

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school's administration office.

## 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.

Cambridge 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
2. School values, vision and mission
3. Wellbeing and engagement strategies
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## POLICY

### 1. School profile

Cambridge Primary School was established in 1992 with 240 students. The school has grown rapidly, and we currently have 823 students of which 397 are males and 426 females. As Cambridge Primary School has a strict enrolment policy, and students must reside within our 'designated neighbourhood area', a majority of our students reside in and around the area. The present school population is culturally and socially diverse and includes approximately 50 nationalities. Of our 593 families 246 are unemployed and 318 have been

listed in the SFO as Unskilled/Labourers and 259 are qualified professionals. The school's LBOTE (Language Background Other Than English) is approximately 396 of the total school population. We have 13 students on the Program for Students with Disabilities and 215 families access Camps Sports and Excursion Fund. Designed as a true community centre, the school buildings and surrounds provide facilities for our students and the broader community. An upgrade completed in 2004 saw seven additional permanent classrooms and ancillary spaces replace some of the school's relocatable buildings. A large synthetic turf soccer field, asphalt upgrades, amphitheatre, water tanks, community building, second gymnasium, additional playground equipment and the installation of a security fence around the school have been additions over the last decade. We are committed to ensuring that our physical spaces are conducive to a productive, safe and supportive learning and playing environment. The school currently operates single-level classrooms. The 39 classroom teachers are supported by 6 staff in specialist teaching roles, 13 Support staff, 5 Education Support Officers – Integration aides, 4 Education Support Officers – Administration, 3 Principal Class Officers and a range of auxiliary staff including canteen manager, ICT support, library technician and school maintenance supervisor.

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

Cambridge Primary 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, self-resilience and excellence at every opportunity.

Our school's vision is Growth Through Learning.

Our mission is to equip and empower lifelong learners that contribute collaboratively to build a positive, inclusive and successful school and community.

### **Wellbeing and engagement strategies**

Cambridge 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.

A summary of the universal (whole of school or Tier 1), targeted (year group specific or Tier 2) and individual engagement strategies (Tier 3) used by our school is included below:

#### Universal - Tier 1

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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
- teachers at Cambridge Primary School use an instructional 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 Cambridge Primary 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 and School Philosophy 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 the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics and buddy programs
- all students are welcome to self-refer to the Mental Health and Wellbeing Leader, School Chaplain, Year Level 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
- all students can access wellbeing and bullying reporting forms via a QR code through their class google classroom and families via the Compass platform
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Cybersafety
  - Bravehearts
  - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social emotional programs)
- opportunities for recess and lunchtime activities
- buddy programs
- measures are 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.

### Targeted - Tier 2

- each year group has a Year Level Leader who assists teams to monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as Additional Language students are supported through the EAL curriculum
- we support learning and wellbeing outcomes of students from refugee background through referral to and consideration of appropriate external agencies as required
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)

- all students in Out of Home Care are supported 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
- *students with a disability are supported 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*
- *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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

### Individual - Tier 3

Individual support for students can be guided through yet not limited to the following links:

- [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](#)

*Cambridge 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 Education Plan and/or a Behaviour Support 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*
  - *Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Orange Door*

*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 a disability*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

### **3. Identifying students in need of support**

*Cambridge Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Cambridge Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:*

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers.*

### **4. 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.

## 5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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.

When a student acts in breach of the behaviour standards of our school community, Cambridge Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers 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 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
- time in another setting to reset and reflect
- withdrawal of privileges
- referral to the Year Level Leader
- 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 Cambridge 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.

**At Cambridge Primary School we will respond to all undesired behaviours: calmly, consistently, briefly, immediately, respectfully and privately.**

**Teachers, students, families and carers will be referred to the Student Behaviour Matrix Roadmap to address all undesired behaviours, see next page. This is followed by the staged response flowchart, Violent &/or Aggressive Behaviours require a Staged Response from staff.**

At Cambridge Primary School, we respond to all undesired behaviours:  
calmly, consistently, briefly, immediately, respectfully and privately

Level 1
Classroom teachers respond when students demonstrate:
School uniform infringements (issue uniform infringement notice to go home)
Being unprepared for class
Being late for school
Leaving class without permission
Refusing to follow instructions – including not completing tasks
Disrupting the learning of others
Disrespecting the personal space of others
Littering
Inappropriate use of school equipment (books, PE or PA equipment etc.)
Bringing banned items to school – not harmful to others (gum, phone, playing home apps etc.)
Unsafe movement within the school (running inside, riding without a helmet, using corridors during break times)
Participating in unsafe behaviour (throwing objects, climbing on non-play structures, running through gardens, play fighting)
Accessing out of bounds areas
PROCEDURE
<b>STEP 1</b> Reminder. If stops – new start. If continues STEP 2.
<b>STEP 2</b> Verbal warning Reset and redirect Revisit school values. If stops – new start. If continues – STEP 3.
<b>STEP 3</b> Confiscation OR moved within classroom for time to reflect on behaviour. If reflects and finds solution – new start. If cannot admit/reflect on behaviour, move to STEP 4 Consequence
<b>STEP 4</b> Teacher consequences set and communicated – You must now communicate to the student that they have a consequence and their family and/or a leader will be contacted.
<b>STEP 5</b> Repeated/consistent level 1 behaviours (at least 3 or more times in one day) contact Wellbeing ext. 105 and family to communicate consequence as appropriate.
<b>STEP 6</b> Restorative conversation, Compass Chronicle with action recorded. Family notified. (GREEN)
<b>Consequence Examples:</b>
<ul style="list-style-type: none"> <li>Community service</li> <li>Write apology letter</li> <li>Break time detention within classroom</li> <li>Seating plan</li> <li>Confiscate item/device for the session</li> <li>Parent contact</li> </ul>

Level 2
Leaders respond when students demonstrate:
Refusing to complete work (an entire session)
Theft of school or others property eg toys, money
Participation in intimidation and/or threatening behaviour (includes by-standing)
Using discriminatory/abusive language toward student/teacher
Bringing banned items to school that are harmful to others (lighters, matches, weapons)
Repeated Level 1 Behaviours across the day ie. Completed all steps of Level 1 and behaviour continues
PROCEDURE
<b>STEP 1</b> Remove student from the incident area to an agreed safe space and contact a leader immediately.
<b>STEP 2</b> Leader to discuss behaviour and next steps to be decided ie consequences and actions?
<b>STEP 3</b> Re-engage student into class – restorative conversation held, agreed actions recorded to move forward.
<b>STEP 4</b> Consequence communicated to student, teacher and family.
<b>STEP 5</b> Compass Chronicle with action recorded. Family notified. (AMBER)
<b>Consequence Examples:</b>
<ul style="list-style-type: none"> <li>Completion of work in a breaktime</li> <li>Reflection Sheet/Grid activity set</li> <li>Lunchtime detention – classroom, leader or AP office</li> <li>After school detention</li> <li>Write apology letter</li> <li>Daily report</li> <li>Check in check out</li> </ul>
*Please note: If behaviour continues after the student has been exited – escalate to Level 3

### Restorative Conversation:

#### Instigator

What happened?  
What were you thinking?  
What have you thought of since?  
Who has been affected? In what way?  
How could things have been handled differently?  
What needs to be done next to resolve this?

#### Victim

What did you think when it happened?  
What effect has this had on you?  
What has been the hardest part for you?  
What do you need now to move on?

Level 3
Assistant Principals respond when students demonstrate:
Bullying, harassment including cyber-bullying, to, at and from school or home.
Alleged abuse (physical, verbal, sexual, emotional, social) of a student or staff member (making someone feel unsafe)
Using banned items at school that are harmful to others (lighters, matches, weapons)
Using ICT to abuse the rights of others (using camera, social media)
Critical attendance
Repeated defiance
Inappropriate behaviour that is demonstrated when representing the school
Leaving the school grounds without permission
1. AP will contact 000 2. Parents will be contacted to come and assist the school to locate their child
*any repeated and continuous Level 2 behaviours
PROCEDURE
<b>STEP 1</b> Remove student from incident area to an agreed safe space and contact an Assistant Principal or the office immediately.
<b>STEP 2</b> Assistant Principal will investigate incident and set consequences/actions. <b>Consequence Examples:</b>
<ul style="list-style-type: none"> <li>Student placed in another classroom for the day with work supplied by the classroom teacher</li> <li>Alternate break times</li> <li>Student does not attend school events</li> <li>Student completes behaviour reflection sheet</li> <li>Temporarily stood down from leadership role</li> <li>Detention/ Check in Check out / Daily Report</li> <li>Referral to Principal for further consequences</li> </ul>
<b>STEP 3</b> Consequence communicated to parents and student
<b>STEP 4</b> Compass Chronicle (RED) Leadership staged response completed (includes contacting emergency management)
LEVEL 4
The Principal responds when students engage in:
Physical violence
Vandalism of school amenities or vandalism while wearing school uniform
*any repeated or continuous Level 2 & 3 behaviours
PROCEDURE
<b>STEP 1</b> PRINCIPAL ONLY Formal Internal and External Suspension Process
<ul style="list-style-type: none"> <li>Student has opportunity to be heard</li> <li>Parents contacted</li> <li>Letter</li> <li>Work provided</li> <li>Return to school meeting</li> <li>Behaviour Management Plan</li> <li>Leadership staged response (Chronicle Grey)</li> </ul>
LEVEL 5
The Principal responds
*any repeated and continuous Level 4 behaviours
<b>STEP 1</b> Expulsion process



## Violent &/or Aggressive Behaviour Staged Response

### Classroom teacher/Support person actions

Make sure that a staff member remains with the student, providing verbal support or monitoring. Do not restrain or seclude the student.

#### If the student is being violent consider:

- Removing them to another location
- Removing other students
- Observing them from a distance
- Remove any objects that pose a threat to self and others

#### Seek support in the following order from leadership/support person

- 1 Assistant Principal Wellbeing - EXT 105 Sue (0409 000 785)
- 2 Assistant Principal - EXT 107 Jess (0450304343)
- 3 MHWC - EXT 114 Pene (0425 856 293)
- 4 Leading Teachers - EXT 131 Karen, Michelle

If the situation is considered an emergency please push the **DURESS** button for immediate assistance

### Leadership actions

Contact Police and Emergency Services **000** if a significant risk of harm to self or others

Contact Emergency Management  
**1800 126 126**

Contact student's parents/caregiver/guardian

Contact Student Support Services

Follow and complete school based staged response



## 6. Engaging with families

Cambridge 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:

- communicating regularly with families and encouraging them to speak with teachers as required
- 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 Complaints and Concerns 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, including school council
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

## 7. Evaluation

Cambridge 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.

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

- student survey data
- incidents data
- school reports
- reporting forms for wellbeing and bullying
- parent survey
- wellbeing management and referrals
- CASES21, including attendance and absence data
- SOCS

Cambridge 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
- Included in staff induction processes
- Referred in transition and enrolment packs
- 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Consultation	October 2022 Whole staff School Council Wellbeing Team JSC
Approved by	Principal
Next scheduled review date	October 2023