



**CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL
STUDENT WELL BEING & ENGAGEMENT POLICY
2024**





Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 9359 5502

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.

CHPS 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, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and behaviour response
7. Engaging with families
8. Evaluation

POLICY

School profile

Campbellfield Heights Primary School is located in the City of Hume, approximately 15 kilometres from Melbourne's CBD. With approximately 150 students, 7 grades, 35 staff members we are able to develop close relationships with all students and their families.

Situated on a large allotment, there is plenty of space for the students to play including a large oval, stage and newly built pavilion, turfed sport courts, new playground equipment, a Community Hub (including a kitchen) and lots of natural outdoor spaces for learning.

Our school is culturally diverse with 87% of our families having a language other than English, with the largest groups being Arabic and Chaldean speaking. We are very proud of our diversity and inclusive school community and form strong relationships with external community groups such as kindergartens, Arabic Welfare Services, Breakthru, Merri Outreach, DPV and HUME Council.

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

School values and vision

At Campbellfield Heights WE ARE:

- Successful Learners
- Respectful
- Safe
- Responsible

At CHPS our School Vision is to provide a safe, supportive and inclusive environment that empowers all students to have agency and success in their learning and to contribute positively as active citizens within their community.

At CHPS our vision for learning is to provide a stimulating (differentiated/inclusive), safe, supportive and empowering environment for all students by building independence and confidence through promoting student voice and agency for our students to become successful, lifelong learners.

Wellbeing and Engagement Strategies

CHPS has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, positive mental health, increased well-being 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, mental health 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), 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
- 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 CHPS use an instructional workshop 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
- teachers at CHPS 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 are 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 Leadership Teams.

- students are also encouraged to speak with their teachers, Student Well-Being Team & Principal Class whenever they have any questions or concerns.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - SWPBS
 - Zones of Regulation
 - Our 'First 20 days' of school program, is a comprehensive and structured start up program that focus' on building and establishing the initial and important reading, writing, numeracy and social, emotional skills our students will require to thrive the rest of the year.
 - Bullying Education
 - Daniel Morecombe Safety Education
 - MHiPS (Mental Health in Primary Schools)
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, leadership development
- 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

- CHPS has a Student Engagement & Well-Being Leader who monitor's the wellbeing of students and families and acts as a point of contact for students who may need additional well-being support
- CHPS has a Student Support Coordinator who monitors students with additional needs including at risk and students who may be eligible for Programs for Students with Disabilities.
- CHPS has a Speech pathologist who monitors students at risk of developing speech and language concerns and provides ongoing assessment and student support, including recommendations for teaching and education support staff
- the Student Engagement & Well-Being Leader, Student Support Coordinator and the Speech Pathologist along with Principal Class form the Student Support Team who meet regularly to monitor, review and evaluate student needs, programs, intervention, referrals and ongoing 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 – refer to our Child Safe Policies for further information
- our English as a second language students and all cultural and linguistically diverse students are supported to feel safe and included in our school including through Child Safe Policies
- we support learning and wellbeing outcomes of students from refugee background through Child Safe Policies
- we provide a positive and respectful learning environment for our students who identify as LGBTQ+ and follow the Department's policy
- 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
- 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

CHPS implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports and programs (yard time clubs, Lego Club, Smiling Minds, Social Emotional Literacy intervention, RRRR)
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Breakthru, DPV, Berry Street, Foundation House, Arabic Welfare, child and adolescent mental health services or Orange Door, DFFH
 - Re-engagement programs such as Navigator

Where necessary the school will support the student’s family to engage by:

- being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

CHPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Support Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. CHPS 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
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- SWPBS data
- school assessment and curriculum report data
- student at risk tool
- Attitudes to School Survey
- Parent opinion survey
- Staff opinion Survey

- Student Leadership Team meetings
- Student focus groups

Staff and Families who identify students require extra support can make direct referral to Student Engagement and Well-being Leader or the Student Support Co-ordinator.

Process for Staff

1. Collect and record evidence of concerns through compass
2. Complete SST Referral Compass
3. Schedule meeting with family and other relevant internal staff
4. Work with support staff to complete any relevant documents required consent forms, risk assessments, safety plans, IEP's, BSP etc
5. Determine what further supports, consultations (SST, SSSO's), referrals, resources required
6. SEWL/Staff schedule regular check ins with students and families
7. Record all meetings and discussions on Compass and notify relevant staff
8. Record Action Plan and Follow up on Compass
9. Evaluate support regularly and continue to monitor

School Community can request support from the Student Engagement & Well Being Leader in regard to the following

- Housing/Crisis Accommodation
- Food Relief/Financial Aide
- Family Violence Support
- Mental Health/Family Services Referral
- Parenting Support
- Holidays Programs/Extra Curricular Activities/Social Groups
- Uniform Support
- DHHS/Child Protection Advice

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 Values along with our Child Safe Policies highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

Student behavioural expectations and behaviour response

Behavioural expectations of students are grounded in our school's Statement of Values, SWPBS Matrix and Response to Behaviour continuum

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, CHPS 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.

SWPBS MATRIX

At CHPS we have implemented a School Wide Set of Behaviour Expectations defined for different settings around our school that are explicitly taught to every student. Our matrix provides the consistent language for all staff and students.



At All Times

- We come to school on time everyday
- We give all activities a go
- We come to school prepared
- We come to school ready to learn
- We use 'I can' statements
- We are proud of our achievements

During Learning Time

- We ask for help when we need it
- We know mistakes are important in learning
- We focus on our learning goals
- We accept and act on feedback
- We try our personal best
- We know that everyone's best is different

In The Yard

- We agree on the rules and then we play by them
- We walk to our line during the music
- We are in line, quietly standing still in pairs by the bell

Technology

- We use technology as a tool to help us work on our goals
- We assist others to use technology



- We use our manners
- We communicate in a positive manner
- We speak respectfully to all staff members
- We listen to a person speaking
- We follow directions and instructions from staff
- We welcome visitors to our school

- We use our inside voice
- We show whole body listening
- We track the speaker
- We put our hand up. We wait. We contribute.
- We listen to and acknowledge different opinions and ideas

- We put all the rubbish in the bin
- We play and eat in the correct area
- We leave the toilets clean
- We respect others' privacy in the toilet
- We know that the toilets are Game Free Zones
- We turn taps off
- We demonstrate 'my space, your space'

- We keep our passwords private
- We keep other peoples' information private
- We follow our school guidelines when on devices
- We only use other peoples' image with their permission
- We only write or post things that are polite and kind



- We keep our hands and feet to ourselves
- We demonstrate 'my space, your space'

- We pass items hand-to-hand
- We use our walking feet
- We keep our legs off the chair and on the floor

- We check the buddy bench and invite students to play
- We wear Sunsmart hats during Sunsmart times
- We report issues to the yard duty staff
- We use words to find solutions to our problems

- We carry laptops and tablets clothed with two hands
- We carry up to 2 laptops or tablets
- We follow age restrictions
- We report any issues to an adult
- We keep our fingers and other objects away from the screen
- We keep food and drinks away from our computers/pads



- We are where we need to be
- We tell the truth
- We are accountable for our actions
- We use our Calm Down strategy


- We go straight 'there' and straight 'back'
- We put things in their right place

- We go to the toilet and get a drink during breaks
- We encourage each other

- We check with an adult if we are unsure if a site is appropriate
- We ensure that anything we publish is our own work
- We ask permission to print
- We put equipment away

RESPONDING TO BEHAVIOUR CONTINUUM

CHPS 'Responding to Behaviour' continuum aims to create an inclusive environment by implementing procedures for encouraging desired behaviour as well as discouraging and responding to undesired behaviour.

| CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL RESPONSE TO NEGATIVE BEHAVIOUR PROCEDURE | |  | |
|---|--|---|--|
| 'Success for ALL' | | | |
| <ul style="list-style-type: none"> • Every Student. Every Setting. Every Staff Member. Every Day • Safe & Positive Climate for Learning • Active supervision • Build Relationships with students and families • Engaging, relevant content appropriate to level • Evidence based teaching and learning strategies | | <ul style="list-style-type: none"> • 6:1 positive to corrective/negative interactions • Acknowledgement system (GOTCHA POINTS) • Inclusion of Student Voice/Agency • Positive Behaviour Expectations explicitly taught and modelled weekly • Social and Emotional skills explicitly taught • Lunch time clubs • Prevent, Teach, Reinforce | |
| <p style="text-align: center;">Minor Behaviour * Staff</p> <ul style="list-style-type: none"> • Acting in a disrespectful manner to another student (yelling, rolling eyes, negative body language, not including swearing) • Annoying, following, mimicking or making faces • Disturbing/distracting others (calling out, interfering with other's game) • Dropping rubbish • Eating in the wrong area • Inside without permission • Low level teasing • Not following instructions • Not wearing a hat • Not wearing school uniform • Playing out of bounds • Running in the buildings • Spitting (not on another person) • Swearing to self or in conversation (game etc.) • Unsafe with equipment- nothing damaged and no one hurt • Vandalism - minor level i.e. book doodling <p style="text-align: center;">** If a student is showing the same behaviour 3 times within a week this results in a repeated minor which moves to a moderate behaviour -></p> | <p style="text-align: center;">Moderate Behaviour * Staff - Recorded on COMPASS</p> <ul style="list-style-type: none"> • Acting in a disrespectful manner to staff (yelling, rolling eyes, negative body language) • Intimidating others • Moderate threat to harm others • Play fighting • Physical violence (easy to manage, low emotion, no one hurt) • Self-exiting from class (within teacher visibility) • Spitting intentional on or at someone • Swearing at a student • Taking others' hat or equipment • Throwing sticks, rocks etc. (not at someone) • Work refusal <p style="text-align: center;">** If a student is showing the same behaviour 3 times within a week this results in a repeated moderate which moves to a major behaviour -></p> | <p style="text-align: center;">Major Behaviour * Principal Class/Leadership/OIC</p> <ul style="list-style-type: none"> • Bullying/Discrimination/Harassment (as per definition in SEIWB Policy) • Leaving school grounds • Major threat to harm others • Physical violence with someone hurt, high emotion and unmanageable in setting or by staff member • Repeated Moderate • Self-exiting from class (proximity is beyond staff view) • Stealing • Swearing at a staff member • Unsafe with equipment with intent resulting in someone hurt or something damaged • Vandalism with intention to damage or offend • Recorded on COMPASS • Repeated moderate behaviour <p style="text-align: center;">**Record on COMPASS and contact parents/carers/guardians and chronicle to go to classroom teacher and teacher who dealt with incident</p> <p style="text-align: center;">**Leadership to determine response</p> | |
| <p>Learning Time</p> | <p>Breaks in the Yard</p> | | |

| | | | |
|---|--|---|--|
| <p>Step 1: Hint: Using values Acknowledge: Desired behaviour</p> <p style="text-align: center;">↓</p> <p>Step 2: Redirect Name behaviour and provide opportunity to practice</p> <p style="text-align: center;">↓</p> <p>Step 3: Visual Reminder</p> <ul style="list-style-type: none"> • Direct to the matrix • Body language • Name on the board • Move spots <p style="text-align: center;">↓</p> <p>Step 4: Relocation</p> <ul style="list-style-type: none"> • Within the classroom • Relocation classroom <p style="text-align: center;">↓</p> <p>Step 5: Accountability</p> <ul style="list-style-type: none"> • If they waste their learning time, they make it up during their break time. | <p>Step 1: Hint: Using values Acknowledge: Desired behaviour</p> <p style="text-align: center;">↓</p> <p>Step 2: Redirect or Relocate</p> <ul style="list-style-type: none"> • New game • New location • Identify those doing preferred behaviours in the area <p style="text-align: center;">↓</p> <p>Step 3: Accountability</p> <ul style="list-style-type: none"> • Sit on the reflection seat • Apology • Take away the equipment | <p>Step 1: Conference with Student</p> <ul style="list-style-type: none"> • Naming the negative behaviours and preferred future behaviour linking to the school values <p style="text-align: center;">↓</p> <p>Step 2: Relocation Within the classroom:</p> <ul style="list-style-type: none"> • Relocation classroom <p>Outside in the yard:</p> <ul style="list-style-type: none"> • Walk with the teacher • Lunch time clubs • Regulation station <p style="text-align: center;">↓</p> <p>Step 2: Accountability</p> <ul style="list-style-type: none"> • Match the behaviour with a focus on being accountable and building capacity to improve behaviour <p style="text-align: center;">↓</p> <p>Step 3: Reteach desired behaviour</p> <p>*If teachers are noticing the same behaviour occurring with a particular student over a week, follow teacher judgement of behaviour response and flag student and make a phone call to inform parents</p> | <p>Step 1: Conference with Student Student is withdrawn from area and are sent to Principal Class/Leadership/OIC to have a conversation about the incident</p> <p style="text-align: center;">↓</p> <p>Step 2: Reflection Room Parent phone call Student to complete Student reflection template (TBD)</p> <p style="text-align: center;">↓</p> <p>Step 3: Restorative conversation At all levels if behaviour involves another student a restorative conversation should also be had with that student, either with another student if appropriate or with the teacher dealing with the incident. If a student has been involved in 3 incidences that need reflection room within a term, this will result in other alternatives:</p> <p>Behaviour Support Plan/Check In Check Out chart Parent/Student meeting Alternative Timetable Suspension - Internal/External</p> |
|---|--|---|--|

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 CHPS is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Engaging with families

CHPS 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

CHPS 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 and Individual Learning Plans
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

CHPS 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, Class Dojo, Compass
- 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 & Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|---|
| Policy last reviewed | 09/08/2024 |
| Consultation | Student representative groups, parent groups, School Council, Staff Term 3 2024 |
| Approved by | Principal |
| Next scheduled review date | Before August, 2026 |