile

Benton Junior College was established in 2003 and is located approximately 60 kilometres south of Melbourne. We have 450 students enrolled from Foundation to Year 6 and 60 school staff including a mental health and wellbeing leader, inclusion and engagement leading teacher and social worker.

Our school grounds are expansive with multiple playgrounds designed for different age groups throughout the school. Most students that attend our school live locally with many walking and riding to school. Benton Junior College has developed close ties to the local community and enjoys connecting with local organisations.

Two percent of families at our school have a language background other than English. Our school also has representation from the Koorie community with two and a half percent of families identifying as Aboriginal or Torres Strait Islander. We are proud of our diversity and our inclusive school community.

We place a strong emphasis on both academic achievement and student wellbeing. Staff are dedicated to providing a safe, nurturing and challenging environment where every student is supported to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Our vision is to create a vibrant, inclusive and connected school community where everyone belongs and every child is known, valued and supported to thrive. Guided by our mission to motivate to learn, to teach to think, to encourage to imagine and to show the compassion to care globally, we inspire students to become thoughtful, capable and compassionate contributors to their community and the wider world.

At the heart of our vision is a commitment to excellence for all. Through high expectations and a culture of respect and belonging, we empower every learner to strive for their personal best while developing the knowledge, skills and confidence needed for lifelong learning.

Our teaching and learning is grounded in best evidence-based practices, ensuring an engaging, inclusive and supportive environment where each child grows academically, socially and emotionally. Strong partnerships between students, families and staff create meaningful connections that strengthen our sense of community and collective responsibility for every child's success.

Our shared values guide how we learn and work together each day: we are respectful, we are resilient, we are safe and we are learners. These values shape a learning culture where curiosity is encouraged, challenges are embraced and every student feels supported to explore their potential

Our Statement of Values is available online at: [Benton Junior College Website](#)

3. Wellbeing and engagement strategies

Example 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 Tier 1 (universal/whole of school), Tier 2 (targeted and group specific) and Tier 3 (individual engagement strategies) used by our school is included below:

Tier 1

Our whole of school strategies to promote positive behaviour and inclusion are:

- Using the School Wide Positive Behaviour Support framework to assist in maintaining high and consistent expectations of all staff, students and parents and carers
- prioritising 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 supported by the implementation of the Resilience, Rights and Respectful Relationships framework
- welcoming all parents and carers as partners in learning through regular communication and open classrooms
- 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
- teachers using the BJC instructional framework developed in alignment with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and Positive Classroom Management Strategies (PCMS)
- teachers adopting 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
- incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting it to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling including kindergarten to Foundation and Year 6 to Year 7 transitions.
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies through weekly high flyer awards and termly citizenship awards, positive postcards sent to individual students and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students the opportunity to contribute to and provide feedback on decisions about school operations through Benton Voice (student representative council) and other forums including year level group meetings and small focus

groups. Students are also encouraged to speak with their teachers, assistant principal and principal whenever they have any questions or concerns.

- creating opportunities for cross—age connections amongst students through regular whole school house activities, the Foundation to Year 5 buddy program and lunch clubs program
- providing the opportunity to participate in incursions and excursions to address issue specific needs across the whole school (eg. Cyber Safety Project, Living & Growing)
- putting measures 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.

Tier 2

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- regular analysis of data by the Assistant Principal, Inclusion and Engagement Leading Teacher and social worker from Case Management referrals of students who have been identified by teachers as requiring targeted support
- providing regular small group intervention (social/emotional and academic) using evidence-based practices for students identified by teachers and the Case Management team
- supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture including regular opportunities for Koorie students to connect with each other and their community
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and following the Department of Education (the department) policy on LGBTIQ+ Student Support [insert any specific measures at your school to support LGBTIQ+ students]
- supporting all students in Out of Home Care 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
- supporting students with a disability 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
- ensuring wellbeing and health staff 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 applying a trauma-informed approach to working with students who have experienced trauma

Tier 3

Benton Junior College 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 parents/carers to talk about how best to help the students engage with school
- developing a Student Profile and/or an Individual Education Plans and/or a Behaviour Support Plan
- referring the student via the school-based Case Management system 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 The Orange Door
 - re-engagement programs such as Navigator
 - support for students in Out of Home Care through 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 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 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 individual Disability Inclusion Tier 3 funding
 - in Out of Home Care
 - identify as Aboriginal or Torres Strait Islander
 - with other complex learning and/or social/emotional needs that require ongoing support and monitoring

4. Identifying students in need of support

Benton Junior College 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 that help identify students in need of support and enhance student wellbeing. Benton Junior College 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 data
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance data
- minor and major behaviour chronicle data
- reflection room and suspension data
- engagement with families
- Student Support Groups and Individual Education Plans
- Case Management system referrals and data

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 and School Philosophy 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 Statement of Values and School Philosophy/Student Code of Conduct.

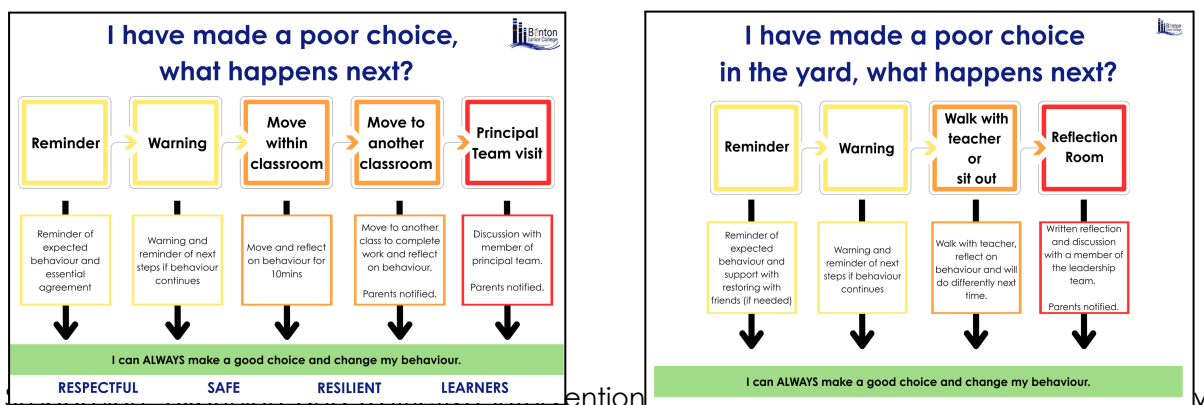
Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination is not tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Benton Junior College will institute a staged response, consistent with the department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school implements the School Wide Positive Support framework which promotes positive 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 are outlined in the Benton Junior College Response to Behaviour which is shared with all students. See picture below outlining steps:



be used in situations consistent with department policy:

- Suspensions Policy
- Expulsions Policy
- Restraint and 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 Benton Junior College 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

Benton Junior College values the input of parents and carers, and we 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff Policy.
- providing parent/carer 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 when required

8. Evaluation

Benton Junior College collects 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 are assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

Benton Junior College also regularly monitors 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 is communicated to our school community in the following ways:

- Available publicly on our school's website [or insert other online parent/carer/student communication platform]
- 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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

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

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	June 2026
Approved by	Principal
Next scheduled review date	May 2028