



Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand this policy, please contact our administration team
upwey.south.ps@education.vic.gov.au or phone 9757 0200.

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 expectations for positive student behaviour
- (b) support available to students and families
- (c) our school's policies and procedures for responding to inappropriate student behaviour.

Upwey South 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- geographic and demographic
2. School values, philosophy, and vision
3. Wellbeing and engagement strategies
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POLICY

Geographical Profile

Upwey South Primary School (USPS) is a Victorian Department of Education and Training (DET) non-select-entry government primary school. The school is located at 91 Morris Road, Upwey in the eastern suburbs of Melbourne, Victoria. USPS has a large geographical footprint with plenty of space for students to play and engage in an environment which is reflective of the Dandenong Ranges area. On-site buildings encompass a school gymnasium, Lifelong Learning Centre, two classroom buildings, and the heritage listed Griffiths Homestead- with the homestead being dedicated to hosting 3MDR 97.1FM under a joint-user agreement with School Council. The school shares a boundary-line with the Dandenong Ranges Childcare Centre, and is within walking distance of Upwey South Preschool, which is also located on Morris Road. There are ten primary schools within a 5km radius of Upwey South Primary School; seven government, two Catholic, and one independent.

In 2022, a total of 254 students were enrolled at the February 2022 census; 48% male and 52% female. The student population is drawn from Upwey and local suburbs, with many families travelling from surrounding areas to attend Upwey South Primary School as their educational destination of choice.

Demographic Profile

As of February 2022, 48% of students attended the school under the 'in-zone' enrolment category, with 52% of students attending under the 'out-of-zone' or 'sibling' categories. The total enrolment distribution by year level was Foundation-Year Two (junior school) 44%, Year Three-Four (middle school) 32%, and Year Five-Six (senior school) 24%.

USPS's 2022 Student Family Occupation Education (SFOE) Index was 0.2211, with a state average of 0.4043. In the state of Victoria, a school's socio-economic profile is based on the school's SFOE, which is a demographic rating from 0.0 to 1.0; which takes into account parents' occupations, language background, financial status, professional qualifications, and education. Possible socio-economic band values across Victoria are: Low, Low-Medium, Medium, and High. Upwey South Primary School's SFOE band value is: Low; which means that the equity funding provided to the school from the Victorian government is minimal. In 2022, 7% of students qualified for equity funding, which equated financially to 0.004% of the Student Resource Package (SRP).

Based upon the latest publicly accessible 2021 data <https://www.myschool.edu.au/school/44894> USPS's Index of Community Socio-Educational Advantage (ICSEA) value is 1068, with an Australian ICSEA average of 1000, placing the school in the 76th percentile.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1068
Average ICSEA value	1000
School ICSEA percentile	76

Distribution of Socio-Educational Advantage (SEA)



School Values

At Upwey South Primary School, we conduct our learning and actions based upon our three school values: **Respect, Responsibility and Resilience.**

- ✓ As a USPS Learner, I always value Respect for oneself, the environment, and the rights of others.
- ✓ As a USPS Learner, I always value Responsibility to take action and do what is right, to be kind, and to be courageous.
- ✓ As a USPS Learner, I always value Resilience to approach learning challenges with insight and enthusiasm.

The Three Pillars of our Learning Community

Students: our students are at the centre of everything we do

Staff: building staff capacity to achieve our guiding principles is paramount

Community Partnerships: our positive school-wide culture for learning is supported through effective partnerships with our families.

Vision

Upwey South Primary School's vision is to empower students to reach their personal best.

Mission

Upwey South Primary School's mission is to provide a safe, engaging, and positive learning environment, where students develop life skills, and are supported to reach their personal best.

For further information refer to our *Statement of Values and School Philosophy*.

Guiding Principles- School Philosophy

Our Guiding Principles are the underpinning of our School Philosophy:

✓ **Evidence-Based Learning**

We deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.

✓ **Responsiveness**

We act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

✓ **Consistency**

We work as a school-wide team of professionals to provide consistency in daily routines and structures for our students.

✓ **Predictability**

The actions of the adults in our school are predictable, compassionate, calming, and supportive at all times.

✓ **Orderliness**

We provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.

✓ **Reinforcement of desirable learning behaviours**

We work hard to acknowledge on-task learning behaviours, and encourage students to regulate their learning through the Berry Street Educational Model.

Wellbeing and engagement strategies

Upwey South 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. The strong social-emotional learning culture of Upwey South Primary School is structured around the following:

- **Social Emotional Framework:**

- *School Wide Positive Behaviour Support (SWPBS)* which at our school is referenced as ***School Wide Positive Behaviours for Learning (SWPBL)***
<https://www2.education.vic.gov.au/pal/behaviour-students/guidance/5-school-wide-positive-behaviour-support-swpbs-framework>

- **Social Emotional Curriculum:**

- **Berry Street Education Model:** The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.
<https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model>
- **Respectful Relationships:** The Respectful Relationships program supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
<https://www.vic.gov.au/respectful-relationships>

- **Social Emotional and Mental Health Support:**

- **Let's TALK Program:** The Let'sTALK Program for schools is a proactive and preventative approach to establish an environment of trust, understanding and caring to encourage open and safe conversations. The school's leadership, wellbeing team, teachers and education support staff play a key role to ensure the Let'sTALK program develops a culture of psychological safety that improves wellbeing and performance for students as well as staff.
<http://letstalkprogram.org/>
- **School Counselling Service:** We understand that sometimes students need to be given time to talk to a trusted adult. These conversations can be many and varied, and will often revolve around what is going on in the world of the 'child' with whom the conversation is being held. Through our school's partnership with Inspire Health and Medical, students can access one-one individualised counselling, and take part in proactive group sessions which focus upon promoting mental health.
<https://www.inspirehm.com.au/>

School Wide Positive Behaviours for Learning

SWPBL- An Overview

School Wide Positive Behaviour Support (SWPBS) is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools, whilst preventing opportunities for problem behaviour. The key attributes of SWPBS include preventive activities, data-based decision making, and a supportive problem solving orientation.

A safe and orderly school environment is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families.

Most children start school with the social skills they need for success. They have learned these socially valued behaviours from their parents, families, carers, early childhood learning experiences and their social networks. Children learn behaviours very quickly, but often they also learn "misrules" or behavioural errors.

Across a large proportion of schools, examples of behavioural errors include a student swearing when they get something wrong, raising their voice to get teacher attention, crying to avoid doing work, and fighting, threatening or embarrassing others in order to get certain things, such as social attention from their peers, or to be included in games.

At Upwey South Primary School, SWPBS is referred to as ***School Wide Behaviours for Learning (SWPBL)***. This terminology is used as the key purpose of the framework is to provide students, staff and the community with a structure in which to learn and develop expected behaviours, which in turn promote greater opportunities to engage in the learning of the curriculum.

Why are School Wide Positive Learning Behaviours an important part of the USPS Learning Culture?

SWPBL provides students with the tools and mindset to sustain their own learning growth through a clear framework of self-efficacy. Combined with a rigorous academic program, this learning framework enables learners to deeply apply their skills, knowledge, and social-emotional awareness to the world around them. At USPS, we understand that problem behaviour manifests itself to serve a purpose for the student, and can often be related to the fight, flight, freeze (F3) response.

The fastest way to turn problem behaviour around is by explicitly telling students what behaviour is expected, modelling this behaviour, and teaching students acceptable and appropriate ways to interact with their community.

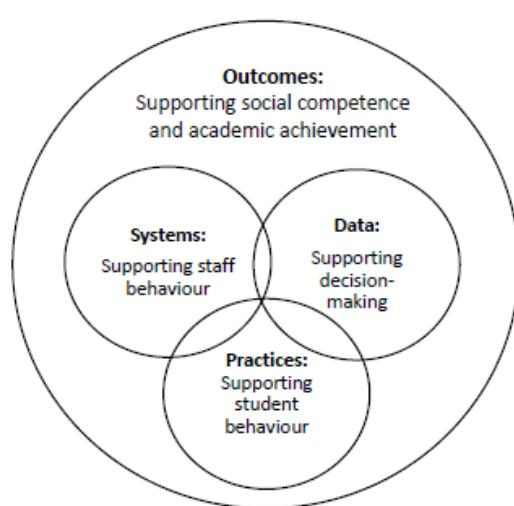
Rationale

The Victorian Government has made a \$5.9 million investment in infrastructure to support SWPBS across the state. Strategies recommended by the Department of Education and Training (DET) include:

- defining and teaching explicit school-wide and classroom behavioural expectations
- establishing mechanisms for recognising and rewarding positive behaviour
- establishing and communicating consistent school-wide and classroom consequences for challenging behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- developing school-wide and classroom processes for ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilising evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

source: Promoting Positive Behaviour and Preventing Behaviour Issues.

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/promotingposbehaviour.aspx>



Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, with clearly communicated behavioural expectations.

In the classroom, quality planning and instruction that is tailored to the needs of the students can further prevent and reduce challenging behaviour.

Some students exhibit challenging behaviour, which requires additional support and interventions to address this behaviour and to develop positive behaviours.

Why do children misbehave at school?

Through data tracking of student behaviours, schools are able to use evidence based approaches to address misbehaviour and identify patterns in students. Misbehaviour in schools is often associated with outburst of anger, either physical or verbal.

All behaviours are a form of communication.

In most primary-aged children this outburst of anger can be linked to the student exhibiting a loss of control due to the F3 (fight, flight, freeze) response; with an additional 'f' sometimes observable in threatening environments (such as a home engaged with ongoing domestic violence) which is known as fawning, which is engaging in actions of pleasing the perpetrator to avoid confrontation.

This triggering of the F3 response is the amygdala (the brain's fire siren) telling a child that a perceived or real threat may be present, and can be triggered by the student feeling;

- *isolated* (eg: left out of a game)
- *threatened* (eg: hitting another child because they felt targeted)
- *overstimulated* (eg: too many rules in a game cause confusion)
- *unfairly treated* (eg: by the teacher or a group of peers)
- *physiologically unwell* (eg: hungry, tired, injured, sleep deprived).

In rare circumstances, children from trauma-related backgrounds will exhibit challenging behaviours without reason. This requires intensive and immediate action and support from the school.

There are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with.

These include:

- **biophysical factors**, such as medical conditions or disabilities
- **psychological factors**, including emotional trauma or lack of social skills
- **behavioural/social factors**, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- **historical community factors**, including for Koorie students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- **cultural factors**, for example Koorie community 'Sorry Business'
- **student group dynamics**, such as bullying and teasing, cliques or student apathy or hostility.
- **environmental factors**, for example the level of classroom noise or classroom seating arrangements
- **classroom organisation issues**, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- **teacher behaviour**, for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment.

In many cases, there is no single "cause" of challenging behaviour, but it is the result of several factors operating in combination.

When seeking to understand challenging behaviour, it is important to understand the role of behavioural triggers.

Triggers are actions or events that play a role in prompting particular behaviours. Triggers can be used deliberately by teachers to elicit correct student behaviour. For example, if a teacher wants students to listen, he or she will generally call for their attention (sometimes using a signal) and wait for them to be quiet, thereby triggering the desired attentive behaviour.

Sometimes actions or events in the classroom may be a trigger for some students to exhibit challenging behaviour. For instance, a teacher's instruction to students such as "*put your books away and take out a piece of paper so we can start writing*" might act as a trigger for a student with learning difficulties, who may exhibit challenging behaviour in order to avoid completing the work, which could potentially reveal that they are struggling.

Whether or not a particular action or event is a trigger for challenging behaviour will depend on the individual student and the environment or setting in which it takes place. The instruction above might produce very different behaviour if it is shouted in a large, noisy classroom rather than made in calm voice to a small, attentive and quiet group of students.

A crucial element of any response to a student's challenging behaviours is identifying the triggers for that particular student.

When triggers are identified, teachers and other school staff are then able to more easily avoid these and also can start to develop and use other triggers to elicit positive behaviour.

Refer to: Managing Challenging Behaviour

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentbehaviour.aspx>

Application- The Multi-Tiered Framework of SWPBL

SWPBL uses a tiered intervention framework which is:

Tier 1 (75% - 85% of students)- prevention of problem behaviours through good classroom practice and the building of relational trust between staff and students.

Universal actions for all students, including:

- clear and explicit signage of expected behaviours
- school wide recognition of positively behaving students, through both intrinsic and extrinsic rewards/ incentives
- explicit school-wide social-emotional skills program

Tier 2 (10% – 20% of students)- identifies and provides targeted supports for individual students at risk for developing challenging behaviour.

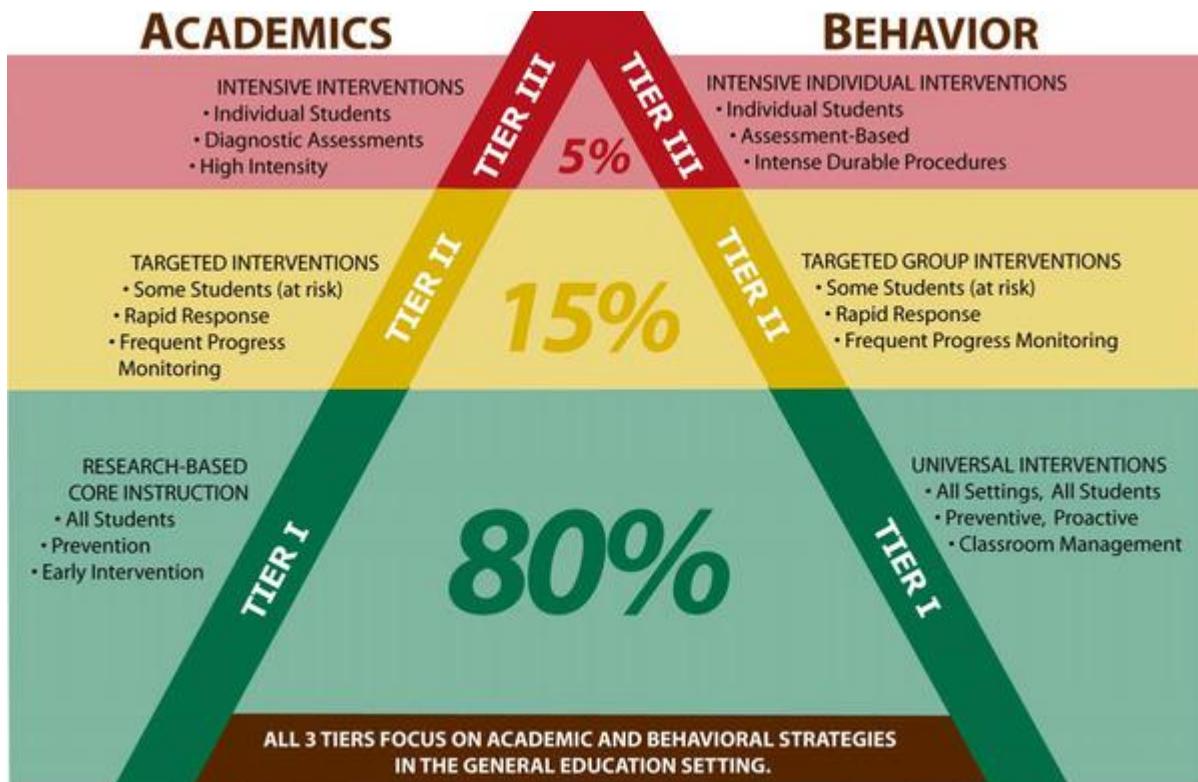
Targeted actions for groups of students, including:

- social skills groups
- targeted check-ins with trusted adults, such as School Counsellor or Principal
- classroom behaviour interventions, such as seating arrangements, modified learning tasks

Tier 3 (< 5% of students)- provides individualised and intensive interventions for students with significant support needs.

Individualised actions for individual high-risk students, including:

- intensive counselling and check-ins with trusted adults, such as school counsellor, school psychologist or Principal
- daily communication with family, sharing collective responsibility for negative behaviours
- positive reinforcement of proximity for desired behaviours
- clear consequences and follow through for unacceptable behaviours



Summary of the Rationale

Children can be described to as ‘attention sponges’ meaning that they seek out and soak up attention from those with whom they want to interact, be it conscious positive attention or subconscious negative attention.

SWPBL treats the giving of attention like we would use a light switch: when a child is doing the right thing we turn on the light (the attention); when they are doing the wrong thing we turn off the light (the attention).

As parents, we are very good at doing this when our children are toddlers, but can easily forget how effective it can be when they are older. We must remember that children, even in the senior years of schooling, are still learning the ability to self-regulate their emotions.

SWPBL is an evidence-based program and takes a considerable amount of professional learning and support to become embedded in a school culture. When applying SWPBL, the teacher provides ‘direct and explicit feedback’ to those students who are making positive choices. When you view this in practice in a classroom, it has a clear impact upon a child’s sense of self-confidence and also impacts upon promoting positive behaviours from others around them. Those students who make the right choices (Tier One) become self-motivated learners through the positive feedback of their teacher. Those students (Tier Two) who are often referred to as “copy-cats” adjust their behaviour to mimic and seek the attention being given to Tier one students.

Desirable and Non-Desirable Learning Behaviours

The following Tiers outline which behaviours are acceptable and unacceptable at Upwey South Primary School. These behaviours are displayed around the school, in a matrix which is based upon our school values of *Respect, Responsibility and Resilience*.

There are three levels of USPS Behaviour Matrices, being:

- a) Whole-School (always behaviours)
- b) Level Specific Behaviours (age appropriate and linked to academics)
- c) Class and task specific (linked to targeted groups, such as a select program)

Tier One Behaviours: Encourage & Acknowledge

The following behaviours are acknowledged and encouraged by staff:

- Talk Moves
- Attentive listening
- Staying on task
- Meeting class expectations
- Good choices made in difficult situations
- Quality of learning effort
- Assisting others in the classroom/yard
- Gains made
- Self monitoring
- Respecting others

Suggested actions that can be taken to encourage and acknowledge a student if their behaviour has been positive:

- Personalised meaningful feedback from the teacher, can be written or verbal
- Student of the Week Awards
- Class Dojo Points
- Sending work to the Principal for acknowledgement
- Sending work to a Buddy Grade/Teacher
- Notes in student diaries
- Informing parents – phone calls, emails, letters to home
- Individual Reward Charts

Tier Two Behaviours: Ignore, Remind & Redirect

Staff should remind the student to make positive changes in an attempt to redirect their behaviours:

- Calling out during class discussions
- Consistent interrupting
- Off-task during work time
- Off-task talking
- Leaving the room, staying within the building
- Flipping, tapping and moving small objects
- Distracting others
- Yelling/screaming out to get attention
- Frustrated swearing at self (straight to remind & redirect)
- Students being the “boss” of other students

The addressing and redirection of Tier Two behaviours should be done with a calm, respectful manner by the staff member. Body language and the physical location of the teacher should be utilised to redirect these behaviours.

Tier Three Behaviours: Immediately Step-In and Stop

For the safety of the student/s involved and others, staff should immediately step-in and stop the student when the following behaviours or similar behaviours occur:

- Fighting
- Throwing equipment at others
- Destroying other's work or school property
- Comments of a sexual or racist nature
- Excessive & constant swearing
- Endangering others safety or putting themselves in danger
- Negative self-talk
- Self harm
- Ignoring direct & repeated instructions
- Kicking, punching, throwing items, spitting, biting
- Trashing a classroom
- Unsafe use of any equipment or learning tools
- Targeting or bullying of particular students
- Stealing of property

If any of these behaviours are occurring the following steps should be taken:

- Address the child in a calm, respectful manner
- Explicitly state the desired replacement behaviour
- Seek the assistance of another staff member if required
- If safe to do so, remove the student to a buddy grade for an agreed time to reflect and redirect

If the student is endangering others and it is unsafe to remove them, seek the assistance of another staff member and remove those affected to a safe space.

A further explanation of targeted support

Tier 3 (< 5% of students)- provides individualised and intensive interventions for students with significant support needs.

Upwey South 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

Where appropriate, the school may refer to DET resources such as:

- [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](#)

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:
- referring the student to:
 - school-based wellbeing supports
 - appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

What SWPBL is not...

SWPBL involves the ignoring of negative behaviours of a student that do not directly endanger themselves or another student, as opposed to highlighting this behaviour with attention.

Examples are calling out in class, speaking over other children, tantrums and the likes.

Whilst SWPBL focusses upon positive reinforcement, it also involves consequences for negative behaviour.

These consequences are discussed with the input of the student, once they have come out of the state referred to as 'child-like', meaning that they are calm and have had time to reflect upon their actions.

SWPBL is not the ignoring of dangerous or threatening behaviours.

If a student acts in a manner, which involves the endangering of themselves or another child, then staff step in to stop the behaviour.

If a student destroys another child's property, staff step in to stop the behaviour.

If a student vilifies another student, staff step in to stop the behaviour.

If a student destroys school property, staff step in to stop the behaviour.

Consequences for Unacceptable Behaviour

Discipline procedures are based on procedural fairness.

The school expressly forbids corporal punishment, and it is not acceptable under any circumstance.

At no time is it acceptable for a class or collective group to be held responsible and/or face the consequences for the poor behaviour of an individual student in which they were not directly involved.

If a student displays Tier Three Behaviours (other than self-harm or negative self-talk) then the student is required to fill out a Reflection Sheet with the guidance of a staff member. This Reflective Sheet is then used as the prompt to hold a discussion with the student as to why the behaviour escalated, what can be done in the future to prevent it, and to determine a suitable consequence.

For all students who complete a Reflection Sheet, a staff member will contact the parents on the day of the incident and inform them of the details.

If other students have been impacted upon by the Tier Three behaviours of a peer, a staff member will contact the parents of the impacted students if it is deemed to be appropriate.

Where appropriate, a restorative discussion will be facilitated between the students and staff involved, using the SWPBL Matrix as the tool for directing the conversation.

Identifying students in need of support

Upwey South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The SWPBL Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Upwey South 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, family referrals, professional referrals, or referrals from peers

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
- 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*.

Student Behavioural Expectations

Behavioural expectations of students are grounded in our school's *Statement of Values and School Philosophy*.

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, Upwey South 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
- referral to the Year Level Coordinator
- restorative practices
- detentions
- 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 and Training.

The Principal of Upwey South 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.

Engaging with families

Upwey South 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 (SSGs), and developing individual plans for students.

Evaluation

Upwey South 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.

As an SPWBL accredited school, we make decisions based upon fortnightly SWPBL data sets which are analysed and presented to staff by our SWPBL team.

Sources of data that will be assessed on an annual basis include:

- Compass Chronicle data entries
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- The DET SOCS (Student Online Case System)

Upwey South 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.

COMMUNICATION

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

- Available publicly on our school's website and distributed via community newsletters
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Included in staff handbook or manual
- Hard copy available 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	School Council Staff SWPBL Team Student Leadership
Approved by	Principal
Next scheduled review date	August 2024