



# STUDENT WELLBEING AND ENGAGEMENT POLICY

(Behaviour Management)

**ISSUE DATE: AUGUST 2021 | REVIEW DATE: AUGUST 2023**



## Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9354 1660.

## 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.

Coburg North 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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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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## POLICY

### 1. School profile

Coburg North Primary School is situated in the northern suburbs approximately nine kilometers from the CBD of Melbourne. After significant growth in enrolments, the school has begun to stabilise at approximately 580 students and 30 school staff members including a first aid officer, a wellbeing coordinator and a primary welfare officer.

Our school grounds back onto Harmony Park, and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or ride their bike to school.

The school has a high socio-economic profile based on the school's Student Family Occupation Index. The parent community is a well-informed group with the vision and skill to work with the school to enrich and improve the educational experience for their children. The school has an active Parents and Friends group who organise events to fundraise and bring the parent community together. The school has a strong commitment to sustainability driven by staff, students, and parents.

### 2. School values, philosophy and vision

Coburg North 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, responsibility and resilience at every opportunity.

Our school's vision is to build a community of curious, creative and engaged learners who are empowered to meet the challenges of our rapidly changing world. Collectively we will work with our students to become responsible global citizens who have the skills, knowledge and personal attributes they need for their future.

Coburg North Primary School is inclusive and believes that all students, teachers and parents/carers have the right to learn and be safe and comfortable. We believe that by being respectful, responsible, and resilient we can succeed and thrive as a school community.

Our three core values are:

- **RESPECT:** Treat others as you would like them to treat you.
- **RESPONSIBILITY:** Behaving sensibly and making good choices on your own.
- **RESILIENCE:** Bouncing back after experiencing difficult situations.

### 3. Engagement strategies

Coburg North 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 our whole of school, group specific and individual engagement strategies used by staff is included below:

### Whole School (Universal)

Coburg North Primary School implements the following whole school strategies to promote positive behaviour and inclusion.

- 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
- creating a culture that is inclusive, engaging and supportive
- 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 Coburg North Primary School use The Victorian Teaching & Learning Model to ensure an explicit, common and shared pedagogical model of instruction that uses evidenced-based, high impact teaching strategies that are incorporated into all lessons
- teachers at Coburg North 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 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings
- students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Body Safe Australia
  - ESmart
  - Peer mediation program



- programs, incursions and excursions are developed with reference to issue specific behaviours (i.e. social skills, resilience programs)
- opportunities for student inclusion includes sports teams, school concert, lunchtime clubs, bands, video club.

### Group Specific (Targeted)

Coburg North Primary School uses more specific strategies, designed to address particular concerns in certain age groups or friendship circles, such as:

- connect all Koori students with a Koori Engagement Support Officer (KESO)
- all 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 Officer will undertake social skills and emotional intelligence 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
- use of Restorative Justice to allow all students to present their version of events, say how they feel and work together to get an outcome that makes things right for everyone involved

### Individual

Coburg North Primary School implements student specific strategies that may be considered and applied on a case by case basis. These include:

- Student Support Groups
- Individual Learning Plans
- Behaviour Support Plans
- Student Support Services

As well as other Department programs and services such as:

- Program for Students with Disabilities
- Mental Health toolkit
- ChildFirst
- Yarra Me
- Merri Health Community Centre
- Navigator
- LOOKOUT

Coburg North Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with all students, particularly those at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent/carer to talk about how best to help the student engage with school

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- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made to better engage and support individual students, for example changing the classroom set up, purchasing individual learning equipment
- referring the student to:
  - school-based Primary Welfare Officer
  - Student Support Services
  - Appropriate external supports such as Yarra Me, Merri Health Community Centre youth and family services, other allied health professionals or ChildFirst

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
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

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

Coburg North 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. Coburg North 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
- engagement with families

#### **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.

Students have the right to:

- participate fully in their education

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- 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.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect and responsibility for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn and to feel safe and comfortable.

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, staff and families are grounded in our school's Statement of Values, Parent Code of Conduct. Student bullying behaviour will be responded to consistently with Coburg North Primary School's Bullying policy.

Students are explicitly taught the school's values and social skills through the School Wide Positive Behaviours Program. The Positive Behaviour Matrix is located in all classrooms and outlines how the school's values and positive behaviours look in different settings and context.

# Positive Behaviour Matrix

At CNPS we believe that by being respectful, resilient and responsible we can succeed and thrive as a community.



	All settings	Inside	Outside	Movement	Online
<p><b>I am building...</b></p>  <p><b>RESPONSIBILITY</b> C.N.P.S.</p> <p>Behaving sensibly and making good choices on your own.</p>	<ul style="list-style-type: none"> <li>• Give others their personal space</li> <li>• Care for our school</li> <li>• Look after my own and others' belongings</li> <li>• Allow others to feel safe and comfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Make good choices</li> <li>• Do as much work as possible</li> <li>• Follow routines and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Pack up and leave materials in a safe spot</li> <li>• Use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• Walk safely</li> <li>• Use the paths</li> <li>• Allow our plants to grow</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the user agreement</li> <li>• Carry my device safely</li> <li>• Protect my personal information</li> <li>• Report unsafe/unkind behaviours</li> </ul>
<p><b>I am building...</b></p>  <p><b>RESILIENCE</b> C.N.P.S.</p> <p>Bouncing back after experiencing difficult situations.</p>	<ul style="list-style-type: none"> <li>• Solve problems with a positive mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Always try my best in my learning</li> <li>• Be O.K with mistakes as it helps me to learn and grow</li> <li>• Take risks with my learning</li> </ul>	<ul style="list-style-type: none"> <li>• Play to have fun and not just to win</li> <li>• Be a good sport and be happy for others when they win</li> <li>• Remember it's O.K if I am not the winner</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient when waiting</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to fix common technology problems myself</li> </ul>
<p><b>I am building...</b></p>  <p><b>RESPECT</b> C.N.P.S.</p> <p>Treat others as you would like them to treat you.</p>	<ul style="list-style-type: none"> <li>• Be inclusive</li> <li>• Follow instructions</li> <li>• Use manners</li> <li>• Actively listen to others and respond appropriately</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in activities</li> <li>• Look after equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the rules of the game</li> <li>• Share spaces and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Move and act safely</li> <li>• Keep the toilets clean</li> </ul>	<ul style="list-style-type: none"> <li>• Make positive comments</li> <li>• Only access our own documents</li> </ul>

SWPB Matrix has been adapted for specific outdoor environments (assembly hall, playground, basketball courts, toilets). These are displayed in the area as a teaching point for students while outdoors.

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. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension



- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Coburg North Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

To provide consistency across the school, Coburg North Primary School staff use the school's Behavioural Flow Chart to determine the disciplinary measure to be used.

#### Behavioural Flow Chart:

<p><b>The following behaviours will result in a verbal/visual reminder and possibly being asked to move from one seat/position to another</b></p> <ul style="list-style-type: none"><li>• Not following teacher instruction</li><li>• Calling out/ speaking out of turn</li><li>• Walking around the room disrupting other people</li><li>• Non cooperation in a task or with a fellow student/staff member</li><li>• Being late for class</li><li>• Answering back</li><li>• Lying/being dishonest</li><li>• Going out of bounds</li><li>• Ignoring peoples' personal space</li></ul>	<p><b><u>Low Level Behaviours Process</u></b></p> <p><b>Prompting, Reteaching, Redirecting, Choice, Conversation</b></p>  <p><b>2 reminders in one session</b></p>  <p><b>3rd incident is separation within class/playground</b></p> <p>(COMPASS Chronicle - Grey)</p>
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**The teacher dealing with the inappropriate behaviour will administer the consequence**

- Continuation of low level behaviour despite consequence (directly to principal class)
- Age-appropriate sexualised behaviour (directly to principal class)
- Hitting/ grabbing someone in the private parts
- Reckless play or tackling resulting in injury
- Play fighting resulting in an accident injury
- Throwing objects
- Leaving the classroom without teacher knowledge/ consent
- Teasing/ mocking/ exclusion of others
- Continual refusal to complete work
- First time theft

**MEDIUM LEVEL BEHAVIOURS  
PROCESS**

Following on from low level behaviour consequence:

**Separation within classroom/playground  
or  
a direct consequence**



**Removal from classroom/ Yard  
to  
Neighbouring classroom,  
Admin office**

(COMPASS Chronicle - Amber)  
(Parent courtesy call)

**Principal Class will determine consequences according to the incident and the parties involved. The class teacher will be informed of the incident and the agreed consequence.**

- Physical/ verbal violence
- Harmful/ destructive behaviour
- Throwing objects with intent to harm others
- Physical/ verbal/ cyber bullying
- Consistent swearing at others
- Leaving the school without adult supervision
- Inappropriate sexualised behaviour
- Deliberate destruction of others' property
- Repeated purposeful exclusion of others
- Deliberate spitting on/ at others
- Repeated teasing/ mocking/ exclusion of others

**SERIOUS LEVEL BEHAVIOURS  
PROCESS**

**Removal from situation by Principal Class**



**Parent Contacted.**

Possible consequences according to severity of the situation:

- **Extended detention**
- **In house suspension**
- **External suspension**

(COMPASS Chronicle - Red)  
(Parent called by Principal Class)

**Work during school breaks**



Students may be detained for part of recess or lunchtime if they need to finish their work, discuss a personal or behavioural issue with their class teacher or undertake special activities. No more than half of the total break time will be devoted to work and classroom teacher/leadership are responsible for the supervision of students who are detained no matter how brief the period of time as they are working to build and maintain positive relationships with students.

## **7. Engaging with families**

Coburg North 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 Communication Channels fact sheet.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in relevant school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students, when required.

## **8. Evaluation**

Coburg North 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
- Wellbeing case management
- CASES21
- SOCS

Coburg North 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**

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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
- 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

Please refer to our website for related policies which include; Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards, Commitment to Child Safety and Parent Code of Conduct.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2021
Consultation	Education Committee – October 2021 School Council - November 2021 School Captains – October 2021
Approved by	Principal
Next scheduled review date	August 2023