



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact us via email on albert.park.ps@education.vic.gov.au

THE ALBERT PARK WAY

The Albert Park Way is the cornerstone of all interactions and practices across the school community.

We expect that all students, staff, parents and carers treat each other with respect, kindness and dignity.



OUR VISION STATEMENT

- We are a village community school in inner City Melbourne that promotes and ensures all children have their rights respected.
- We are a happy school community that respects and cares about people and the environment in which we live.
- We are proud of our diverse and rich heritage and we will give all children the confidence, imagination and will to succeed in life and contribute to society.

PURPOSE

Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Every student has the opportunity to meet their personal and educational potential in an environment that fosters respect, resilience, co-operation and kindness. This is the Albert Park Way.

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. The APPS Statement of Values (outlined by the

Dept. of Education) can be viewed at our website

<http://www.albertparkps.vic.edu.au/index.php/about-apps/policies>

This policy applies to all school activities, including camps and excursions.

POLICY

1. School values and philosophy

Our students want to come to school to learn each day in their engaging and calm classroom where each student is treated with respect, care and a celebration of who they are as an individual. Students are encouraged to do their best at all times. However, when a behaviour is inappropriate and a mistake is made, restorative practices ('How can we fix it?') are used as a tool to improve practice. We teach our students that we can learn from our mistakes and we are on a personal journey to treat others as we would like to be treated.

Students have the right to:

- feel safe, secure and happy at school
- participate fully in their education
- experience learning that meets their needs
- 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
- Demonstrate positive learning behaviours that make the most of their opportunity to learn
- Display positive behaviours of The Albert Park Way that demonstrate respect for themselves, their peers, their teachers and members of the school community
- Respect their right and others right to learn.
- Talk it out to sort it out (with 1 of 5 trusted adults)*

Talk it out to sort it out - Students who may have a complaint, concern or worry about something that has happened at school are encouraged to speak to one of the trusted five adults (parent/carer; teacher; support staff or a member of the school leadership team).

2. Engagement strategies

Albert Park Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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 whole school, targeted and individual engagement strategies used by our school is included below:

Whole School

- actively promote a positive culture that is engaging, supportive and inclusive of gender, age, culture, religion and ability
- have high and consistent expectations of all staff, students and parents and carers through the whole school approach of: **"The Albert Park Way"**

- display **The Albert Park Way** and have examples of what it looks like/sounds like/feels like in every classroom
- deliver engaging curriculum and assessment that challenges, extends and supports student learning through effective differentiation
- welcome all parents/carers and being responsive to them as partners in learning
- analyse data to support effective decision making
- use an APPS Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons provide a seamless and sequential learning journey with effective transitions into, through and from the school for all students
- teachers at Albert Park 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
- APPS 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
- 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
- carefully planned transition programs to support students moving into different stages of their schooling
- Students have the opportunity to contribute to and provide feedback on decision about school operations. Albert Park Primary School prioritise and encourage student voice not only through Junior School Council and Student Leadership representation, but through surveys, student forums and feedback at both a whole school and classroom level.
- provide opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities) Targeted
- programs, incursions and excursions developed to address issue specific behaviour (i.e. belonging and inclusion programs)
- monitor the health and wellbeing of students as part of the teaching team's Professional Learning Community meeting, and act as a point of contact for students who may need additional support • provide training and information programs for parents
- connect Koori students with a Koori Engagement Support Officer
- students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment • 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

Individual students in need of support

Albert Park Primary School implements a range of strategies that ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to identify students in need of support and enhance their engagement and wellbeing. These can include:

- build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Have support accessing the curriculum in the classroom or development of strategies to enable positive learning experiences in the classroom and playground

- meet with their parent and carer/and student to talk about how best to respond sensitively to the student's circumstances
 - developing an Individual Education Plan and/or a Behaviour Support Plan through a Student Support Group meeting,
 - consider if any environmental changes need to be made
 - refer the student to:
- school-based wellbeing supports – counsellor, or Student Support Services
- collaborating, where appropriate and with their family, with any external allied health professionals, services or agencies that are supporting the student
- running regular Student Support Group meetings for all students with a disability and with other complex needs that require ongoing support and monitoring.
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family

3. Identifying students in need of support

APPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. APPS 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
- seek guidance from Student Support Services or allied health professionals supporting a child.

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, discrimination or intimidation
- express their ideas, feelings and concerns.
- Receive help and support from adults in the school community if any additional need impacts on them accessing learning or forming positive relationships

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.

5. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Positive behaviour is encouraged, promoted and recognised through **The Albert Park Way** across the school. Positive behaviour creates a culture that is best for learning and keeps all children safe and happy (refer Appendix 1: School programs and partnerships that enhance school wide positive behaviour support) We expect students to contribute to the positive culture of a classroom, support and encourage their peers. Any disrespectful, inappropriate or hurtful behaviour will be challenged and not accepted by students or staff.

Students will be taught the skills to develop learning dispositions and strategies to deal with regulating emotions and behaviour.

When a student acts in breach of the behaviour standards of our school community, Albert Park Primary School will institute a staged response, 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.

Student bullying behaviour will not be tolerated and will be responded to consistently with Albert Park Primary School's Bullying Prevention Policy.

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.

When a child exhibits disrespectful behaviour they are encouraged to:

- reflect on their actions;
- contribute to which level of behaviour it may have been and the linked consequence;
- participate in restorative practices (if appropriate)

Reflection and participation in the decision making for appropriate consequences encourages self-responsibility and develops understanding of the impact on their learning/others.

At Albert Park Primary School, staged disciplinary measures (logical consequences) include: (refer Appendix 2 for more detailed examples):

<p>Stage 1 Examples of Misbehaviour – disrespectful</p> <p>Non-serious actions that generally affect the individual and provide no harm or danger to those around them</p>	<p>Stage 1 Agreed Consequences:</p> <ul style="list-style-type: none"> • Views/responses gathered by adult from all involved • Reminder Albert Park Way • Student involved in discussion with the teacher about ‘how to fix it’/ impact on others • Reminder of next stage consequence if repeated disrespectful actions
<p>Stage 2 Examples of Misbehaviour – harmful</p> <p>Encompasses repeated disrespectful behaviour, or actions that are irresponsible or affect others – harmful words/actions</p>	<p>Stage 2 Agreed Consequences:</p> <ul style="list-style-type: none"> • Compass record made by supervising teacher • Senior leader notified • Parent communication by teacher – phone/ meeting • 1 day withdrawal from playground (half of break times) supervised by senior leader • APPS reflection sheet linked to Albert Park Way sent home • Restorative justice/ How can we fix it? • Recorded on Compass
<p>Stage 3 Examples of Misbehaviour – serious</p> <p>Acts of continued harmful behaviour, aggression, threatening behaviour or verbal abuse</p>	<p>Stage 3 Agreed Consequences:</p> <ul style="list-style-type: none"> • Senior leader notified immediately • 2-3 days withdrawal from playground and/or classroom • Parent meeting • APPS reflection sheet linked to Albert Park Way • Restorative justice/ How can we fix it • Withdrawal of privileges • Behaviour Support Plan if required • Involvement of Student Wellbeing Officer/ Counsellor • Recorded on Compass

In the classroom

Warning

Reminder of expected behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual, others)

Time out in own class

The child will be asked to sit on the thinking table. The child should be moved to sit on their own away from the other children (5 mins; 10mins; whole session).

Time out in 'buddy' class (prior agreed arrangement)

The child should be taken to another 'buddy' classroom, with work, where they will explain to the teacher the reason why they are there. They will remain there for 10-15 mins or until the end of the session (depending on the severity of the behaviour).

Time out with Senior Leader (Principal/ Assistant Principal)

If disrespectful behaviour warrants removal from the classroom because of repeated or severe disruption to other childrens' learning or a serious incident, the class teacher will phone a Senior Leader who will attend immediately to remove the child.

In the playground

Warning

Reminder of expected respectful behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual, others)

Time out on playground

If disrespectful behaviour occurs in the playground, the child will be asked to walk with the duty teacher or sit quietly in the agreed place for a 'cooling off' period. The staff member on playground duty will supervise them (max 10 mins).

Immediate removal from playground

If a serious incident occurs, eg. Fighting, children are removed from the playground immediately without applying preliminary sanctions. The Class Teacher, as well as the Principal/Assistant Principal, are informed.

Wherever possible, a member of staff will spend time speaking to students about their disrespectful behaviour in an effort to help them to appreciate the following:

- Which Albert Park Way was disrespected and why did it happen?
- How did my behaviour affect others and how did it affect me?
- What will I need to change so that the same thing doesn't happen again?

(Children will be given an opportunity to share their side of the story)

- Participate in restorative practices (where appropriate)

Follow-up consequences

- Recording on the school's electronic recording system (Compass) - cc Senior Leaders • Repeated disrespectful behaviour or harmful behaviour (as per table – Stage 2 or 3) will be reported to the Assistant Principal or Principal.
- Student/s may need to report for Lunchtime Restorative sessions with the Class Teacher or Assistant Principal or Principal to work through the incident and agree on actions and support that will bring about changes in behaviour.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, see Appendix 3 and 4

Corporal punishment is prohibited in our school and will not be used in any circumstance. 5.
Engaging with families

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
- promoting proactive engagement with parents that highlights positive behaviours and/ or achievements.
- providing parent volunteer opportunities so that families can contribute to school activities • involving families, providing feedback and 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.

6. Evaluation

Albert Park 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
- parent survey
- case management
- CASES21 / Compass
- SOCS

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

- Available publicly on our school's website
- Included in staff induction processes

- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards.

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2025
Consultation	Staff/ JSC/ School Council
Approved by	Katrina Mildner, Principal
Next scheduled review date	February 2026

Appendix 1: School programs and partnerships that enhance school wide positive behaviour support with our staff and students**Whole School**

Student Wellbeing Coordinator

Staff Wellbeing Team

School Counsellor

School Nurse

- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School counsellors, 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
- Albert Park Way Bands/ Learner Disposition Awards
- positive behaviour is acknowledged formally in school assemblies through Albert Park Way bands
- Student learning is acknowledged and awarded in the classroom with Albert Park Learner certificates promoting strengths of each student
- Recognition of participation and achievement in external programs and competitions at the assembly and in the newsletter
- eSmart and cyber safety programs
- eSmart accreditation and partnership with the Alannah and Madeline foundation
- Community education program with Cybersafety program
- Bully Busters program DET
- Respectful Relationships Program
- participation as a partner school in the Bayside schools project- a Staff/Community Action team lead the implementation of Social and Emotional Learning with a strong focus on gender equality and inclusivity.
- implementation the Invisible Wellbeing program and Bounce Back Wellbeing program resources; core values to implement the Albert Park Way
- Mindfulness in the classrooms

Targeted

Annual projects funded by the City of Port Phillip Resilience Innovation Fund- Kindness Project, Youth leadership program

Albert Park Community Awards program for Year 6 leadership

Buddy Program- Year 5 and Prep

Play Leaders, Clubs and construction equipment for co-operative play at lunchtimes Library and quiet space access at lunchtimes

Year 6 leadership program

Peer Mediation Program

Junior School Council

eSmart class representatives

Appendix 2: Guidance – Stages Behaviour Examples

Stage 1 - Disrespectful Behaviour (It is resolved on the playground eg. reminder, talking, time out. Written down only if student is given time out (eg. walking with teacher, sitting in a designated spot)).

Non-serious actions that generally affect the individual and provide no harm or danger to those around them, eg:

- Teasing without the use of bad language or violence eg. “I’m not your friend”
- Not listening to teacher instructions
- Interrupting or upsetting other people’s games
- Argumentative behaviour
- Playing in toilets
- Going into classrooms
- Playing football in the wrong area

Stage 2 - Harmful Behaviour (1 day Recess/ Lunchtime Social Skills – all teachers’ decision with either a teacher or Senior Leader, Recorded on Gradexpert) Encompasses repeated **Disrespectful Behaviour**, or actions that are irresponsible or affect others. eg:

- Teasing – calling names
- Bullying – name calling, ‘gangs’, swearing
- Out of bounds – eg. Hall, classrooms
- Non-critical fighting eg. pushing, shoving, kicking
- Playing in toilets – climbing or making a mess
- Stealing
- Damaging school property (eg. Playground equipment etc)
- Running from a teacher and refusing to come
- Careless play endangering others

Stage 3 - Serious Behaviour (2 days Lunchtime Social Skills– SLT decision, recorded on Gradexpert)

Serious acts of violence, continued **Harmful Behaviour**, endangering others, threatening or violent behaviour, verbal abuse. Eg:

- Aggression or violence – kicking + hitting &/or punching
- Out of bounds – out of school grounds
- Abuse of teacher – swearing, aggression
- Verbal abuse or damaging talk
- Dangerous behaviour – hurting another child, repeatedly aggressive
- Refusing to obey a teacher – defiant behaviour
- Damaging school property maliciously

Appendix 3: Suspensions

Ministerial Order 1125 (Procedures for Suspension and Expulsion of Students in Government Schools) took effect on 16 July 2018. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. The Order and other laws must be interpreted and applied under the Charter of Human Rights and Responsibilities. This means that the Order must be complied with in a manner which is consistent with the Charter.

Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

Suspension Process:

The principal must first establish whether a suspension is an available option:

- Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
- Does the behaviour meet one or more of the grounds for suspension?
- The principal must take into account whether a suspension is appropriate to the behaviour, the student's education needs and any other relevant circumstances.

Before implementing a suspension, the principal must ensure that:

- The student has had the opportunity to be heard
- That any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding the suspension
- Other forms of action to address the behaviour for which the student is being suspended have been considered and implemented.

The principal must decide on the duration of the suspension bearing in mind that:

- A student cannot be suspended for more than five consecutive school days and written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days
- If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.
- In some instances, the principal may consider that due to the severity of the situation and the possibility of immediate threat to another person, they may need to implement immediate action. • Under these circumstances, the school must provide supervision until the student can be collected or until the end of the school day.
- When a suspension with an immediate effect is implemented on school camp or excursion and the student is unable to be collected, then they will need to be supervised until the end of the activity.

As soon as is practical, the principal must:

- Give verbal notification to the student and their relevant person of the intention to suspend the student, the reason/s for the suspension, the school days on which it will occur and where it will occur
- Provide the student and their relevant person with the *Notice of Suspension* and the *Procedures for Suspension* brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
- Provide contact details for additional support services to the student and their relevant person.

- Where appropriate, or if requested, a Student Support Group (SSG) or another meeting with the student and their relevant person can be convened.

Prior to the day on which the suspension occurs, or on the day a suspension is implemented with immediate effect:

- If the student is suspended for three days or less, the school must arrange for appropriate school work to be supplied
- If a student is being suspended for more than three days, a *Student Absence Learning Plan* and a *Return to School Plan* must be developed and provided to the student and their relevant person.

Following the suspension, it may be appropriate to convene a meeting with the student and their relevant person to discuss the behaviour that led to the suspension. A relevant person can also request a meeting at any time during the suspension process.

- For students that have been suspended for five days or where they have received three or more suspensions in a year, then it is recommended that the school convene a Student Support Group meeting with the student, their relevant person and other personnel to discuss the behaviour that led to the suspension/s and the range of strategies to address the concerns.

Appendix 4: Expulsions

On rare occasions, an individual student's behaviour may compromise the health, safety and wellbeing of other students and staff at the school. When a behavioural incident(s) is of such magnitude that an expulsion is considered, it is important that a transparent, fair and supportive process is in place, with appropriate checks and balances at each stage.

This reflects the requirements set out in Ministerial Order 1125, and comes into effect on the same date as the Order. The Policy has been developed to support and guide principals to meet their obligations when they are considering expelling a student.

Only principals have authority to make the decision to expel a student. This authority cannot be delegated. Principals must not expel a student who is aged 8 years or less without the Secretary's approval.

Detailed requirements exist for the expulsion process and it is important that principals refer to the full expulsion process for details.

When an expulsion may occur

A principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity) the student:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- The student's behaviour must be of such a magnitude that having regard to the need of the student to receive an education; to maintain the health, safety and wellbeing of other students and staff at the school; and to maintain the effectiveness of the school's educational programs, expulsion is considered the only available mechanism.

Intervention and supports

It is critical that interventions and supports have been implemented to address behaviours of concern prior to making an expulsion decision. An expulsion can be overturned if this has not happened, or is not thoroughly documented. Students may only be expelled after a thorough investigation of the incident/s has been conducted.

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The local Area Team and regional office will work with the principal to identify a new setting and implement a transition plan for the student.

Notification of expulsion

Principals must notify the Regional Director when an expulsion is being considered for:

- an Aboriginal or Torres Strait Islander student
- a student with a disability who is eligible to receive support under the Program for Students with Disabilities, or
- a student in out-of-home care.
- Principals must notify the Department's International Education Division if the student is from overseas.

Expulsion appeals

- In keeping with principles of procedural fairness and natural justice, a decision to expel a student from a Victorian government school can be appealed by the student or their parent/carer. Principals must provide the student and their parent/carer with copy of the Expulsion Appeal Form for their consideration.

An expulsion can be appealed on the following grounds:

- a student has a history of behavioural issues, and there is insufficient evidence of prior interventions designed to address the behaviour and support the student
- the grounds on which the student was expelled are considered unfair
- the expulsion process was not followed by the principal
- other extenuating circumstances.

For more information on the expulsion appeal process see: [Expulsion Appeal](#)

In rare circumstances where an expulsion is overturned on appeal and the principal holds significant ongoing concerns for the students at the school, a principal may refer the matter to the Student Safety and Wellbeing Expert Panel. For more information on the Expert Panel, see: [Student Safety and Wellbeing Expert Panel](#)