

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Chilwell 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School profile

Chilwell Primary School is located in Newtown, Geelong. Chilwell is a family orientated school with a strong partnership with the community. Chilwell creates a learning environment for all students & staff in which the principles of care, courtesy & respect for the rights and property of all are valued.

Our school has 400 students enrolled from Grade Prep (Foundation) to Grade 6), with 29 school staff

members, including a chaplain, psychologist and Inclusion Coordinator who all support wellbeing.

Our cultural diversity has steadily increased over recent years with 8% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin), Hindi, Cantonese and Korean. The school also has representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Chilwell 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 kindness, respect, resilience and persistence at every opportunity. We strive to live our motto 'Learning for Life' in our approach to school life.

Chilwell Primary Schools is a school that prepares students for life. Our students strive to achieve their full potential and are engaged in and enjoy their learning. Our staff inspire, engage and nurture students through a dynamic curriculum that supports the academic, social and emotional well-being of each child. Our parents are partners in creating and thriving learning community. Learning is based on individual needs and is determined by assessment, continually reviewed and adapted to remain current.

Our students will: Be proactive learning who strive to do their best. Develop as independent learners, setting challenging learning goals. Develop confidence and resilience so they are able to meet their social responsibilities at school and within the community. Enjoy their school experience.

Staff at Chilwell: Are skilled, dedicated and adaptable. Place student learning and personal improvement at the core. Provide engaging, challenging, differentiated learning based on relevant curriculum. Seek to continually improve by being open to new ideas, reflecting and challenging themselves and each other.

Parents at Chilwell: Partner with the school to support their child's education. Are engaged in the school through a variety of opportunities. Are involved in creating a school community we can all be proud of. Value education.

Curriculum at Chilwell will be: Child-centred, challenging, engaging and based on modern teaching methods.

3. Engagement strategies

Chilwell 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.

Our positive school culture is evident in the active participation of all members of the school community. They are provided with meaningful opportunities to contribute to our school, so that they feel valued, safe and secure. Students have every opportunity to meet their personal and educational potential.

The Chilwell School Council, Leadership team and teachers consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice and agency is encouraged through participation in the Student Leadership Teams, Junior School Council, formulation of classroom protocols through our 'Learning to Learn' program, student voice and agency in curriculum delivery, student surveys and various committees. Students have opportunities to contribute to the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also based on student engagement being the basis for learning.

All staff are actively engaged in developing classroom practice to ensure that our pedagogy and curriculum is clearly understood and engages all students by recognising and responding to their diverse learning needs. Respectful relationships between staff and students are promoted through student committees. Team planning of curriculum and professional learning teams encourages a shared pedagogy and a consistent, differentiated approach towards curriculum implementation and wellbeing.

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

Universal:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- explicit teaching of positive behaviours
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued. We welcome all parents/carers and are responsive to them as partners in learning. Parent Participation in their children's education. School provides many opportunities to involve parents in their child's education. A classroom helpers program is available for parents.
- analyse and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, Student Management data and School Level Assessment data
- deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Chilwell Primary School use an workshop and gradual release 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 Chilwell 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. Chilwell understands that full attendance maximises every student's ability to learn and our teacher's ability to teach effectively. Student absences and lateness are recorded on Sentral and followed up. Calls to parents after three consecutive unexplained absences are made by the Principal and communication to parents through the newsletter promotes arriving to school on time and importance of attendance. Chilwell raises parent awareness through the "It's Not Okay To Be Away' strategies. An Attendance Improvement Plan will be initiated where required by classroom teacher, principal and parent/carers.
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council, school leaders and other forums. Students are also encouraged to speak with their classroom teachers, specialist teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through sporting events, school concert, incursions and excursions.
- all students and parents are welcome to approach the classroom teachers, Inclusion Coordinator, 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - [Respectful Relationships](#)
 - [eSmart](#)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs (Prep and Grade 5)
- 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
- use of restorative conversations and logical consequences to address appropriate and inappropriate behaviour. Action will be taken in a timely manner to address and resolve issues with all concerned. Restorative practices help build the capacity to enable students to self - regulate behaviour and contributes to the improvement of learning outcomes
- Continued monitoring to ensure a successful resolution has been achieved
- Teacher 'Handover' of student files/data/information held at the end of the year for the new classroom teacher.

Targeted:

- Our Assistant Principal and Inclusion Co-ordinator support teachers 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
- we link with Geelong English Language Centre (GELC) to support our English as a second language students to ensure students are academically supported and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background and liaise with any relevant support programs in the community
- 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 (where required) and individual education plans
- the school chaplain and psychologist 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:

- 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 ChildFirst

- Re-engagement programs

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 Education Support Officers (KESO)
- engaging with Geelong English Language Centre (GELC)
- 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.

How Chilwell supports positive behaviour and relationships

Chilwell requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through parent-teacher interviews, student lead interviews, phone contact where required, use of student diaries, student reports, Sentral email notifications notifications, school newsletter, grade level newsletters, curriculum information sessions, parent library and classroom helpers' program. Parents are invited to activities that showcase and celebrate student learning and achievement. Any issues are addressed and resolved through consultation and communication.

Teachers have active participation in yard duty and student supervision and instigate prompt and appropriate follow up to breaches of the school rules.

Students assist in the formation of classroom rules for behaviour and are familiarised with expected playground rules and consequences.

4. Identifying students in need of support

Chilwell Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team and all staff plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Chilwell 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 through Sentral
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation documented on Sentral
- attendance, detention and suspension data
- engagement with families

- self-referrals or referrals from peers
- Parent Communication
- Consultation with Chaplain
- Attitudes to School Survey (4-6)
- Incident and wellbeing report log on Sentral (confidential)
- Make and document reasonable adjustments for inclusion and access the curriculum

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

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. 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.

6. Student behavioural expectations

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

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.

When a student acts in breach of the behaviour standards of our school community, Chilwell 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 (PLC Leader) or the Leadership team.
- restorative practices
- walking with the yard duty teacher for portions or break times to observe positive student behaviour and interactions.
- detentions
- behaviour support plans 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/guidance/1-suspension-process>
- <https://www2.education.vic.gov.au/pal/expulsions/guidance/decision>
- <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 Chilwell 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.

Appropriate Behaviour –Rewarding positive behaviour - Chilwell Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement with the following strategies:

- Awards, certificates and Acknowledgements
- Student Reports
- Written reports June and

- Recognition in Parent Teacher Interviews
- Newsletters
- Leadership opportunities
- Positive feedback – correction of work tasks, sticker charts/books, encouragement.
- Diary entries
- Verbal and written praise.
- Feedback on learning
- Goal Setting

Inappropriate Behaviour

When students do not meet shared expectations, a staged response is implemented consistent with the steps and logical consequences outlined below. This is to be implemented to -

- Re-establish significant relationships and understanding of shared expectations.
- Ensure consequences for misbehaviour are relevant and meaningful.
- Foster and develop individual responsibility and empathy and explicit teaching of appropriate behaviour.

Chilwell Primary School Consequences of Inappropriate Behaviour

Consequence levels are arranged according to severity and one or multiple consequence points can be used as required. Staff are encouraged to moderate with other staff and leadership to select the appropriateness of a chosen consequence. Restorative principles are used to underwrite all discussions and actions. This process might include (especially in older year levels) students having input into the suitability of a consequence. Please note that the Principal has the right to make a final decision on the appropriateness of a consequence if parties cannot agree and/or intervene at any time of the process.

LEVELS	Examples of inappropriate behaviour	Range of Possible Consequences – Staff Member to choose most appropriate consequence
Level 1	<ul style="list-style-type: none"> ● Breaches of Playground Rules ● Breaches of agreed classroom rules and protocols. ● Not showing respect to peers and adults ● Inappropriate classroom behaviour - calling out/disrupting the class or other children's learning ● For inappropriate use of ICT see Cybersafety Policy 	<p>All Staff</p> <ul style="list-style-type: none"> ● Verbal correction, reminder and/or apology ● Note in student diary ● Verbal or written apology ● Brief discussion with teacher ● Redirected to a new area in the classroom or the yard ● Move seat in classroom
Level 2	<ul style="list-style-type: none"> ● Repeated Level 1 offences ● Swearing ● Deliberately disobeying a staff member's instructions/requests ● Disrespect or misuse of school equipment. ● Displaying anti-social behaviours, responses and actions. ● Deliberate teasing or harassment to another student or teacher ● Regularly disregarding playground boundaries ● Ongoing Inappropriate classroom behaviour calling out/disrupting the class or other children's learning ● For inappropriate use of ICT see Cybersafety Policy 	<p>All Staff</p> <ul style="list-style-type: none"> ● Verbal correction or reminder ● Communication to parent/guardian – <i>If a diary is used for communication, the note in student diary must be signed by parent/guardian</i> ● Written or verbal apology ● Restorative conversation ● Confiscation of device for the rest of the day after parent notified (if ICT related) ● Walk with teacher at lunchtime or playtime ● Time out in classroom ● 3-6 - write a written apology and explain issue <p>Record onto Sentral and notification appropriate staff</p>
Level 3	<ul style="list-style-type: none"> ● Repeated Level 2 offenses ● Deliberate inappropriate use of resources/ facilities/ equipment ● Physical harm to another student ● Interfering with another student's resources or personal belongings. ● Damaging others or school property ● For inappropriate use of ICT see Cybersafety Policy 	<p>AP /Principal/PLC Leader/Classroom Teachers</p> <ul style="list-style-type: none"> ● Parental notification and phone or in-person interview ● Sent to PLC leaders/AP/Principal ● Lunchtime detention in Principal's/AP's Office ● Adjustments to minimise interaction between students in the classroom and the yard. ● Recorded on Sentral ● Behaviour plan implemented (if relevant)

		<ul style="list-style-type: none"> ● P-1-2's complete a restorative conversation ● 3-6s complete a restorative conversation and write down their actions. <p>Record onto Sentral and alert appropriate staff with notification to Principal/AP</p>
Level 4	<ul style="list-style-type: none"> ● Repeated Level 1-3 behaviour subsequent to ongoing support and behaviour plans ● Ongoing teasing, harassment or bullying to another student or teacher, relational aggression including exclusion and ignoring ● Offensive behaviour towards a teacher ● Continuously disobeying a staff member/s instructions/requests ● Vandalism or wilful damage to property, resources equipment ● Reckless and/or dangerous behaviour ● For inappropriate use of ICT see Cybersafety Policy 	<p>Principal/AP</p> <ul style="list-style-type: none"> ● Suspension from Chilwell Primary School DET Suspension Policy ● Parents notified and phone or in-person interview ● Payment for damage ● Other consequences to be decided by Prin/AP <p>Record onto Sentral, Complete DET documentation and alert appropriate staff</p>
Level 5	<ul style="list-style-type: none"> ● Repeated Level 1-4 behaviour subsequent to ongoing support and behaviour plans. ● Criminal offence, wilful damage to property/resources/equipment (including laptops and iPads) ● Major theft (e.g. Laptop/iPad theft) ● Serious physical harm to another student or adult ● Ongoing swearing or disrespect to other students or adults. ● For inappropriate use of ICT see Cybersafety Policy 	<p>Principal</p> <ul style="list-style-type: none"> ● Suspension or Expulsion from Chilwell Primary School DET Suspension Policy DET Expulsion Policy ● Referral to police ● Parental notification and interview ● Payment for damage by family ● Record onto Sentral and DET documentation

***** All final decisions are made by the Principal *****

PLAYGROUND RULES @ CHILWELL

- **Values:** Students are expected to demonstrate the values of kindness, respect, persistence and resilience at all times.
- **NO HAT, NO PLAY** - Students must wear wide-brimmed school hat when outside (Sep 1st – April 30th)
- **Playgrounds:** Junior Adventure Playground is for the use of Grades Prep-3 students.
Senior Playground is to be used by Grade 4-6 only.
Chasey/tag games are not to be played on the playgrounds.
- **Inside Access:** Students need staff member permission to come inside at recess and lunchtimes.
Students are not to be in a classroom unsupervised.
Supervised lunchtime activities will be communicated to all students.
- **School Grounds:** Students are to stay in the school grounds on arrival to school, recess and lunchtime. Teachers are to retrieve balls that go over the fence.
- **Front of the School:** The front of the school, multi-purpose room (MPR), sandpits and the courtyard are “quiet” areas – no ball games.
- **Toilets:** The toilet and surrounding area are not play areas.
No rebound games to be played on the walls.
The toilets must be left in a clean and tidy state – vandalism will not be tolerated.
- **Ball Games:** Ball Games are to be played in a safe manner on the appropriate courts.
- **Oval:** The oval is for ball kicking games and cricket – Cricket & Soccer (T1&4) and AFL (T2&3)
No tackling is allowed for any sports.
No Eating on oval.
Oval is for odd and even days to match grade levels – (Preps are even).
The open areas on the perimeter of the oval remains part of the oval so odd/even days apply.
- **Synthetic Turf (near portables):** The synthetic turf is for modified soccer and downball. No AFL or cricket.
This area can be used on days opposite to the assigned oval days.
- **Respect for Grounds:** Everyone is to respect and look after our outdoor area - No climbing trees, removing stones from gardens and rubbish needs to be placed into the bins or taken home.
- **Out of Bounds:** The Yellow lines show us the ‘out of bounds’ areas. Students are not to cross these lines.
- **Engaging with People Outside of the school grounds:** For student safety, students must not interact with people outside of the school fence, even if they are known to them. This includes patting dogs through the school fence.
- **First Aid and Assistance:** Yard Duty teachers will help you if you need First Aide or you need assistance.
- **Rights & Safety:** Everyone has the right to feel safe in our playground.
Games that may prevent this are not to be played ie. Brandy, Poison Ball, Dodgeball, etc.
- **Eating time:** Lunch should be eaten in classroom. Teachers supervise students eating lunch.

Yard Duty Areas: Area 1: Passive Play – Front of the school and north side of the school
Area 2: Courtyard, Junior Playground, asphalt, basketball courts
Area 3: Oval, portable deck and synthetic area near the portables

Consequences

See Chilwell Primary School Consequence for Inappropriate Behaviour.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Chilwell 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, and developing individual plans for students.

Evaluation

Chilwell 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, including attendance and absence data
- SOCS

Chilwell 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
- **Included 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 – include link
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	16 th May, 2022
Consultation	Staff, Student School Leaders, School Council
Approved by	Principal
Next scheduled review date	May 2024